

Pegasus Child Care Centre

Main Street, Osgodby, Market Rasen, Lincs, LN8 3TA



Inspection date

14 May 2015

Previous inspection date

6 January 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has failed to ensure all committee members have completed suitability checks with Ofsted. This has little negative impact on children's welfare and safety because these committee members are not involved in key decision making.
- Partnerships with other settings that children attend are not fully developed. Children's ongoing achievements are not shared in order to complement learning and enhance the planning of future activities.
- Children are not always encouraged to fully extend their independence.

It has the following strengths

- Staff support children who have special educational needs and/or disabilities well. They work very effectively in partnership with parents and other professionals to identify and use a range of strategies to promote development.
- Children behave well. They fully understand routines and what is expected of them. They use good manners and they cooperate and work together with friends to achieve tasks.
- Partnerships with parents and carers are effective. Staff spend time getting to know the children and their families during the settling-in procedures. This ensures parents' wishes and children's needs can be met.
- The manager and staff are committed to safeguarding children. They fully understand their roles and responsibilities, and are clear about the procedures to follow should they have any concerns. This effectively contributes to children's well-being.

What the setting needs to do to improve further

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

- create further opportunities for children to develop their independence, for example, by providing appropriate resources during snack time for children to help themselves
- devise ways to work in partnership with other early years providers to share ongoing information about children's development, in order to further complement and support their learning.

To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body (compulsory part of the Childcare Register)
- inform Ofsted of the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body (voluntary part of the Childcare Register).

Inspection activities

- The inspector had a tour of the nursery and held discussions with the manager and members of staff.
- The inspector carried out a joint observation with the manager.
- The inspector observed adult-led and free-play activities taking place in the playroom and outside area.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and viewed the nursery's self-evaluation and improvement plan.

Inspector

Hayley Ruane

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff use planning, observation and assessment well to support children's good progress. As a result, the impact of teaching is good. Children gain the skills needed for school by practising early writing, and learning how to listen carefully and concentrate. Staff have established good partnerships with schools in the area. However, partnership working with other early years providers is not as strong. This is because staff do not share information about children's development, in order to further complement and support children's learning. Resources in the outside area ensure children enjoy a challenging environment to develop their physical skills, as they balance and climb on a range of equipment. Staff help younger children to balance by holding their hands. Older children are asked to set out the balancing structure. Staff ask children questions to help them to think and work together as a team. As a result, children build on their skills as they enjoy their play.

The contribution of the early years provision to the well-being of children is good

Children's moves between home, the setting and school are sensitively managed by staff, to support their emotional well-being. Children enjoy trips and outings to places of interest, such as local farms, to feed the animals. In addition, they benefit from physical activity, such as exploring the outdoor area. They have opportunities to plant and grow vegetables to support a healthy lifestyle. Children follow good hygiene routines. They enjoy healthy snacks and meals, which promotes their good health. This is complemented by staff talking to children during these times about the healthy foods they are eating. Children's independence is less well promoted. For example, at snack time, not all children have their own plates and they do not serve their own drinks. Staff give children precise praise for their efforts, which promotes their self-esteem and confidence.

The effectiveness of the leadership and management of the early years provision requires improvement

At the inspection, it was found that not all committee members had a current Disclosure and Barring Service check. This indicates a lack of efficiency in the leadership and management of the committee. This has minimal impact on children's well-being as key tasks, such as recruitment, are carried out by the manager and chairperson, whose suitability has been checked. The unchecked committee members also do not have contact with the children. Recruitment procedures are robust. As a result, the manager has recruited and retained a staff team who are experienced and qualified. Staff appraisals and supervisions are used to inform and support staff's professional development so they can support children even more effectively. The manager checks that children's learning needs are met. She considers the differences in how boys and girls learn, to ensure that any gaps in development are narrowing. The manager evaluates practice, seeking the views of parents, staff and children through questionnaires, meetings and discussion. As a result, positive changes are made to improve outcomes for all who use the service.

Setting details

Unique reference number	253721
Local authority	Lincolnshire
Inspection number	864512
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	24
Number of children on roll	68
Name of provider	Pegasus Child Care Centre Committee
Date of previous inspection	6 January 2009
Telephone number	01673 828187

Pegasus Child Care Centre was registered in 1998. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3, and one at level 6. The nursery opens from Monday to Friday during term time. Sessions are from 8.30am until 3pm. The breakfast club sessions are from 7.30am until 8.30am, and the after school club is from 3pm until 6pm. A holiday club runs during the school holidays from 8.30am until 4.30pm, Monday to Friday, depending on demand. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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