



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 253721

DfES Number: 514318

### INSPECTION DETAILS

Inspection Date 23/06/2003  
Inspector Name Beverly Anne Kemp-Russell

### SETTING DETAILS

Setting Name Pegasus Child Care Centre  
Setting Address Main Street  
Market Rasen  
Lincs  
LN8 3TA

### REGISTERED PROVIDER DETAILS

Name The Committee of Pegasus Child Care Centre Committee

### ORGANISATION DETAILS

Name  
Address

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Pegasus child care centre opened in 1997. It is situated in the rural village of Osgodby with the nearest town being Market Rasen. The centre is a committee run, community initiative which is a registered charity. It operates from a purpose built premises situated between the primary school and village hall. The premises consist of one main room with toilet facilities, children's cloakroom, staff toilet and kitchen/ office/ staff room all leading from it. The centre is registered to provide care for no more than twenty four children aged 2 to 8 years. The nursery cares for children aged 2 to 5 years and the kids club for children aged 3 to 12 years. There are currently forty eight children on roll. This includes nineteen funded three year olds and eight funded four year olds. Children attend for a variety of sessions. Staff support children with special needs. The group opens five days a week excluding bank holidays all year round. Sessions are from 08:45 to 15:00 and 15:15 to 18:00 hours. The kids club offers holiday care for children. Four full time and six part time staff work with the children, eight have early years qualifications.

### How good is the Day Care?

Pegasus Day Care Centre provides good care for children. Children are cared for in a welcoming, happy and stimulating environment where they are safe and secure. There is a fully enclosed, well equipped outdoor play area. The staff work well together. They present as good role models for children and have a consistent approach to behaviour management. Standards of behaviour are good. Staff are aware of safety issues and are deployed effectively to supervise children at all times both inside and outside. There is a stimulating range and balance of activities, child and adult led, which support all children's learning and development by building on what they already know, however, there is a lack of variety of activities provided in the Kids Club. Children are involved, interested and enjoy their play. Staff know children well, acknowledge and respect their differing needs, valuing them as individuals. They ensure that children with special needs are fully involved in activities. There is a good partnership between parents and carers. The brochure is clear and includes the group's aims. Staff exchange information daily with parents who receive regular newsletters. Documentation is well organised.

**What has improved since the last inspection?**

There were no actions from the last inspection.

**What is being done well?**

Staff know the children well and interaction is good. Staff present as good role models, they are interested in what children say and do, they support play appropriately, are calm and positive and use praise and encouragement effectively. (Standard 3) Stimulating activities are planned in all areas of the nursery which enable children to explore and investigate. A wide range of good quality toys and equipment are used effectively to support children's learning. (Standards 3 & 5) Staff acknowledge and respect children's differing needs and value them as individuals. Children attending who have special needs are fully included in activities and play opportunities with their peers. Activities are modified as needed. (Standards 9 & 10) The staff work well in partnership with parents. This has a positive impact on the care and well being of the children. (Standard 12)

**What needs to be improved?**

the induction process for new staff to ensure awareness of roles and responsibilities (Standard 2); appropriate age/stage activities, provided on a day to day basis in the Kids Club to ensure children are well occupied. The organisation of snack time to ensure children use it as a learning process, developing self esteem and social skills (standard 3).

**Outcome of the inspection**

Good

**WHAT NEEDS TO BE DONE NEXT?****The Registered Person must take the following actions by the date shown**

Std	Action	Date
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**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
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## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Pegasus Day Care Centre provides a happy, welcoming, stimulating environment where children make very good progress towards the early learning goals. The quality of teaching is very good. Staff work well alongside children and have high expectations of their behaviour. This has a positive impact on the relationships within the nursery. Staff give children responsibilities so that they can take a pride in the group. Some activities/questions lack increasing challenge and extension for more able children. Staff support for children identified as having special educational needs is of a good standard. The leadership and management of the nursery is very good. The manager provides a clear direction for the staff team who work very well together. The manager and staff are enthusiastic and are keen to improve the standards of care and education within the nursery. Staff monitor and evaluate learning opportunities which would best support individual children's progress. The partnership with parents is very good. Parents receive good quality written information about the nursery which is reinforced verbally on a regular basis. Parents share information about their child with staff and receive helpful information about their child's progress. Staff enthusiastically encourage parents to be involved in children's learning and contribute to the nursery.

