

# Inspection of Bizzykids Ltd

Westbrook Lane Primary School, Westbrook Lane, Horsforth, Leeds LS18 5AH

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Inspection date: 23 May 2024

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

**This  
inspection**

**Met**

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Previous  
inspection

Outstanding

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

### **This provision meets requirements**

Children are happy in this setting. They arrive playful, energetic and confident. The setting is clean and well organised. Children have a clear routine and know what is expected of them. Children's personal development is good. They sit together to share healthy meals and play games. Staff know children well. They listen to children and build rapport. As a result, children are confident, kind and humorous. Staff sensitively support children to share, take turns and wait. Children queue at the counter for more food and staff remind them eat fruit and drink water.

Most days children play outside in the large and well-equipped area. Children are eager to go outside. They listen to instructions and wait for their turn to get ready. Children are safe, supported and know what areas they can use. Staff position themselves around the area so that children are always in their sight. Staff are always available for children. Children are enthusiastic and resilient. They enjoy a variety of traditional games, such as hopscotch and skipping.

Staff provide activities for children. For instance, younger children role play, dance and draw, while older children plan and organise games of cricket and football. Children cooperate, work together and discuss the rules of cricket. They respect staff and ask for their opinion. Older children are keen to demonstrate their physical skills and talents. They ask staff to watch while they demonstrate batting, dancing and cheerleading. Staff encourage children to make choices. Children spend time with their friends and are totally engaged in the play they create. They develop social and physical skills, such through group play and interacting with staff and other children.

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

- Children have a sense of belonging in the setting. They use language well and enjoy speaking to staff and sharing their ideas. Younger children feel safe and are included in all activities. For example, they choose to sit with their older siblings at the table.
- Many children have been attending the setting since they were in Reception Year and know staff well. Children talk affectionately about staff. Staff observe children, follow children's interests and enjoy their company. Children say they enjoy a range of crafts, being with their friends and playing outside.
- Staff find out about new children in a questionnaire from parents. Many children have older siblings in the setting and staff develop secure and long-lasting relationships with parents. Staff offer new children settling-in visits, sometimes during the school holidays.
- Staff communicate with parents in daily conversations, by email and text on a

dedicated mobile phone. Staff use a questionnaire to ask parents for suggestions about the menu. Parents speak highly of the setting. They say that their children love attending.

- Parents of children with special educational needs and/or disabilities (SEND) say they receive daily updates and that staff share lots of information. Parents say that they appreciate information shared by staff. They say that their children talk enthusiastically about the club and share lots of information. Parents appreciate that children do not use mobile phones in the setting. They value staff and the outdoor environment, where their children enjoy space and freedom to play.
- The manager is knowledgeable and engaged in every aspect of the setting. She recognises the benefits of being on the school premises and of working in partnership with the school. The manager evaluates routines and activities. She reflects on what is working well and makes plans for changes.
- The manager and staff work as a team. They focus on offering children traditional play, physical exercise, healthy food and making connections in their community. Children play together in a familiar environment. As a result, children and parents feel confident and secure.
- The manager and staff have developed a supportive relationship with the local school and the headteacher. They work closely to support all children. Staff appreciate being valued and included, and recognise that this improves their own professional development.
- The manager follows safe recruitment practices. She knows staff well and is tuned into their needs. The manager carries out supervision meetings and speaks to staff each day.
- Staff promote inclusion and diversity, such as in the resources provided and in discussions between staff and children. Staff keep accurate records of children's special dietary needs, preferences and allergies. These are checked when they prepare and serve food. Staff are meticulous about security. They make daily risk assessments and closely monitor parents arriving and children leaving.

## **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>	EY422029
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10339300
<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>	32
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Bizzykids Ltd
<b>Registered person unique reference number</b>	RP911302
<b>Telephone number</b>	07714884180
<b>Date of previous inspection</b>	10 July 2018

## Information about this early years setting

Bizzykids Ltd registered in 2010. It is a privately owned out-of-school club which operates from a building in the grounds of Westbrook Lane Primary School in Horsforth, on the outskirts of Leeds. The setting employs six members of staff. Of these, four staff hold qualifications at level 6, one member of staff holds a qualification at level 5 and one member of staff holds a qualification at level 2. During term time, the setting operates before and after school, from 7.30am to 8.45am and from 3pm to 6pm. During some school holidays, the setting operates from 8am to 6pm.

## Information about this inspection

### Inspector

Caroline Brooks

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager showed the inspector the indoor and outdoor areas used by the setting and explained how the provision is organised.
- The inspector listened to children during the inspection.
- The inspector held a number of discussions with the manager and staff.
- The inspector looked at relevant documentation.
- The inspector observed children playing and taking part in games during the inspection.
- The inspector observed interactions between children and staff.
- The inspector spoke to parents during the inspection and took account of their views.

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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