

Inspection of Escape Zone

Ashton Park School, Blackmoors Lane, BRISTOL BS3 2JL

Inspection date:

7 August 2025

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Warm and friendly staff welcome the children into the energetic holiday club. They provide younger children with reassurance and praise, which enables them to settle quickly. They work hard to form strong connections with the children and families in their care. Children enter happy and eager to see what they will be doing that day. They seek out friends and staff to share their holidays stories and experiences. Staff and children celebrate each other's achievements. They stand at the side of the hall and cheer each other on. Therefore, children show high level of confidence and self-esteem.

Staff understand the importance of children being physically active. They plan activities that promote children's physical health and well-being. The focus is on fun, movement and teamwork. Children enjoy energetic games, such as dodgeball and wink wink murder, which encourages their cooperation and produces lots of laughter. Staff join in with enthusiasm, helping children feel confident to take part. Activities are adapted so everyone can be included, regardless of ability. Children are encouraged to challenge themselves. For example, younger children are supported to throw and catch a ball, which helps strengthen their arm and wrist muscles. Children run around and navigate the space, which supports their coordination and spatial awareness.

What does the early years setting do well and what does it need to do better?

- Children are encouraged to share their views and help shape the day's activities. Staff get the children to vote on which games to play. This gives children a sense of ownership and belonging. Staff build trusting relationships by listening and offering children emotional support. Clear boundaries and club rules help guide children's behaviour. Staff remind them that games are about fun, not winning. Children are supported to resolve minor conflicts. For example, during a recent team game, they agreed on 'fair turns' without adult help. Older children, known as junior coaches, support younger ones by showing genuine care and attentiveness, helping them feel safe and included.
- Staff support children to make healthy choices throughout the day. At snack time, they ask children to find a healthy item from their bags, sparking discussions about what foods help our bodies, and which are best kept as occasional treats. At lunch, children enjoy healthy packed meals. Once finished, the children can buy a treat from the tuck shop. Staff remind them to choose one treat, not two, and to have a drink instead of extra sweets or chocolate. Children count out their money, which supports younger ones with early maths skills while also encouraging independence and thoughtful decision-making.
- Parent feedback highlights the club's welcoming atmosphere and the positive

impact on children's confidence and independence. Parents value the added activities and experiences offered, such as raft building and inflatable days, as well as the junior coach programme that gives older children responsibility and leadership opportunities. Staff build strong partnerships with families through regular communication and a flexible, responsive approach. They work closely with parents to understand individual needs, including those of children with special educational needs and/or disabilities, ensuring every child feels valued and included.

- Staff speak positively about their roles and responsibilities, expressing genuine enjoyment in their work and pride in the impact they have on children's development. Regular team meetings with the management team provide opportunities to share ideas, reflect on the environment and identify areas for future training and growth. Staff work collaboratively and supportively, describing the team as having a 'family feel' that promotes trust, and a shared commitment to providing high-quality experiences for all children.
- Children have opportunities to try new things through the club's strong partnerships with external organisations and professionals. These collaborations provide enriching activities, such as raft building, paddle boarding and football skills sessions. These experiences help broaden children's horizons and build their confidence. In addition to these high-energy options, quieter activities, like colouring and puzzle, are thoughtfully provided. This ensures children have space to relax, self-regulate and enjoy calm moments when needed.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2788667
Local authority	Bristol City of
Inspection number	10415611
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 13
Total number of places	60
Number of children on roll	120
Name of registered person	Excalibur Academies Trust
Registered person unique reference number	2788666
Telephone number	0117 3773300
Date of previous inspection	Not applicable

Information about this early years setting

Escape Zone registered in 2024. It operates from Ashton Park School in Bedminster, Bristol. The playscheme operates daily throughout the school holidays, from 8am until 5pm, for children aged from 4 to 14 years. The playscheme employs nine coaches, of whom six hold community sport leader qualifications and two are working towards their sport qualification.

Information about this inspection

Inspector

Louise Phillips

Inspection activities

- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector held a meeting with the management team to discuss how they self-evaluate the provision.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection and took into account written testimonials.
- Children spoke and engaged with the inspector during the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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