

Inspection of Stoke Holy Cross Pre-School

The Pavilion, Long Lane, Stoke Holy Cross, Norwich, Norfolk NR14 8LY

Inspection date: 13 December 2024

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children enter happily into this inclusive nursery. Children who sometimes find it more difficult to settle in swiftly feel at ease, when the genuinely caring staff offer reassurance and join in their favourite activity with them. This reduces children's anxieties and promotes their full engagement in fun, play and learning experiences. The management team does not ensure Ofsted is notified in a timely way of changes to members of the management committee. However, the risk to children is minimal as these committee members have no access to children's details or to children themselves.

Staff follow children's lead to further their learning. When they notice children's love for Christmas, they introduce a role-play present wrapping station. Children improve their small motor skills, when folding and cutting the paper using scissors. As they practise these intricate skills, they refine movements to support more complex tasks, such as writing in preparation for school. Children demonstrate that they are beginning to accept the needs of others when introducing sand timers to take turns on the push bikes. Staff model fair and appropriate ways to use it, alongside providing meaningful praise for their positive actions. As a result, children are developing their abilities to develop friendships and problem solve independently.

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

- There have been recent changes to the committee. Some members details including their Disclosure and Barring Service checks to enable the suitability assessment process to be completed, have not been provided to Ofsted. The management team intends to immediately ensure they fulfil their duty to meet this statutory requirement.
- Staff provide resources and activities that are of high quality, stimulating and meet the interests of the children. Therefore, children enjoy making choices about how to spend their day. They continually show high levels of enthusiasm and engagement in their play. Outdoor environments offer opportunities for children to develop all areas of learning. Children grow flowers and learn about life cycles. They learn to care for living things, for example, by watering plants regularly to help them grow.
- Children often read books and delight in singing and performing the actions to their favourite songs and rhymes. During group times, staff gently prompt children to talk about the object they have brought in from home. These regular learning experiences gradually build children's confidence and self-esteem while strengthening good communication skills.
- Sometimes, during children's spontaneous play, staff do not consider their interactions enough, to ensure they are consistently challenging all children to

build on their existing vocabulary and extend their speech and language development further.

- The patient staff calmly listen to children when they are upset. They use visual supports to help them understand their feelings and behaviours expected of them. These effective strategies mean children frequently show positive behaviours towards others. For example, when children have a disagreement over a popular toy, they remain calm and ask a member of staff to help them find a solution. Staff generally work collaboratively with parents to consistently help consolidate and enhance children's learning.
- Children with complex health needs have clear and robust care plans in place that are regularly reviewed and updated by the management team. Parents applaud close links with the local school, which help seamless transitions. Parents say they mostly feel informed about their children's progress. However, the management team and staff do not always ensure progress reviews, particularly with parents of those children with special educational needs and/or disabilities, are thorough enough. Because of this, it reduces parents clear understanding of referral processes and how to continually and effectively support their child's progress at home.
- Mealtimes are sociable and promote healthy eating and hygiene habits. Staff provide plenty of opportunities for children to practise the skills to become increasingly competent in their personal care. For example, staff encourage them to wash their hands before eating and serve their own food and drinks. Staff are excellent role models who promote respectful behaviours, such as gently reminding children to say please and thank you when they are offered healthy foods at snack time.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that Ofsted is provided with the necessary information in a timely way to enable them to carry out suitability checks for all members of the committee.	27/12/2024

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

- improve staff interactions during children's play to ensure they are consistently supported to make swift and continuous progress in their speech and communication development
- improve how children's ongoing progress is shared with parents of children with special educational needs and/or disabilities, to extend collaborative working and enhance children's further progress.

Setting details

Unique reference number	254295
Local authority	Norfolk
Inspection number	10367338
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	15
Number of children on roll	27
Name of registered person	Stoke Holy Cross Pre-School Playgroup Committee
Registered person unique reference number	RP523734
Telephone number	07305617153
Date of previous inspection	5 February 2019

Information about this early years setting

Stoke Holy Cross Pre-School registered in 1992. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens during term time only. They operate from 9am until 3pm Monday to Friday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Louisa Taylor

Inspection activities

- The manager and the inspector completed a tour of the pre-school, both indoors and outdoors, to understand how the early years provision and curriculum are organised. Additionally, the manager showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact that this had on children's learning.
- The inspector carried out a joint observation of group activities with the manager and also discussed self-evaluation.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- Children communicated with the inspector during the inspection. The inspector spoke with parents and carers during the inspection and took account of their views.
- The inspector held a meeting with the management team. The inspector looked at relevant documentation, such as evidence of the suitability of the staff working in the pre-school and a selection of other records.

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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