

# Mojo 5

Inspection report for early years provision

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**Unique reference number** EY380101  
**Inspection date** 30/06/2009  
**Inspector** Lindsey Ferrie

**Setting address** Irlam Endowed Primary School, Chapel Road, Irlam,  
MANCHESTER, M44 6EE  
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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 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 5 out of school club was registered in 2009. It operates from a classroom, library area and school hall within the premises of Irlam Endowed Primary School in the Salford area of Manchester. The club has access to a safe and secure outdoor play area within the school grounds. The club serves children from the local primary school and is able to support children who have learning difficulties and disabilities and those who speak English as an additional language. The setting is registered to care for up to 32 children aged from three to eight years at any one time. Children attend for a variety of sessions. The club is open from 07.30 to 09.00 and from 15.00 to 18.00 five days a week during school term time. There are currently 47 children on roll aged from three to 11 years; of whom, 13 are within the Early Years Foundation Stage. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Along with the manager there are four other members of staff who work with the children. The manager and three members of staff have appropriate and relevant childcare qualifications. The setting receives support from Salford Sure Start.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and settled in this calm and supportive setting which provides good quality care and ensures that all children are helped to learn and develop. Observations of children's achievements are updated regularly and staff are beginning to use these to feed into planning, thus, ensuring that the needs of individual children are met. Staff work particularly well in partnership with the families of children who have learning difficulties and disabilities. The experienced and knowledgeable leadership and management team of this newly established club has begun to set out clear priorities and ambitions in an action plan, demonstrating their good capacity for further improvement.

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

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

- further develop systems for self-evaluation to enhance opportunities for continuous improvement in promoting outcomes for children
- take into account the observations made of individual's progress when planning activities, and link these closely to the different areas of learning.

## The leadership and management of the early years provision

The leadership and management of the club is good. The experienced owner and newly appointed manager have a good knowledge of the requirements of the Early Years Foundation Stage, and together they have created an action plan for future developments. Although the priorities are clear, there is little evidence to suggest

how developments will be monitored or measured against success criteria.

Staff seek the views of parents through questionnaires and are beginning to use the responses to further enhance the provision. The setting uses day books as a means of communicating important information to parents and school staff. These are welcomed by parents who are encouraged to add to them. Parents enjoy a relaxed relationship with staff and use the opportunities at the beginning and end of the day for discussion.

Effective safeguarding policies ensure that children are well protected. Checks are carried out on all members of staff to ensure that adults working with children are suitable. Most staff have received appropriate training in safeguarding procedures and all staff know what to do if they are concerned about a child's welfare. Daily checks of the premises ensure that the areas used by the children are safe and secure. Good arrangements are in place for accompanying younger children to and from classrooms whilst older children are supervised making their own way to and from the club where staff immediately complete the register and check on any absences.

Good links are maintained with the school Early Years Foundation Stage and the children's centre. These links, along with parental expertise, help to complement the provision and ensure that children with learning difficulties and disabilities receive consistent, good quality care.

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

As a result of good planning, children experience a good range of activities across all areas of learning. They work well together whether playing a team game outdoors, or creating imaginary worlds for their pirate toys and dolls. Young children help each other with their 'writing', sounding out words and forming letters together. They are polite to one another and take turns when playing games or sharing resources on the craft table. The friendly, supportive and calm atmosphere is reflected in the children's excellent behaviour and attitudes to learning.

Children are encouraged to live a healthy life, and are offered a range of nutritious and balanced snacks. They enjoy unlimited access to fresh, drinking water, and demonstrate their maturity when they help themselves. Staff cleverly cajole children away from activities, in order that they eat breakfast, and use snack times to reinforce the importance of eating properly at the beginning of the day. Children enjoy playing outdoors, and have access to high quality equipment in the school grounds. They regularly climb, skip, run and play team games, further developing their understanding of how to live a healthy life.

Children are clear about procedures for keeping them safe in the setting. They wash their hands before snack time and after visiting the toilet. Whilst playing a game of rounders, they are reminded not to stand too close to the batsman. Doors to the setting are locked and children are escorted to and from classrooms at the beginning and end of the day.

The children's understanding of the wider world is planned through festivals, such as Eid or Diwali. They enjoy going to the library and read and play with a wide range of books and resources which reflect the diversity of the world in which they live.

Every child has a learning and development record which features a range of observations across all areas of learning. Key workers identify next steps for the children, although as yet, there has been little time to use these to inform planning or to measure progress. However, whilst the club is newly established, systems for recording progress are clear and are beginning to provide staff and parents with a good all round view of the children's learning and development.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

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

### Quality and standards

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

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## **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