

Whizz Kids Holiday Club

Unique reference number (URN): 2841728

Address: Westdene Primary School, Bankside, Brighton, BN1 5GN

Type: Childcare on non-domestic premises

Registered with Ofsted: 06/06/2025

Registers: EYR, CCR, VCR

Registered person: Driver, Duncan Paul

Inspection report: 11 August 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.

Expected standard

Behaviour, attitudes and establishing routines

Expected standard 

Children enjoy playing collaboratively with one another. Staff arrange group games, and children play them together in the outside play spaces. Children also enjoy a range of board games. They happily take turns and share resources with one another. Staff are typically engaged and involved in children's play. They actively encourage children to participate with the activities available and talk to others in the group.

Staff build secure relationships with children and generally get to know them well. Often, 'welcome games' take place at the beginning of each session. This helps children to introduce themselves to one another and learn about others' interests. Children build social skills and make friends with those around them.

Leaders typically have high expectations for children's behaviour. Overall, these expectations are generally implemented consistently by staff. There are times, however, when rules are not made clear to some children who are new to the club. This means that some children are occasionally unsure of which rules are in place. Despite this, children generally behave well at the holiday club.

Leaders have a robust approach to attendance. They have effective systems in place that ensure any instances of absence are promptly followed up with parents.

Children's welfare and wellbeing

Expected standard 

Leaders and staff work together to support children's welfare and wellbeing. They have a clear focus on enhancing children's experiences.

Staff are generally mindful of children's different interests, ages and stages of development when they plan their activities. They carefully consider the resources available and create cosy areas for children to relax in when they want to. Generally, the key-person system is effective in supporting the youngest children to feel safe and settled. There are times when games and activities are focused on older children. Consequently, younger children do not fully understand the rules or organisation of some games, and staff do not consistently adapt instructions to further support children's understanding. Despite this, children are often happy to participate in the various activities that are available.

Leaders have been working on supporting staff to develop how messages about healthy lifestyles are delivered to children. Generally, routines support children's good health. For example, children keep hydrated throughout the day and remember to wash their hands before eating. Mealtimes are generally sociable occasions, and leaders have identified further training that is intended to strengthen interactions at these times in order to promote conversations around food and nutrition.

Inclusion

Expected standard 

Leaders are focussed on providing a welcoming and inclusive environment for children. They use clear systems to gather information from parents so that children with special educational needs and/or disabilities (SEND) are quickly identified. This means that, typically, staff can find out about different strategies that might be used at home to support children throughout the session. Children therefore benefit from a shared approach to their care.

Leaders provide training to staff to support them to understand how to work with different groups of children. Typically, staff feel well informed about different interventions they can use to support children in the club. Leaders generally have coaching processes in place to support staff who are less experienced, in order to strengthen their understanding of working with children with SEND.

Leaders work in partnership with the local authority. They understand how to liaise effectively to access any additional funding for children. Leaders provide additional training that is focused on supporting children who may face barriers to their wellbeing or those who are at a disadvantage. Through practices such as this, all children are often well supported in the club.

Leadership and governance

Expected standard 

Leaders have a generally secure oversight of the setting, and overall, staff training is well organised. Leaders provide staff with information ahead of starting in their roles to prepare them with knowledge about essential policies and procedures. Typically, leaders use careful monitoring of the provision to identify any weaknesses so that training can be targeted appropriately.

Leaders generally review staff practice and knowledge well. However, the supervision of staff, including the verification of training and qualifications, is not always robust. For example, leaders and staff are not consistently aware of the requirements for first-aid qualifications. However, leaders are now aware of what is required, and have taken appropriate action to ensure that there is always a member of staff with a paediatric first-aid qualification on site.

Leaders have worked hard to build secure partnerships with parents. For example, they have strengthened the different channels of communication they use to reach out to all groups of parents. This means that parents feel involved in the activities happening at the club. Leaders also seek feedback from parents and children to continually drive improvements at this holiday 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 are very well settled at this friendly holiday club. Staff are kind and welcoming as children first arrive and begin to ask them questions about their interests and friends. Children know what the day has to offer as they keenly look at the daily routine on the board with their parents.

Children enjoy varied games, sports and activities. They begin to learn the routine well and generally join in positively with the different activities available. Staff introduce interesting themes, such as 'space week'. Children explain how they enjoy crafting as they make alien

hats together. Staff develop these themes further and consider how to broaden children's interests by introducing vocabulary and facts related to space.

Children develop secure bonds with adults and other children. They are supported to make friends with all children at the club and appreciate others' skills and attributes. Children generally follow the behavioural expectations of the holiday club easily. However, there are occasionally some inconsistencies in how these are delivered by staff.

Leaders have considered how to make the club accessible to all children. They have secure systems in place that ensure staff know how to best support children's individual needs, including those of children with special educational needs and/or disabilities. Children benefit from a tailored approach that makes them feel welcomed and supported.

Next steps

- Leaders should support staff to provide clear and consistent messages about behavioural expectations so that they can be commonly understood.
 - Leaders should target training precisely to increase the quality of interactions during mealtimes.
 - Leaders should strengthen arrangements for the supervision of staff to ensure that training and skills are kept up to date.
-

About this inspection

The inspector spoke to children, staff and leaders as part of 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:

Nicola Houston

About this setting

Unique reference number (URN): 2841728

Address:

Westdene Primary School

Bankside
Brighton
BN1 5GN

Type: Childcare on non-domestic premises

Registration date: 06/06/2025

Registered person: Driver, Duncan Paul

Register(s): EYR, CCR, VCR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 08:00 - 17:00

Local authority: Brighton and Hove

Facts and figures used on inspection

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

 This data is from 11 August 2026

Children numbers

Age range of children at the time of inspection

5 to 11

Total number of places

30

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026



© Crown copyright