### What is being done well?

Staff work well as a team and present as good role models for children under the strong leadership of the manager. Staff give high priority to children's personal, social and emotional development. Children are confident, interested and able to work on their own. Behaviour and relationships are very good. Staff have a clear understanding of the importance of partnership with parents and this has a positive impact on children's development and learning. Children benefit from the wide range of activities, both inside and outside, that support their physical development.

### What needs to be improved?

The organisation of snack time to ensure children use it as a learning process, developing self esteem and social skills. Opportunities for children to access information and communication technology on a day to day basis.

### What has improved since the last inspection?

There were no key issues from the inspection report dated 16/07/1999. There were points for consideration; 1. Tailor plans more specifically around children's needs in all areas of learning. Plan for children to make progress, particularly in their physical development. Develop some consistency in promoting children's pre-writing and writing skills and ensure children have regular opportunities for this; 1a. Actioned. The play plans now reflect all of the above points for consideration. Physical

development is now very good, with activities and resources to support children's learning. 2. Implement plans to ensure children's assessments are manageable and completed on a regular basis for all children and by staff. Enable parents and carers to also regularly input this; 2b. Actioned. A key worker system has been introduced and children's assessments are completed regularly with a termly report for parents. A parents evening has been introduced to share information. 3. Provide more opportunities to respond to cultural and religious events by raising staff awareness of others cultures. 3c. Partly actioned. Staff did not attend relevant training although planning shows that the current staff team offer more opportunities.

## SUMMARY OF JUDGEMENTS

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Judgement:	Very Good
Children are making very good progress in personal, social and emotional development. Children work well independently and in groups. They are enthusiastic and able to share and take turns. Children are confident, expressing their needs and taking initiative in a variety of situations. They develop good relationships both with adults and their peers. Behaviour is very good.	

<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
Judgement:	Very Good
Children's learning in this area is very good. They interact well with adults and peers, negotiate and use talk to organise their play with others, speaking clearly. Children access and use a good range of purposeful opportunities to develop their understanding of linking sounds and letters.	

<b>MATHEMATICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children's mathematical development is generally good. Children are confident in using correct mathematical language in a variety of situations. Children learn how to use numbers in everyday situations and show that they understand size and shape through practical activities - recognising and counting reliably numbers 1 to 10. There is a lack of challenge in some activities for more able children - number rhyme in relation to understanding addition and subtraction.	

<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	
Judgement:	Generally Good
Children's learning in this area is generally good. Children are developing a good understanding of their own and other's cultures. There are limited opportunities at present for children to access information and technology equipment but a grant is to provide the resources to ensure children's learning and development in this area.	

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children's physical development is very good. Children move confidently and in safety and have many opportunities to develop their small hand and large body skills. Children access and use a very good range of equipment providing purposeful opportunities in a variety of situations both inside and outside.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children's creative development is generally good. Children respond well to the imaginative role play opportunities offered which are linked to themes. Children explore colour and shape through a variety of play materials. Although there was	

evidence in the themes of creative activities relating to art and design there was little evidence that children were able to make spontaneous choices on a day to day basis.

Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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**OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

**WHAT THE SETTING NEEDS TO DO NEXT**

Points for consideration; Ensure that children have the opportunity to access a variety of spontaneous art and craft activities on a day to day basis. Provide sufficient challenge for more able children to ensure progress in all areas of learning and development particularly mathematical development.



## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

**STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

**STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

**STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

**STANDARD 14: DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*