

Inspection of Ladybirds Pre-School

Walpole Cross Keys Cp School, 28 Sutton Road, Walpole Cross Keys, KING'S LYNN,
Norfolk PE34 4HD

Inspection date: 16 July 2025

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy to arrive and settle quickly in this warm and welcoming pre-school. Staff members individually greet each child upon arrival and obtain relevant information from parents to ensure that children's needs are clearly understood and addressed from the outset. As a result, children adjust promptly and exhibit positive relationships with staff.

Throughout the pre-school, staff understand how to build on children's learning through skilful interactions. For example, staff encourage children to sing along to favourite rhymes. Staff expertly bring stories to life for children, who become engrossed and excited to listen. Children join in with the repeated phrases enthusiastically and this supports their early literacy skills and encourages a love of books.

Staff place a focus on helping children to develop a strong sense of self and self-awareness and, overall, children behave well. Children's individuality is acknowledged and valued. For example, staff talk to children about their facial features and children are excited to discover they have the same eye colour as other children.

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

- Staff support children with special educational needs and/or disabilities effectively. They work closely with parents and other professionals to review children's next steps, which help them decide what to teach children. Staff design targeted activities to further enhance children's communication and language skills. For example they use Makaton sign language to help children become confident communicators.
- Partnerships with parents and carers are strong. Families describe the pre-school as 'faultless' and note that their children enjoy attending and have developed positive relationships with staff and peers. Staff collaborate closely with parents to support children in making a smooth transition from home to pre-school and then on to primary school.
- Leaders have an ambitious curriculum in place; however, this is not always implemented by staff. Sometimes, older and most-able children do not receive experiences that offer challenge in their learning. As a result, they struggle to regulate their behaviour because they become bored and distracted.
- Staff read stories to children in lively voices, capturing their attention. Children of all ages enjoy listening and joining in with familiar parts. For instance, they guess which animal is hiding behind each door of the book with staff. Staff introduce new words and support children in expressing themselves confidently. Staff support younger children to develop their early writing skills as they use

pens to make marks on paper. Pre-school children confidently write their names on their artwork.

- Staff encourage children to express their own ideas and develop their creativity. As they role play, children build their imaginative skills by making potions in the mud kitchen. They learn to cooperate, deciding who will mix what colour and eagerly wait for the results. Children develop their creative skills when doing live drawings of sunflowers.
- The manager and staff acknowledge the value of providing children with experiences that help them learn about their community. They take children to visit local amenities, such as the village hall. In addition, children learn to care about animals. For example, they enjoyed a visit from a local pony and were encouraged to brush its mane and put bows on it.
- Outdoor learning is an integral part of the provision. The garden is viewed as an extension of the classroom, offering a wide range of physical and exploratory play. Children develop their coordination and motor skills by climbing, balancing and navigating bikes and tricycles. Additionally, they participate in imaginative activities in the mud kitchen, creating potions with paint and water. Children grow their own fruit and eagerly check if it is ripe before tasting it, fostering a love for the outdoors.
- Staff work well together, and their morale is good. Leaders value the staff team and provide effective support. Staff enjoy working at the pre-school and say they feel valued and supported to do a good job. However, the leadership team have not sought further ways to help all staff develop a deep knowledge of teaching and learning.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- help staff to implement the curriculum more consistently to provide the most-able children with more challenging experiences
- continue to build on the already good practice, seeking further ways to enhance staff's professional development that focus on deepening their knowledge on teaching and learning.

Setting details

Unique reference number	254146
Local authority	Norfolk
Inspection number	10398231
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	18
Number of children on roll	31
Name of registered person	Ladybirds Pre-School Committee
Registered person unique reference number	RP517333
Telephone number	07952 397 830 + 01553 774 144 after 1pm
Date of previous inspection	9 October 2019

Information about this early years setting

Ladybirds Pre-School registered in 1996. It employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The pre-school opens Monday to Thursday, during school term times. Sessions are from 8.30am until 3.30pm. The pre-school provides funded early education for all eligible children.

Information about this inspection

Inspector

Roswana Bibi

Inspection activities

- The pre-school manager and the inspector completed a learning walk of the pre-school. They discussed the intentions for the curriculum.
- The inspector conducted one joint observation of practice alongside the pre-school manager.
- The inspector spoke with parents and took account of their views.
- Examples of relevant documents were sampled and reviewed by the inspector. She checked evidence of the suitability of staff working in the pre-school.
- The inspector spoke with staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.

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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