There is significant discourse surrounding the physical activity (PA) patterns and preferences of children in their early-years (0-5 years), prompted by low adherence to PA guidelines, reduced engagement in active free-play (Burden & Whitaker, 2005; Clements, 2004), and high participation rates in sport and organized physical activity (OPA) (ParticipACTION, 2018). While organized sport involvement is suggested to enhance the development of school-age children and youth, little is empirically known about the potential benefits or risks associated with participation in early childhood, despite the pervasive availability of programming (Calero, Beesley, & Fraser-Thomas).

**Purpose.** The purpose of this research project was to advance the understanding of early-years sport and OPA in Canada. Specific goals were to: (a) systematically gather, review, and synthesize research examining developmental outcomes associated with toddler and preschooler sport involvement, (b) explore the experience of sport and OPA participation on behalf of young children and their families, (c) observe real-life sport and OPA contexts, and (d) explore the unique experience and role of coaches in early-years sport settings.

**Methods.** This research involved a coping review, followed by a qualitative case-study design, drawing upon multiple methods of data collection (semi-structured interviews and external researcher observation), and exploring multiple participant perspectives (toddlers, preschoolers, parents, and coaches; N=27); providing a comprehensive picture of early-years sport (Baxter & Jack, 2008; Creswell, 2012). **Results.** Scoping review findings offer preliminary evidence that early sport participation is related to primarily positive outcomes (e.g. enhanced social skills, pro-social behaviours, self-regulation), while negative and inconclusive outcomes were also identified. Case study results revealed a number of motives and perceived outcomes associated with early-years sport participation, including: (a) physical activity management, (b) early skill acquisition, (c) learning to win and lose, (d) socialization and independence, and (e) listening and following direction. Case study data analysis is ongoing. Collectively, this research advances the limited understanding of early-years sport and OPA in Canada, helping parents and key stakeholders make better informed decisions about early sport participation, while being the first study to discern young children’s perspectives on early-years sport.

**Keywords:** Early-years; toddler; preschooler; sport; OPA; sport readiness; developmental outcomes