

Mojo 3

Inspection report for early years provision

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Inspector Julie Firth

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Type of inspection Childcare

Type of care Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

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; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key 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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Mojo 3 at Irlam County Primary School was registered in 2007. It operates from a designated classroom and two halls in Irlam County Primary School, which is situated in a suburb of Manchester. They have access the school playgrounds and associated facilities. The club serves the local school and children attend for a variety of sessions. The club is registered for 32 children aged from three to eight years and there are currently 35 children on roll. The club supports children with learning difficulties or disabilities.

The club opens five days a week term time only. Sessions are from 15.00 to 17.00. There are four staff who work with the children, all of whom hold suitable childcare qualifications to level two and three. They receive support from Salford Sure Start.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

There are good routines in place for the cleaning of the premises. Staff ensure that toys are regularly cleaned and surfaces wiped down with anti-bacterial spray after meals and messy

play. Children are well protected from illness and infection because the staff conscientiously follow current and appropriate environmental health and hygiene guidelines. Children clearly understand simple good health and hygiene practices. They are fully aware of their hygiene routines when they arrive at the club from the classrooms as they wash their hands to prevent germs. Staff are suitably qualified in first aid to enable them to appropriately treat children with minor injuries.

Daily indoor and outdoor routines include activities to help children develop physical skills and promote a healthy lifestyle. They make good use of the outdoor play area participating in football and rounders running in the fresh air. Children climb on the large fixed equipment and ride a bike giving them a good awareness of the space around them. Furthermore, indoors they compete in team games and exercise to music.

Children understand the importance of having regular drinks to stay hydrated as they help themselves to the jugs of water available at each session. Children enjoy nutritious snacks and are given a variety of fruits, yogurts, brown bread, cucumber, carrot and dips. Snack times are happy social occasions where children relax and enjoy each others company. Children enjoy the café style snack time in small groups, choose their food and move on to another activity. The children's dietary requirements are met well as staff work with parents in finding out their child's requirements and respectfully follow these. Staff prepare food appropriately, and to enhance their knowledge they have attended a food hygiene course.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming and stimulating environment. The rooms are organised appropriately to allow children to access different types of play. The school halls and classroom allow children to use a wide space for physical activities and craft activities that require larger groups of children. Children confidently choose from an accessible, wide range of toys and equipment that are age appropriate. They develop independence as they choose from equipment which is easily accessed on low tables, open cupboards, or at floor level around the room. Children confidently ask for toys that are not out. The resources are clean, safe and well maintained to ensure the children's safety.

Children move around in a safe environment where risks are identified and minimised. The school responds quickly to any maintenance requests and all necessary checks are carried out on the building and facilities. There are procedures to record all children's arrivals and departures and children are aware of the procedures when leaving their classrooms. They have opportunities to practise fire drills, reminding them what to do in the event of a fire or an emergency evacuation. A lost children's policy and strict procedures for collecting children from the club further enhances children's safety.

Children's welfare is protected because staff have a good understanding of the signs and symptoms of abuse and how to safeguard children. A detailed policy is in place in line with the Local Safeguarding Children Board. The staff undertake training and the manager has attended the higher level course of training for safeguarding children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and play harmoniously together in the relaxed and friendly environment. They relate well to staff and talk positively about their experiences in the club to visitors and parents when they come to collect them. Older children take delight in looking after younger children, helping them to settle and become confident. Staff support children and skilfully plan a wide range of activities, following a weekly programme with regular new themes introduced. Children are motivated in a good balance of adult and child led opportunities and happily contribute with new ideas. Regular questionnaires for children indicate that they participate in activities they enjoy and indicate their full involvement in the planning. Staff question the children and listen to them as they speak about their school day.

Children play imaginatively in role play in the home corner and with small world. They enjoy dressing up and choose a book in the quiet area. However, this area is not very inviting and not fully organised for children to relax. Creative opportunities allow children to explore a variety of media, as they create a freeze, engage in a wide variety of craft activities and participate in a collage. They enjoy making a fruit drink and fruit kebabs, learning about a healthy life style. They bake and learn the concept of weight. All board games encourage the taking of turns and promote their knowledge and skills. Older children have the choice to do their homework in the club.

Helping children make a positive contribution

The provision is good.

Children receive good staff support to ensure they all feel included and they follow a structured routine in the club. A good settling in policy ensures that young children become familiar with their new surroundings. Children learn about Chinese New Year and some equipment reflects positive images. However, there are insufficient activities and resources available to enable children to have a full awareness of diversity.

Children are well behaved and say 'please' and 'thank you' at snack time and during group activities. The staff are good role models. They speak calmly and quietly to the children and have good strategies in place for achieving appropriate behaviour. Children contribute to the making of ground rules and they are aware that certain rules and respect are required to maintain a safe and fair environment where they can play happily and have fun. Staff promote children's self-esteem and confidence as they praise their efforts and allow them to display their work on the walls around the classroom. Children are praised regularly by staff when they display kindness and undertake extra responsibilities.

Staff have built up good relationships with parents and create a welcoming atmosphere. Positive feedback from parents indicates a high level of care is provided. A notice board and a detailed brochure displays information about day to day events and policies within the club. They receive verbal feedback on a daily basis about their child's activities and regular questionnaires monitor the care offered to their children. The operational manager of the club strives hard to meet parents shift patterns, giving a flexible approach to the care. A written complaints procedure is in place and parents are welcomed into the club at all times. This effective communication between parents and staff provides consistency for children in their care.

Organisation

The organisation is good.

Staff are experienced, qualified and demonstrate a commitment to working as part of a team. They meet regularly to ensure they are all aware of the children's individual needs and attend relevant training. Training involves play work shops, such as positive language, grumpy play and creative activities, challenging children's behaviour and the new Early Years Foundation Stage. They have a good relationship with the head teacher and school staff which enables them to meet the children's individual needs. The operational manager who runs several clubs in the area visits during the week and monitors the provision. They also liaise with Salford Sure Start to keep up to date with relevant legislation. They respond to the children's interests and are deployed effectively. Effective recruitment and vetting procedures ensure children are well protected and cared for by staff. The accommodation is divided into areas to ensure the children experience a range of different types of play and staff support the children very well.

All policies and procedures are in place, which contributes to the safety and well-being of children being cared for. These are shared with parents to keep them well informed about their service and their child's development. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. 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 by Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

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

- make the quiet area more inviting for children to read or relax after school
- provide children with more opportunities to promote their awareness of diversity.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk