

# Inspection of Pettitts Pre-School Ltd

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

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Inspection date: 17 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happy and smiling and run down the path to be greeted by the friendly and welcoming staff. They enter the building confidently, hang up their coats and recognise their names on the self-registration board. Children show that they feel safe and secure. They move with self-assurance around the pre-school, choosing what they want to play with. Children form strong bonds with nurturing staff and their peers.

Children relish their time outdoors. They excitedly find and study treasure maps and enthusiastically dig to find gold and other treasures. Children use magnified glasses as they search with excitement shouting, 'x marks the spot'. They are encouraged to dig deeper to see what they can find. Children's communication and language are supported well, as staff have meaningful conversations about what they find. Children develop a good understanding of the world as they watch and talk about recycling trucks and diggers as they drive past. Staff support children's confidence, communication and language skills as they encourage further discussions and ask open questions when children tell staff what they see and hear.

The children behave very well. Staff often praise and offer words of encouragement, which boost children's self-confidence and self-esteem. Children learn excellent independence skills and can put on their coats and shoes, chop up their own snacks, scrape their plates and wash their bowls. Children make independent decisions about what they want to do and cooperate with each other.

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

- The curriculum focuses on the importance of communication and preparations for early reading skills through lots of storytelling and singing. Staff model speaking and listening well, exposing children to new vocabulary, such as crinkled and oobleck, as they discuss roots belonging to the trees. In addition, sensory materials inspire children to talk to friends and staff about what they can see, hear, and feel. This supports their communication and language further.
- Children demonstrate high levels of engagement and enjoyment during story sessions. They independently choose books and staff join them in the cosy area to look at books together. Children turn the pages and join in with repeated phrases, showing good knowledge of stories. They take home book bags and story sharing diaries, which support their love of books at home.
- Children are engaged and occupied in their learning. They follow instructions and listen to staff well. Children are willing to share resources and involve each other in group activities. However, on occasions during group activities, less

confident children are not being actively encouraged by staff to extend their speaking skills.

- Children develop warm, secure relationships and feel safe as they are each supported by a dedicated key person. Each key person knows and supports the children she works with well. Observations of children's learning, developmental starting points and next steps are clearly established. This evidence is supported by using parents' views of what the children can do when they start at the pre-school, which helps to establish the staff's baseline assessment. Staff regularly assess children's abilities and what they need to learn next.
- Leadership and management are effective. Staff speak highly of the support they receive and the focus placed on their well-being. The manager carries out regular supervision and arranges staff meetings to support staff development and to improve outcomes for children. Daily conversations are held between leaders and staff to reflect on practice and how to improve.
- Parent partnership is a strength of this pre-school. Parents feel well supported and receive good information about their child's development, and how to continue their learning at home. They comment positively on the communication about their children and activities are revised well to meet the needs of the children.
- Mathematical language is woven into everyday play. Staff regularly include counting in sequence throughout all activities. For example, they count the number of children in a line or the number of recycling lorries. Children choose from a wide range of number, colour and shape recognition games, which develop their mathematical skills further.
- Children with special educational needs and/or disabilities and those who need extra help receive good levels of support. Leaders work with outside agencies to support SEND children and, as a result, put appropriate strategies in place to meet the individual needs of the children. Social and communication groups take place daily throughout the day. This ensures all children make good progress.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their role and responsibility to keep children safe. Staff have a good understanding of procedures to follow if they are concerned about a child's welfare. The manager is aware to follow the correct procedure if there are allegations made against a staff member. Staff are aware of local safeguarding concerns, such as the cost of living crisis and county lines. Robust recruitment and induction procedures are in place to ensure that staff are suitable to carry out their roles. Children are well supervised by staff, indoors and outdoors, ensuring they remain safe. The environment is risk assessed throughout the day, and the premises are safe and secure, ensuring children are kept safe.

## What does the setting need to do to improve?

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

- strengthen the support for quieter children to allow them to respond in group activities to build on their confidence and to enable them to contribute to conversations and discussions.

## Setting details

<b>Unique reference number</b>	EY493778
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10236732
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Pettitts Pre-School Ltd
<b>Registered person unique reference number</b>	RP901119
<b>Telephone number</b>	07787116335
<b>Date of previous inspection</b>	28 February 2017

## Information about this early years setting

Pettitts Pre-School Ltd registered in 2015 and is located in Leicestershire. The pre-school employs five members of childcare staff. All members of staff hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday, during term time. Sessions are from 8am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Ali Lancaster

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- 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 spoke to the manager, the staff and the children at appropriate times throughout the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector completed a joint observation of an activity and evaluated this together.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The manager provided the inspector with relevant documentation, including the evidence of staff qualifications and their suitability when working with the children.

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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