

Mojo 6

Inspection report for early years provision

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

Mojo 6 is one of seven clubs run by the same private owner. It opened in 2009 and operates from a designated room in Cadishead Children's Centre in Irlam, an area of Salford. Children also have access to the school hall and classroom in the adjacent Cadishead Primary school. There are secure outdoor play areas attached to the centre and the school. The club is open each weekday from 7.15am to 9am and from 3.15pm to 6.15pm Monday to Friday, term time only.

A maximum of 52 children may attend at any one time. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently nine children aged from three to under five years on roll. The club supports children with special educational needs and/or disabilities.

There are four members of staff, three of whom hold appropriate qualifications to National Vocational Qualification (NVQ) level 3 and one to NVQ level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safe and happy and access a well equipped, bright and welcoming environment. Staff help children to progress well in their learning, development and welfare, focussing on meeting the needs of each child. The manager has started to informally monitor the provision and is in the process of identifying key strengths and areas for development. Formalised risk assessments help minimise any potential hazards, and children adopt healthy lifestyles. Observations of the children's achievements are recorded and staff are beginning to use these to address future activity plans. Parental involvement is being established, and good links have been forged with the school that children attend, making a strong contribution to their continuity of care and achievements.

What steps need to be taken to improve provision further?

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

- develop further effective self-evaluation systems to identify areas for improvement and meaningfully involve staff, parents and carers and use as a basis of ongoing internal review
- use the information obtained through observations and assessments of children to clearly identify learning priorities and use when planning future activities
- encourage children to develop their problem solving, reasoning and numeracy skills through practical experiences.

The effectiveness of leadership and management of the early years provision

Children are supervised well during play and effective safeguarding policies help to ensure that children are protected. Checks are carried out on all members of staff to ensure that adults working with children are suitable. All staff are qualified, and they are knowledgeable about child protection issues, having received appropriate training in safeguarding procedures.

Through discussion the provider demonstrates a keen commitment to continuous improvement, reflecting critically on her practice. Self-evaluation is just developing and staff contribute their ideas at team meetings. This has not yet been fully formalised in order to use effectively, with the inclusion of parents' comments, although parent questionnaires are in the process of being introduced. Staff work well together and have a common sense of purpose. They provide an environment that is conducive to the children's learning and welfare, and meets the needs of individual children. The club demonstrates a commitment to sustainability and children use recyclable materials to make 'junk' models.

Information is exchanged with parents through daily discussion and written documentation, and parents are welcomed into the club at any time. Children's 'Day Books' are also used as a means of communicating important information to parents and school staff. Very close links have been forged with the teaching staff at the school where children attend, helping to provide continuity of care.

The quality and standards of the early years provision and outcomes for children

Staff use planning well and provide a good balance of adult-led and child-initiated activities. The support of caring key workers help children develop close bonds and as a result, children become emotionally secure and enjoy their time in the setting. They independently make choices about activities, and play well in groups and on their own, demonstrating good concentration skills. Staff have started to monitor the children's progress and record information about their achievements in assessment profiles. They have a good understanding of how children learn, and through interesting activities, children progress well in all areas of their development. However, the children's next steps for learning are not always clearly linked to written activity plans, in order for staff to evaluate and further follow progress.

Children enjoy their play and eagerly initiate interaction with adults. They learn to share and take turns, and independently serve themselves drinks, and dress themselves for outdoor play. Their communication, language and literacy skills are promoted well. Children practise writing for different purposes. They learn to write their name and label art work, and write lists, such as their 'Christmas wish list'. Staff constantly talk to children and encourage them to engage in purposeful conversation, using language to express their ideas and feelings. Children access a good range of books and enjoy listening to stories.

Children learn to count in sequence and recognise written numerals, pointing to the number that represents their age. However, they are not encouraged to calculate and problem solve during practical activities, such as snack time or when lining up to play outside, to further consolidate their learning. The children's understanding of the wider world is planned through festivals, such as Chinese New Year and Diwali, and they access toys and resources that reflect positive images of race, culture and disability. The setting helps children with learning difficulties, working closely with parents and the school in order to ensure good support and continuity of care.

Good focus is placed on promoting healthy lifestyles for children. They enjoy healthy, nutritional food, tucking into sliced peppers, cucumber, tomatoes and coleslaw with pita bread for a snack. Different cultural foods are also introduced. Physical exercise and outdoor play are part of the continuous provision. Children play organised team games in the school playground, and indoors they enjoy dance and movement. Visits from the local community services, such as the fire brigade and police, are organised to talk to children about safety and staff plan activities during 'Road safety week' to help children understand how to safely cross roads.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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