

# Mojo 3

Inspection report for early years provision

---

**Unique reference number**

EY366069

**Inspection date**

04/02/2009

**Inspector**

Janet Taylor

**Setting address**

Irlam Cp School, Liverpool Road, Irlam, Manchester, M44  
6NA

**Telephone number**

0778 9495433

**Email**

shellie.g@handbag.com

**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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 3 at Irlam County Primary School was registered in 2007. It operates from a designated classroom and two halls in Irlam County Primary School, situated to the west of Manchester. The after school club also has access to the school playgrounds. The club serves the local school and children attend for parent selected sessions. It is registered for 40 children aged from three to eleven years and there are currently 35 children on roll. This is a ground floor setting with good access. There are no practical issues affecting the club's support for children with learning difficulties and/or disabilities.

The club opens five days a week, term time only. Sessions are from 15.00 to 17.00. There are four staff in total. Three are fulltime and one is part time. The leader and deputy hold level 3 childcare qualifications. The two other members of staff are as yet unqualified. The setting receives support from Salford Sure Start. It is registered on both the Early Years and Childcare registers.

## Overall effectiveness of the early years provision

Children are safe, happy and well cared for in the setting. Relationships with parents are good and links with associated settings are valued. Currently older children do not take sufficient responsibilities or engage in tasks that help them to build on what they know and can do. Self-evaluation is comparatively new and underdeveloped, as is linking observations to planning for children's next steps in their learning. The administration of the setting lacks a comprehensive signing in and out system and not all required certificates and documents were available. The safeguarding policy lacks detail and parents are not fully informed as to procedures. Diversity, an issue from the last inspection, is still not fully addressed.

## What steps need to be taken to improve provision further?

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

- ensure all children have more opportunities to develop their awareness of living in a multicultural society
- ensure that older children take more responsibility and are provided with activities that motivate and enhance their developing skills
- ensure that all policies are agreed and that the safeguarding policy includes the role and responsibilities of the named person and that parents are aware of the procedure in place

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

- ensure that administration systems include a signing in and out procedure and give access to all relevant certificates and documents. (Safeguarding and Welfare) (also applies to both parts of the Childcare

18/02/2009

Register)

## **The leadership and management of the early years provision**

The competent leader is supported by three hardworking, committed, caring staff members. Both the leader and deputy have level 3 childcare qualifications, one assistant is in the process of a similar level 3 course of study. All four members of staff are checked as suitable to work with children. The manager of the parent company supports the setting well, directing activities through policies, pro-forma risk assessments, procedures and general guidance. Staff have attended a range of courses including first aid, food hygiene, Early Years, safeguarding and challenging behaviour to further secure their knowledge and understanding.

The good range of policies and daily internal safety checks ensure the day to day safety and security of all children. However, the policy for safeguarding does not contain the name and responsibilities of the named person and parents are not made aware of the child protection procedures of the setting as children join. The signing out system is not used consistently and needs more clarity. A certificate of insurance was not on display on the day of inspection, although an assurance was given that this is up to date. Similarly, there is a good range of well constructed policies, but these are not signed as agreed. The child protection policy does not give the details of the named person and their role and responsibilities.

Relationships with parents are good. They particularly appreciate the work the setting does in linking together nursery, school and after school activities through the use of Day Books. Parents are keen to see the provision extended to provide a breakfast club. Self-evaluation is just developing and currently does not sufficiently inform the setting of its strengths and areas for development in order to fully impact on practice. Similarly, observations linked to planning are in their infancy and do not fully address the range of ages and abilities of the children attending.

## **The quality and standards of the early years provision**

Through the support of skilled, committed, caring key workers, children develop close, supportive bonds. Throughout all activities, adults share ideas, join in play and contribute greatly to the enjoyment of the children. As a result, children are socially and emotionally secure and enjoy their time in this setting. The setting welcomes children with disabilities and is in a good position to do so as there is easy access on the ground floor. There is no child with disabilities currently attending the setting. Although the setting has gone some way to addressing cultural diversity there is still more work to do in order to ensure that children are fully prepared for life in a multicultural society. There are not enough resources related to diverse cultures and children do not observe the full range of different cultural celebrations.

Children follow healthy lifestyles. They enjoy a healthy snack of fruit and crackers and know how important it is to observe hygiene procedures before eating. They

have ample opportunity for physical activity both outdoors in the well equipped playgrounds, on the field adjacent to the school and in the school hall. The behaviour of all the children is good. They learn the importance of rules through playing ball games and through table top games in which children match their skills with a partner, for instance, when playing table football or a hang man game. A café style snack time allows for children to sit and enjoy this with their friends. Throughout their activities, children show their ability to share and co-operate.

All children are given elements of choice. It is up to them to decide whether they play inside or out, go into the hall for ball games or remain in the play room, eat a snack or not. This offers children the chance to make decisions for themselves and gives a sense of freedom to what they do and enjoy. Their enjoyment has been further enhanced through visits by the fire brigade and a dance specialist. Other similar activities are planned for the future. The very young children are happily absorbed into a good range of well maintained toys and equipment. The outdoor nursery play area is familiar to them and gives ample opportunity for a range of physical activities. They also enjoy watching television and passing time with their friends on comfortable cushions.

Those who are slightly older are less motivated by the activities on offer. There is little opportunity for these capable children to take on responsibilities. Although staff know that children enjoy cooking, they are not involved in making snacks as part of their routine. Currently they are not given enough chances to consolidate and enlarge upon their learnt skills, to develop their independence and to solve problems. In the past they have been involved in formulating rules for the club and in expressing their views through questionnaires. There is a lack of consistency in that currently club rules are missing from the wall and this detracts from the continued interest and motivation of children.

Displays confirm that staff are aware of the extent of the Early Learning guidance. A start has been made on linking observations to planning but it is very early days. Children are not involved in making plans as part of their routine. As a result, planning does not sufficiently match the different abilities and interests of children. Enthusiastic parents appreciate this provision. They feel well supported by daily dialogue and Day Books that inform parents about what their child has done at the club. They particularly like the link 'Day Books' give across all the settings a child attends, for instance, children might go to a private nursery in the morning, the nursery attached to the host school in the afternoon and the after school club. Parents receive information about the club prior to the child attending, but this does not contain advice about child protection procedures and what is likely to happen in the event of any concerns by staff.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 18/02/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 18/02/2009

## **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.