

Inspection of Stoke Holy Cross Pre-School

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

Inspection date: 12 September 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

Requires improvement

What is it like to attend this early years setting?

The provision is good

Leaders and staff focus on getting to know children and their families before they start pre-school. They offer home visits to build relationships and form attachments. Staff are warm and caring. If children become upset, staff provide comfort and reassurance. This supports their emotional well-being. Consequently, children feel safe and secure and quickly settle well into pre-school life.

Staff support children's imaginative play effectively. They join in sensitively and extend children's learning. For example, when children pretend to travel on a bus to the beach, staff provide ideas and suggestions such as eating ice creams and using the nearby sandpit to make sandcastles. Furthermore, staff revisit children's prior learning and provide activities that support children's literacy development. For instance, staff help children to recall the story of 'Goldilocks and the Three Bears'. They talk to them about the characters in the book and provide a tray of porridge oats, spoons and three different-sized bears and bowls, supporting their knowledge and understanding.

Staff support children to share and take turns. They use sand timers to help children understand the passing of time and when it will be their turn next. This helps children to manage their behaviour, develop patience and play cooperatively with others.

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

- Partnership with parents is good. Parents talk openly about the progress their children are making, particularly in communication and language. They share that their children 'come out with the most incredible extended sentences'. Regular assessments are undertaken and shared with parents to ensure they are kept informed of their children's development.
- Transitions to school for children are considered carefully in advance. Staff work well with local schools to help children be emotionally ready for the next stage in their education. Staff invite teaching staff into the pre-school to visit children before they start school. They provide information about children's interests and level of development to help them move on effectively.
- Children benefit from regular trips into the community and learn about the natural world. For example, they visit the local meadow to hunt for bugs and observe nature. Children learn about the life cycle of a butterfly and go to the meadow to release them into the wild. Furthermore, they enjoy accessing local facilities such as the library bus and field for sports days. Children develop a good understanding of the world around them and foster a strong sense of belonging within their community.
- Children's all-round physical health is assured. Children spend plenty of time

outdoors each day, where they benefit from fresh air and regular exercise. Staff set up obstacle courses to help children develop their physical skills such as balancing, running and jumping. In addition, visits from the local dentist help children understand the importance of good oral health.

- Leaders are reflective and evaluate the pre-school accurately. They are passionate about driving improvements and supporting staff to develop their teaching skills continually. For example, they provide effective role modelling and coaching throughout the day. Leaders are focusing on helping staff to understand the importance of providing consequences for children's actions. This helps children behave well, and there is a consistent approach emerging in managing children's behaviour.
- Staff sit with children during mealtimes and supervise them well when they are eating. However, staff do not support children in developing their independence. For example, staff provide fruit that is already cut up, which does not provide opportunities for children to develop skills in using cutlery and self-serving. Children do not pour their own drinks or butter their own crackers. This reduces children's independence and opportunities to develop the skills they need to learn for their move on to school.
- Children access a broad and balanced curriculum, and staff have a good understanding of what they want children to learn. They plan exciting activities that children are eager to take part in. However, occasionally, staff do not successfully carry out what they have intended for children to learn next. Children do not always learn as much as they possibly could.

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:

- ensure staff support children to develop their independence further to support their move on to school
- support staff to develop the implementation of planned activities to reflect the identified learning intention for the children taking part.

Setting details

Unique reference number	254295
Local authority	Norfolk
Inspection number	10382846
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 3
Total number of places	15
Number of children on roll	24
Name of registered person	Stoke Holy Cross Pre-School Playgroup Committee
Registered person unique reference number	RP523734
Telephone number	07305617153
Date of previous inspection	13 December 2024

Information about this early years setting

Stoke Holy Cross Pre-School registered in 1992. The pre-school employs four members of childcare staff. Of these, all hold an appropriate qualification 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 places for all eligible children.

Information about this inspection

Inspector
Marie Walker

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector observed the interactions between staff and the children.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff.
- Parents/carers shared their views about the pre-school with the inspector.

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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