

# Pettitts Pre School Ltd

The Cornerstone, Main Street, Leicester, Leicestershire, LE8 5QX



## Inspection date

Previous inspection date

28 February 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff are caring and sensitive to children's needs and feelings. They provide a calm and nurturing environment. Children settle quickly and enjoy their time at the pre-school. They form strong relationships with both staff and other children, helping them feel emotionally secure.
- Partnerships with parents are good. They speak positively of the care and education their children receive, and the information and guidance they get to support their child's learning at home.
- Children are encouraged to use good manners and treat one another with care and respect. Staff help children to understand how to take turns and share toys and equipment. Children respond positively to clear expectations and boundaries.
- The new provider, manager and staff have come together to create a cohesive and committed team. They effectively use self-evaluation to drive forward ongoing improvements. They seek the views of parents and value their comments and suggestions.

### It is not yet outstanding because:

- Some elements of the routine and staff's completion of daily tasks are less well planned, in order to maximise their time spent engaged meaningfully with children.
- The manager does not always focus strongly enough on helping staff to utilise their knowledge and expertise, in order to further develop their skills and achieve even better outcomes for children.

## What the setting needs to do to improve further

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

- review the daily routines and delegation of tasks, and consider ways that maximise staff's best use of time to spend engaged meaningfully with children
- strengthen the arrangements for staff's ongoing professional development to share good practice and enhance the quality of teaching to an outstanding level.

### Inspection activities

- The inspector observed activities indoors and conducted a joint observation with the playgroup manager.
- The inspector held a meeting with the provider and manager. She spoke with staff and children throughout the inspection when appropriate.
- The inspector viewed children's learning journals, staff supervision records, the pre-school's self-evaluation and evidence of the suitability of staff working at the pre-school.
- The inspector took account of the views of parents spoken to on the day and reviewed some of their written comments.

### Inspector

Claire Jenner

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Risk assessments help to ensure that the environment is safe and secure. Staff remain vigilant at all times and supervise children well both indoors and outside. They have a clear understanding of child protection and know what to do should they have any concerns. Safeguarding procedures form part of the discussions at staff meetings and help to ensure that they remain up to date with their responsibilities. Effective staff recruitment and induction procedures are in place. This helps to ensure that individuals are suitable to work with children. Well-established partnerships with other settings that children attend are in place. Staff share information about children's progress and achievements, which promotes continuity of care and learning.

### Quality of teaching, learning and assessment is good

The experienced and qualified staff observe and effectively support children in their play. They know children well and provide activities that reflect their individual interests and next steps in learning. Children have plenty of choice in their play. They are eager to join in and enjoy their learning. Staff get down to children's level and respond positively to their ideas. Outside they enthusiastically embark on a bug hunt together. They search for worms and use magnifying glasses to take a closer look at what they have found. Staff speak clearly and model language well. They encourage all children to talk and engage in conversations. Children show an interest in literacy and mathematics. They frequently count, and talk about size and shape in their play. For example, they identify shapes made in paper as they make aeroplanes. Children learn to recognise the letters in their name as they self-register and find their individual place mat ready for snack.

### Personal development, behaviour and welfare are good

The staff team is friendly and approachable and has built strong relationships with children and parents. Those new to the setting are well supported. Children are sensitively guided by staff and quickly begin to understand the routines and expectations. Staff provide frequent opportunities for children to develop their physical skills. They make good use of the outdoor play space and provide a range of equipment and activities. Children take part in ball games and enjoy riding scooters. They develop their skills further as they dribble balls and manoeuvre wheeled toys around cones. Children learn about healthy lifestyles. They know to wash their hands before eating, pour their own drinks and choose their own fruit at snack time.

### Outcomes for children are good

Children make good progress from their starting points. They learn to attend to their own care needs and enjoy the responsibility of small tasks, such as helping to wash up their plates after snack. They use their imagination well as they recreate experiences they are familiar with and become different characters in the role-play area. Children are well prepared for their future learning and eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY493778
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	1027656
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Pettitts Pre-School Ltd
<b>Registered person unique reference number</b>	RP901119
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07802 854629

Pettitts Pre School Ltd was re-registered in 2015. It is privately managed. The pre-school employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until midday. The nursery provides funded early education for two-, three- and four-year-old children.

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