

# Pegasus Child Care Centre

Inspection report for early years provision

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<b>Unique reference number</b>	253721
<b>Inspection date</b>	06/01/2009
<b>Inspector</b>	Gill Ogden
<b>Setting address</b>	Main Street, Osgodby, Market Rasen, Lincs, LN8 3TA
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Pegasus Child Care Centre opened in 1998 and is run by a committee of volunteers. It operates from self-contained, single storey premises adjacent to the school in the village of Osgodby, Lincolnshire. There is a fully enclosed outdoor area and access to the school playing field and nature walk. The premises are accessed by an upward sloping path from the main road and double doors into the building. The nursery opens each weekday during term time from 08:45 until 15:00; the breakfast club from 07:45 until 08:45 and the after school club from 15:15 until 18:00. In the holidays opening hours are from 07:45 until 18:00 for children aged three and over only. Children attend for a variety of sessions. The centre provides a service to children from the local and surrounding villages.

There are currently 53 children on roll across the whole provision, 17 of whom attend the nursery. Of the nursery children, ten receive funding for early education. The setting is able to support children who have additional needs, although none attend at the moment. All five core staff who work with the children hold relevant qualifications and one staff member is currently upgrading her qualification.

## **Overall effectiveness of the early years provision**

The centre plays a key part in the local community which ensures that the children are at its heart. The family as a whole is made very welcome in the centre and as a result every child's individual needs are met. They therefore make good progress in their learning and development. All adults involved in the centre are keen to develop excellent provision and do so by reviewing their systems and reflecting on their practice regularly.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop further the use of observations from both staff, parents and others involved with the children to identify learning priorities and plan relevant and motivating learning experiences for each child
- review the methods used to inform parents about the setting so that they all have the opportunity to receive the information in a variety of ways.

## **The leadership and management of the early years provision**

The committee and managers in the centre provide clear leadership and work together very effectively in the best interests of the children. All the required records, policies and procedures are in place and provide a strong framework for the care of the children. Thorough vetting procedures ensure that any adult who comes into contact with the children is suitable. Risk assessments and actions

taken to eliminate and minimise risks are sound. Staff work together well as a team and as a result are able to deploy themselves effectively during the sessions to meet the needs of the children with minimal direction from the manager. A wealth of resources are available for children to access freely. Good use is made of local authority advisers, staff training courses and grants to improve the provision. Recommendations made at the last inspection were dealt with promptly as a result of the manager's desire to offer the best practice possible. Self-evaluation of the provision has clearly identified the key weaker areas and steps are already in place to work on these.

Parents are very involved in the group generally, as committee members or offering to contribute their skills to provide activities for the children. They comment very positively about their children's progress and the easy relationships they have with the staff. This is demonstrated by the informal sharing of information at the beginning and end of each session, which contributes to ensuring individual children's needs are met well. However, not all potential avenues of communication with parents have yet been explored sufficiently to ensure that every parent is able to receive and give information in a variety of ways. There are excellent links with the local school especially regarding children's transition and the head teacher is currently the chairperson of the centre's committee. Links exist with other providers who are involved with the children and these are being built on further.

## **The quality and standards of the early years provision**

Warm relationships between the staff and children provide an excellent basis for children to become confident and make good progress in their learning and development. Staff provide a stimulating environment for the children and have made particularly good progress in developing the outdoor area so that it can be used throughout the year to support all areas of children's learning. The way activities are planned is gradually being changed so that it better meets the needs of individual children as well as the group as a whole. Provision for communication, language and literacy and knowledge and understanding of the world are particular strengths of the nursery. Children are able to make the most of the local community to promote their learning. For example, a nearby farm makes award-winning cheese and has strong links with the centre so children are able to visit and learn about how milk becomes cheese. A lot of emphasis is placed on children developing 'good listening and looking' so that they develop their language skills well. Children thoroughly enjoy being together in a large group and concentrate well for fairly long periods. They enjoy listening to stories, joining in with songs and rhymes and reflecting on what they have done. For example, they recall well who played which parts in the nativity play before the holidays and recollect the insects they found in the garden when they were growing sunflowers. On hearing a story about the cat, Slinky Malinky, for the first time, the children are quickly able to remember the refrain 'he swung on the handle and opened the door' and spontaneously join in saying it. Staff make good use of snack time by encouraging the children to count out the plates as they hand them round and all the children are happy to take their turn in helping staff prepare the snack by, for example, segmenting satsumas. The younger children who attend the after school club are

able to enjoy a well-balanced day because the staff who look after them also work with them in school so they know what they need to do to complement their school experiences.

Children's welfare needs are promoted well. All staff have a clear understanding of their child protection responsibilities and have attended training on this. Children learn to keep themselves safe through taking part in frequent evacuation practises, using resources such as toy Belisha beacons and zebra crossings to practice their road safety and learning about hazards in their local countryside environment through going on the nature trail. All areas of the premises and all the equipment and furniture are maintained in good condition. Because the toilets are easily accessible, most children quickly become independent in using the toilet and washing their hands. They know well that it is important to wash their hands before they eat so that they don't 'get germs'. A hot lunch, prepared in the village, is brought in each day for those children who want to have it and staff cook a meal for children in the after school club. Clear information about infectious illnesses is displayed so that parents are fully aware of when it is inappropriate to bring children to the centre.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.