

Kidzone

Unique reference number (URN): EY550402

Address: Dobson Road, Bolton, BL1 4RT

Type: Childcare on non-domestic premises

Registered with Ofsted: 12/10/2017

Registers: EYR, CCR, VCR

Registered person: Bolton School Services Limited

Inspection report: 19 January 2026

Exceptional	
Strong standard	● ● ●
Expected standard	●
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Behaviour, attitudes and establishing routines

Strong standard ●

Staff consistently promote the positive behaviour of all children in a developmentally appropriate way. They explain the high expectations they have of children and role model the behaviours they expect, such as using manners and being respectful. Children's behaviour is exemplary. Staff build very secure relationships with children. They get to know each child very well. Staff raise children's ambitions through displaying the things children say they aspire to be when they grow up. Children have high levels of confidence and self-esteem.

Staff provide experiences that keep children engaged and stimulated. Children concentrate as they paint daffodils, focus as they learn about the names of the parts of the flower and are curious as they explore mud. These focused activities support children effectively to demonstrate positive attitudes. Staff sit with children, joining in with their experiences and offering new insights. Children play collaboratively with staff and other children. They share ideas with each other and build deep friendships.

Staff collect children from the attached school and teach them how to behave on the walk to the club. There are clear procedures for ensuring that children arrive at the club on time. Staff support all children to understand the routine by providing consistency and explanations.

Children's welfare and wellbeing

Strong standard ●

Staff take the time to get to know each individual child. They talk with children about their likes, dislikes and experiences. Children build effective relationships in the calm and supportive environment. Staff use their excellent knowledge of children to respond to children's emotional needs. They create calming spaces, where children can relax, and teach them breathing techniques. This helps children to manage their emotions very effectively.

Inclusive practice is a strong feature of the club. Staff represent diversity in displays, through books and within activities. They arrange for children to have visits from charities with guide dogs and learn about disabilities. Every child has a strong sense of belonging and understands how people are different.

Staff structure the routine so children develop healthy habits. Children enjoy nutritious snacks and benefit from daily exercise outdoors in the fresh air. This helps children to feel nourished and emotionally settled. Children plant fruit and vegetables and learn about what food needs to grow. Staff use innovative ways to understand children's thoughts and feelings. They ask children to draw items in a jar about what friendship means to them and talk to children about their dreams. Children have high levels of self-awareness and can express their thoughts.

Inclusion

Strong standard 

Staff quickly identify children's individual needs and make effective judgements about the support they need. For example, they provide children with physical and sensory experiences, such as fidget toys and quieter, calmer spaces. This helps children to regulate their bodies and emotions so that they are prepared to engage in the next part of the routine. Staff work very closely with other professionals, such as school teachers, to shape children's experiences. They discuss with teachers the strategies that have worked and any adaptations that are needed. This helps children to benefit from a consistent approach to meeting their individual needs.

Staff participate in training related to inclusion and reflect with their colleagues on the difference any interventions are making. They learn about the needs of different children and how effective interactions can help to reduce barriers to engagement. This helps staff to provide highly effective thoughtful support. Staff make sure that every child can fully participate in the club's experiences. They are proactive and respond to children's emerging needs. Staff meet with local professionals to fully understand the range of support services available to families. This supports children and families to benefit from consistent and well-coordinated support.

Expected standard

Leadership and governance

Expected standard 

Leaders and staff meet regularly to ensure that all decisions about the club are made in the best interests of the children. They reflect on the strategies, policies and practice and continuously identify ways in which improvements can be made. This helps them to maintain a high-quality service for children and their families.

Staff are well supported in their roles. They have regular supervision sessions and conversations with leaders about their practice and wellbeing. Staff feel valued and confident. They undertake regular training and professional development. Leaders and staff work with other settings to share ideas about good practice. This helps to provide further insight into the strengths and weaknesses of the club.

Staff engage with parents and carers positively to help them understand their children's experiences in the club. For instance, they display a menu on the wall so parents can read what children have been offered to eat that day. However, leaders have not ensured that information-sharing consistently reaches all families to help them to be fully informed about their children's time in the club.

✔ **Compulsory Childcare Register requirements**

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

✔ **Voluntary Childcare Register requirements**

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

What it's like to be a child at this setting

Children arrive at the club happy. They feel emotionally secure and confident in the care of staff, who know them well. Children settle quickly into the familiar routine. They choose from the broad range of experiences available to them in the well-designed environments. Children are independent and self-assured in their decision-making. They play with trains and participate in role play, expressing themselves with confidence. Children enjoy playing out in the fresh air each day, where they undertake enjoyable experiences. For instance, they grow carrots and tomatoes and observe how they change over time. Children benefit

from using the wide range of nature spaces available to them on site, which contributes to their wellbeing.

Staff use their excellent knowledge of children to provide opportunities where each child is valued. They offer children lots of praise and encouragement and play alongside them. Children believe in themselves and know their thoughts and ideas are valued. For instance, children talk about their ideas as they engage in play and choose activities that are aligned to their interests.

Staff understand the unique needs of each child and adapt the environment and interactions to ensure that all children are fully included. Children learn about differences and similarities through access to a wide range of diverse books. Children know where things belong so they can continue building upon previous ideas. Families feel welcome in the club, and children play cheerfully with their friends in a safe environment. There are effective processes for ensuring that children arrive safely from school.

Next steps

- Leaders should strengthen communication with families so that all parents and carers receive regular information about their children's experiences in the club.
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About this inspection

The inspector spoke with leaders, staff, parents, children, the special educational needs and/or disabilities coordinator and the designated safeguarding lead 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.

Inspector:

Joanne Ryan

About this setting

Unique reference number (URN): EY550402

Address:

Dobson Road

Bolton
BL1 4RT

Type: Childcare on non-domestic premises

Registration date: 12/10/2017

Registered person: Bolton School Services Limited

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:30 - 08:30, Monday, Tuesday, Wednesday, Thursday, Friday : 15:15 - 18:00

Local authority: Bolton

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 19 January 2026

Children numbers

Age range of children at the time of inspection

3 to 11

Total number of places

80

Our grades explained

Exceptional ●

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard ●

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524

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