

Pegasus Residential School

Inspection report for Children's Home

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Inspector	Jacqui Gosling
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About this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004 and the relevant National Minimum Standards for the service.

The inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality
Good: this aspect of the provision is strong
Satisfactory: this aspect of the provision is sound
Inadequate: this aspect of the provision is not good enough

Service information

Brief description of the service

This school is situated in a village in a rural location approximately five miles from the nearest town. It provides residential care facilities for up to 23 boarders and several day students from various areas of the United Kingdom.

The children and young people who live at the school have varying degrees of learning disability, emotional and/or behavioural difficulties, autism and/or autistic spectrum disorder and some with associated attention deficit hyperactivity disorder. The ethos of the school is based on individualised support to children and young people. The school works with a multi-disciplinary approach and employs an occupational therapist and speech and language therapists.

The school is housed in a listed building and the care units are divided between five areas of the school. The children and young people use leisure facilities in the nearby towns. Currently, 18 young people are living here.

Summary

The overall quality rating is good.

This is an overview of what the inspector found during the inspection.

This was an unannounced interim inspection. The inspection focused on the key standards under the staying safe outcome area and the recommendation made at the previous key inspection. None of the students participated in the inspection as they were in education.

Records show staff make good efforts to keep the students safe during their placements. They maintain appropriate relationships with the young people and are committed to supporting them. Recruitment procedures are appropriately robust.

Two recommendations are made in respect of regulation 33 reports and updating risk assessments.

Improvements since the last inspection

One recommendation was made during the last inspection that took place in November, 2010. This has been addressed and the Statement of Purpose now provides all the information required in Schedule 1, specifically details of staffing and their qualifications.

Helping children to be healthy

The provision is not judged.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Students are protected from harm or abuse because the school has clear policies that clearly state staff's roles and responsibilities. Staff take their responsibilities seriously and understand the systems and procedures for reporting concerns. The welfare officer undertakes excellent work with the students around bullying, stranger danger and making complaints using appropriate communication formats including role play.

Students' privacy and confidentiality is respected by staff. All records are kept confidentially and students' issues are not discussed openly. Detailed complaint procedures and guidance are in place. The procedure is also available in various forms to enable students with different communication needs to raise any concerns. Complaints posters are on display throughout the school. All complaints are addressed appropriately. Staff are open to responding to the concerns and complaints of students and others and have a good understanding of complaint procedures. There are good working relationships and lines of communication between the school and placing authorities.

There is an anti-bullying policy in place and information about bullying is displayed around the school and in the students guide. House meetings also include discussion about bullying and students are reminded that bullying is unacceptable and who to tell if they are being bullied. The school has achieved the Derbyshire Local Authority Anti-Bullying Award.

There is a clear and robust child protection policy and procedure in place to safeguard young people. All staff receive training and then have regular updates to ensure that their knowledge and skills are in keeping with current practice and developments.

The school has a missing persons procedure and record book. Due to the secure environment and needs of students, none of the young people who stay at the school go out alone so there have been no incidents of students going missing since the last inspection. Where there may be a risk during community activities, the risks are included in individual plans. Thorough risk assessments are in place to promote individual safety; these include guidance for staff to minimise risks and respond consistently to young people.

Staff receive in-depth training in respect of managing behaviour, including restraint. The training is updated at least annually. Records of restraints and measures of control contain the required information. Records show that the policies, procedures

and records are reviewed regularly, and action is taken to rectify any issues and trends. Staff encourage acceptable behaviour and see students in a positive light. However, whilst the Regulation 33 visitor signs these records during their monthly visits, no information regarding restraints or disciplinary measures has been included in the reports in recent months.

Students' health, welfare and safety are protected by a range of well-written health and safety policies, procedures and guidance. There is good evidence that all the necessary health and safety checks maintain a safe environment. Detailed, up-to-date risk assessments for all aspects of health and safety are available, for example, the premises and grounds, fire, behaviour and activities, holidays, trips and lone working.

Staff know the school's fire procedures well. They all receive fire safety instruction as part of their induction and this is updated in accordance with fire safety regulations. Fire drills are undertaken regularly and at different times of the day and night. There are detailed records and equipment is checked in accordance with fire safety regulations and guidance. Risk assessments identify those students who do not respond appropriately in line with the fire evacuation procedures. However, this information is stored in two separate logs and the records do not highlight the same concerns regarding some students.

There are clear, robust procedures for the recruitment of staff and agency staff, which help to protect students from the risk of harm or abuse. There are written records of all checks carried out, as required, for staff and agency staff prior to being appointed at the school.

Helping children achieve well and enjoy what they do

The provision is not judged.

Helping children make a positive contribution

The provision is not judged.

Achieving economic wellbeing

The provision is not judged.

Organisation

The organisation is not judged.

What must be done to secure future improvement?

Recommendations

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure risk assessments regarding emergency evacuations are updated in both logs, that is, the fire log and students' full risk assessment log (national minimum standard 26)
- ensure Regulation 33 visitors record all the required matters, specifically disciplinary measures and the use of restraint. (national minimum standard 32.2)