

# Inspection of Kidz Zone Holiday Club

Cockburn Haigh Road Academy, Haigh Road, Rothwell, Leeds LS26 0NQ

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Inspection date:

31 July 2025

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

**This  
inspection**

**Met**

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Previous  
inspection

Met

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children are excited to attend the club, which is a hive of activity. After receiving a warm and welcoming greeting from staff, children who attend Reception class together in the host school are especially keen to greet their friends. Children play harmoniously and share ideas, for example, while building with construction toys and developing their imaginative skills. Staff plan a wealth of activities, often based around exciting themes. This helps to foster children's love for learning a whole host of new knowledge and skills, and sustains their focus and engagement. Staff create a very friendly and fun environment, where children are independent, happy, sociable and confident. Children enjoy staff's enthusiastic interactions, for example, as they engage in experiments that develop their creative skills using chalk and water and make Chinese lanterns.

Staff have high expectations for children's behaviour, which is extremely positive. Children follow the club rules, which they are involved in creating. Staff re-visit these with children during 'registration time'. Staff are good role models, who instil important values, such as being kind and respectful. Where children see or show kindness, staff encourage them to write on, or ask an adult to help them write on, the pink heart-shaped pieces of paper for the 'kindness' tree. Staff plan many activities that are designed to foster children's listening skills, social skills and friendships and children play cooperatively. For example, children have to follow instructions and work together during team games that promote their large physical skills.

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

- Staff help children to develop a sense of ownership of the club and feel valued. For example, they take account of children's interests and ideas when planning activities. Staff enrich children's experiences by inviting visitors to the club to deliver activities and workshops.
- Children generally transition well, especially those attending Reception class in the host school, due to a number of staff also working in the school. However, there is scope to increase the levels of support that less-confident children receive during activities and care routines, such as lunchtime. This routine is very noisy and somewhat overwhelming for some children, as all age groups join up into one extremely large group.
- Staff reinforce children's early literacy and mathematical development effectively to support learning in school. For example, children use scissors while making Chinese masks and lanterns, and models using box craft materials. They play board games and have free access to mark-making resources and books. Children can sit and read quietly in the cosy teepee.

- Staff provide many opportunities for children to learn about practices that contribute to a healthy lifestyle. For example, children are given free access to the outdoors, which enables them to follow their interests. Children confidently use physical apparatus and have great fun taking part in multi-sports activities, delivered by visitors as part of a local authority initiative. Staff present children with certificates as an incentive to bring healthy items in lunch boxes.
- Staff help children to gain an effective understanding of when they might be at risk, including using the internet, digital technology and social media. For example, staff educate children during circle time and through online videos. They plan activities linked to topics, such as creating posters of what children think the dangers are. Staff also provide information for parents to help them keep children safe at home.
- Staff help children to learn about, and celebrate, certain aspects of diversity within the club. For example, children take part in a wide array of activities linked to one country each week and special celebrations. As part of this, parents bring in special items related to their culture. However, opportunities for children to learn about broader aspects of diversity are, sometimes, overlooked.
- Staff praise children for the 'amazing' drawings they create on the wall or for doing a really good job with their Chinese lanterns. This helps to foster children's self-esteem, confidence and sense of pride.
- Leaders' qualifications have a very positive impact on staff's practice. They continually reflect on the setting's provision with staff. This helps them to identify any further improvements needed. Leaders take part in award schemes, such as those that recognise inclusive practice for children with disabilities. Leaders continue to build their systems to monitor and develop staff practice, such as by providing online training. This is especially the case following an increase in the number of children and staff.
- Leaders take full account of the views of parents in helping to shape the service. For example, parents are asked to complete an online survey. Subsequently, leaders evaluate parents' feedback. They display examples of suggestions parents have made, and how they have acted upon these.

## Safeguarding

The arrangements for safeguarding are effective.

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

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY550232                                                                          |
| <b>Local authority</b>                             | Leeds                                                                             |
| <b>Inspection number</b>                           | 10403596                                                                          |
| <b>Type of provision</b>                           | Childcare on non-domestic premises                                                |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Out-of-school day care                                                            |
| <b>Age range of children at time of inspection</b> | 4 to 11                                                                           |
| <b>Total number of places</b>                      | 26                                                                                |
| <b>Number of children on roll</b>                  | 171                                                                               |
| <b>Name of registered person</b>                   | Kidz Zone Holiday Club Partnership                                                |
| <b>Registered person unique reference number</b>   | RP550231                                                                          |
| <b>Telephone number</b>                            | 07379 909222                                                                      |
| <b>Date of previous inspection</b>                 | 19 February 2020                                                                  |

## Information about this early years setting

Kidz Zone Holiday Club registered in 2017. It is owned by a partnership and operates from Cockburn Haigh Road Academy, Rothwell, Leeds. There are five members of staff who work at the club. This includes the co-owners of the club, both of whom manage the club and hold a qualification at level 3. The club is open Monday to Friday, during school holidays only. Sessions are from 8am to 6pm.

## Information about this inspection

### Inspector

Rachel Ayo

## Inspection activities

- The inspector observed the safety and suitability of the premises.
- The inspector completed a learning walk and held discussions with one of the owners of the club. This helped the inspector to find out how the club is organised and the range of activities provided.
- The inspector spoke to children and staff during the inspection and gained the views of a number of parents.
- The inspector discussed the leadership and management of the club, and carried out a joint observation with one of the owners of the club.
- The inspector checked a sample of documentation, including those relating to the suitability of staff.

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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