

Mojo 1

Inspection report for early years provision

Unique reference number	EY365960
Inspection date	03/10/2008
Inspector	Sarah Drake

Setting address	Moorfield Cp School, Cutnook Lane, Irlam, MANCHESTER, M44 6GX
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Type of setting	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

Mojo 1 Childcare was registered in January 2008. It operates from the Acorn Centre within the grounds of Moorfield Primary school in Irlam, Greater Manchester. The provision provides a before-and-after school club, an occasional crèche and a pre-school group for children living in the local area. A maximum of 52 children between birth and eight years may attend the group at any one time. There are currently 21 children registered with the pre-school and 79 children with the before-and-after school club. The pre-school group operates from 09.30 to 12.30 on weekdays during term time. The before-and-after school club operates from 07.30 to 09.00 and 15.00 to 18.00 during term time and caters for children from four neighbouring schools. Children share access with the school to a secure, enclosed outdoor play area.

There are 13 members of staff; 11 hold appropriate early years qualifications and the other two are registered for training. This is the first report since the setting's registration.

Overall effectiveness of the early years provision

This setting meets the needs of children in the Early Years Foundation Stage (EYFS) well. It has excellent capacity to improve further. Under the outstanding leadership of the provider and manager, it is clear that the highest priority of every adult is the welfare of the individual children in their care. Excellent partnerships with parents and other settings ensure that information about children's needs, preferences and successes is shared with all who need to know. This helps the children feel very safe and secure and to make good progress in their learning. Staff plan a good variety of activities for children but do not yet relate this sufficiently closely to the six areas of learning. They play well with the children but do not always ask enough questions that encourage them to extend their communication skills. While most of the setting's documentation is maintained to a high standard, there is one omission in the records relating to the safe recruitment of staff.

What steps need to be taken to improve provision further?

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

- ensure that the planning of activities is closely linked to the desired outcome for children and builds on staff's observations of what the children can do
- ensure that staff questions to children encourage them to develop their language and thinking skills.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that the records relating to the safe recruitment of staff are completed accurately.

03/11/2008

The leadership and management of the early years provision

Dynamic leadership and skilful management mean that the setting runs very smoothly and is constantly improving, with the children's best interests at the forefront. Leaders and staff have positively embraced the requirements of the new EYFS framework. They have good access to training and are determined to adopt new ways of working so as to ensure that children's learning and development are promoted as impressively as their welfare. For example, reorganisation of the accommodation and disposal of creased books mean that children now have better opportunities to enjoy reading. Regular staff meetings ensure that everyone's opinions are valued. The action plan is frequently reviewed and amended as new practices become established and staff agree on further ways to improve. Clear policies and procedures, which staff put into vigilant daily practice, ensure children's safety and well-being. There is, however, one omission in the records related to safeguarding.

Parents praise the provision highly and confirm that, 'encouragement of children is of the utmost importance here.' They receive plenty of information that is regularly updated and improved. A notebook accompanies each child to whichever setting they attend during the day and then home, so that everyone who has care of the child has a full written record that truly recognises the individuality of each child. Close links with the children's schools, including shared staff members, mean that the youngest children are well prepared to join their Reception class. Ready access to local authority personnel or, for instance, the speech and language service, ensures up-to-date knowledge of requirements and early support for children's specific learning needs. The development of a toy library and gymnastics teaching by professionals provide a service to the community not just to the children who attend the setting.

The quality and standards of the early years provision

The setting promotes children's welfare exceptionally well and helps them to make good progress in their learning and development. It provides them with a strong foundation on which to build their future economic well-being. Great emphasis is placed on ensuring that the children quickly understand the importance of, for instance, washing their hands and eating healthy food. Older children in the pre-school may stay for lunch in preparation for the move to school. They enjoy a companionable meal with staff as they learn to make choices, take turns, use cutlery correctly and begin to develop a sense of community. Staff pay excellent attention to children's safety, keeping a close eye on them at all times without restricting their curiosity. Regular visits from, for example, members of the fire service help the children to further their understanding of how to stay safe as well as confirming for staff the quality of their practice.

Well-thought through planning ensures that children have a good variety of experiences at the setting and thoroughly enjoy the time they spend there. These include visits to a farm, cooking to fit in with the Chinese New Year and plenty of opportunities for creative play. The spacious accommodation provides good scope

for physical play and, whenever possible, many activities take place outside. Staff join in the children's play, sing traditional rhymes with them and encourage them to, for example, choose bricks of a specific colour when building towers. They are not all as skilled at asking the type of questions that encourage the children to express themselves in more than nods or one word answers. In both the pre-school and out-of-school clubs, staff make photographic records and written notes about what children have said and done, and build these into a record of their progress. As yet, when planning activities, staff do not use this information to full effect in order to adapt the provision according to individual needs. They are at an early stage of thinking how they can exploit activities, such as an autumn walk, to develop children's knowledge and skills in a range of different areas of learning. The good relationships and care that all staff show towards the children provide them with a happy early learning experience.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Outstanding

Leadership and management

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

Quality and standards

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

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

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 registration.

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.