

Mojo 4

Inspection report for early years provision

Unique reference number EY427177
Inspection date 21/11/2011
Inspector Anne Drinkwater

Setting address The Childrens Community Open Centre, Fiddlers Lane,
Irlam, MANCHESTER, M44 6QE
Telephone number 07789495433
Email mojochildcare@hotmail.co.uk
Type of setting Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Mojo 4 was registered in 2011. The setting is one of seven provisions which are privately owned and managed by the same provider. It operates from six ground floor rooms within Fiddlers Lane Children's Centre and school in the Irlam area of Salford. The breakfast and out of school club serves the local area and has strong links with the school. There are fully enclosed outdoor play areas.

The out of school club is open each weekday from 7.30am to 9am and from 3.15pm to 6pm term time only. Children are able to attend for a variety of sessions.

A maximum of 24 children may attend the setting at any one time. There are currently seven children attending who are within the Early Years Foundation Stage. There are 21 children on roll in total. This provision is also registered on the compulsory and voluntary parts of the Childcare Register in order to provide care for children over five years.

The setting has procedures in place to support children with special educational needs and/or disabilities, and who speak English as an additional language.

The out of school club employs three members of staff. All of these hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides a friendly and well-organised provision. A variety of activities are provided to complement the experiences the children have during the school day. Overall, children's needs are supported in this inclusive environment. As this is a newly registered provision systems of communicating with parents and the school the children attend are in their infancy. Staff follow a consistent range of policies and procedures to keep children safe and promote their health. The staff team present a positive attitude and capacity for continuous improvement, although methods of reviewing their practice and including parents and children are still in their infancy.

What steps need to be taken to improve provision further?

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

- improve further the arrangements for observations, planning and assessments so they can be used to incorporate children's next steps and parents comments to assist in providing challenging experiences across all areas of learning both indoors and outdoors
- improve the system of self-evaluation to ensure that all staff, parents and

- children are involved in a meaningful way and monitor the impact that the improvements have on the outcomes for children
- develop opportunities to share relevant information with other providers of the Early Years Foundation Stage about children's learning and development to promote effective continuity and progression.

The effectiveness of leadership and management of the early years provision

The club is led and managed by a highly motivated provider and manager who, together with the staff team, provides good levels of care and support for all children. Staff offer a fully inclusive and welcoming service, which encourages children to actively participate in activities which meet their individual interests. Children's safety is clearly a priority in the setting. Staff demonstrate a secure understanding of safeguarding issues and are confident on how to take appropriate action to report any concerns should the need arise. Risk assessments are completed to ensure any potential hazards are kept to a minimum. Children are supervised well to further reduce the likelihood of accidents and staff engage the group in discussions and activities to help them consider safety issues for themselves. The staff team hold relevant qualifications and experience and share a positive attitude to providing an appropriate service for children and their parents. There are robust recruitment and vetting procedures in place, ensuring all staff are suitable to work with children. The club maintains comprehensive policies, procedures and records to support the safe and effective management and risk assessments cover all aspects of the environment. Staff routinely verify the identity of all visitors and have effective procedures in place for the safe arrival and collection of children. Staff are deployed throughout the session to ensure children are supervised safely at all times. Resources and equipment are made accessible in the well-equipped sensory room, playroom and outdoor areas and as a result children to make choices and to take responsibility for their own play and enjoyment.

Methods to promote equality and diversity thread through the club. This is successfully achieved through some planned activities, the use of role play equipment and through open discussion between staff and children. Staff are caring, work cohesively as a team and have a good understanding of their roles and responsibilities. Relationships between staff and the children are very secure, which is a key strength of the setting and ensures a friendly, welcoming environment for all. Staff are still developing methods to observe, plan and assess the children's development to further support children's progress. They are aware they need establish stronger links with the school the children attend and promote better opportunities to involve parents in all aspects of children's developmental progress to enable the setting to provide activities to help children to build on their skills.

Staff take time to get to know the children and ensure that records include relevant information to enable them to cater for any individual and diverse care needs. Information is provided for parents which includes an overview of the settings policies and procedures keeping them generally well informed about how

the setting operates. The staff team present a positive attitude to making improvements; they seek and act upon advice from relevant professionals and access a range of training events to expand their knowledge and thus improve outcomes for children. The management team have completed a self-evaluation highlighting strengths and areas for improvement, however, parents and children are not involved in this process.

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

Children enjoy their time at the setting. On admission to the setting all required documentation is completed which records children's individual needs, interests and any special requirements. Consequently, children are cared for according to their individual needs and parents' wishes. Children are familiar with the daily routine, and on arrival they put away their coats and bags and wash their hands in readiness for their tea. They access a range of play based activities that help them practise and consolidate skills learnt at school. Children busy themselves with craft activities creating pictures and models from the resources available. They use a range of tools such as crayons, scissors, glue sticks and sticky tape, developing hand control supporting writing skills and also their creativity. Some build models with construction sets using a range of language skills to describe their creations, they play in harmony with a range of board games and staff engage in play alongside the children, supporting and encouraging their ideas. Young ones develop their imagination as they play with cars, trains, dolls or the dressing up. Books are available for those who wish to read quietly after a busy, structured day at school. The imaginative outdoor area is well used as children explore the tunnels, seek out the rabbits, ride on wheeled equipment or merely run and chase each other. They cooperate well as they share ideas and resources and are encouraged to use their imagination during play as they access a wide range of equipment. They explore sand and water, use construction toys to design and build, and access a good range of board games. Children are confident, enthusiastic and caring and show consideration for each other.

Children's health is well promoted in the setting. Physical play is provided both indoors and outdoors as children freely flow between indoor and outdoor spaces promoting their enjoyment. They also plant and grow in the dedicated planting areas supporting their interest and developing knowledge and understanding of aspects of the natural world. Staff gather relevant information to ensure any children's dietary needs are catered for. During breakfast and tea time children make choices from a variety of drinks and foods which include some healthy options, such as, fresh fruits, cereals, crackers and pancakes and drinks are plentiful and freely accessible. Children follow good hygiene practices, they wash their hands before tea and posters are displayed to remind younger ones about the benefit of healthy eating and good hygiene practices. Children behave well; they are encouraged to be helpful and kind, giving them ownership and responsibility about expectations for acceptable behaviour. During the session children play safely and follow the rules, they respond positively to gentle reminders to include others in their games, ensuring an inclusive environment.

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	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

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