

Mojo "7"

Inspection report for early years provision

Unique reference number	EY434746
Inspection date	23/04/2012
Inspector	Mr Rasmik Parmar

Setting address	St. Mary's C of E Primary School, Buckingham Road, Cadishead, MANCHESTER, M44 5HG
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 2012

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 '7' Out of School Club was registered in 2011. The setting is one of several provisions which are privately owned and managed by the same provider. It operates from one large room, hall, library and fully enclosed outdoor play areas within St Mary's Primary School in Cadishead, Manchester, Lancashire. The setting is open Monday to Friday from 7.30am to 9am and 3pm to 5.30 pm, term-time only and serves the local community.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 23 children may attend at any one time. There are 21 children on roll, of whom eight are in the early years age range.

There are two members of staff who have appropriate qualifications in early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, confident, and independent and enjoy the opportunities they are provided with. Staff work cohesively as a team and offer a fully inclusive, safe environment, where the uniqueness of each child is recognised. Successful partnerships with parents and the host school are firmly established. Highly motivated and experienced leadership provides a reflective environment resulting in a drive for improvement.

What steps need to be taken to improve provision further?

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

- develop further opportunities to promote all areas of learning outdoors.

The effectiveness of leadership and management of the early years provision

Staff have a sound knowledge and understanding of their roles and responsibilities with regard to safeguarding and protecting children. They are aware of the process to follow should they have any concerns about a child in their care. Detailed policies and procedures support the smooth running of the setting. These include clear recruitment and vetting procedures to ensure that staff are suitable to work with children. A comprehensive range of risk assessments for all areas including the outdoor area are carried out and effectively support children's safety. Emergency evacuation plans are in place and regularly practised with children. There are good systems to ensure that arrival and collection of all children is closely monitored and recorded.

The child friendly environment is well organised with a good variety of resources set out for children in the playroom, hall and well equipped library, so that children are freely able to access all resources independently. Staff demonstrate a positive attitude to inclusion. Children are provided with experiences and support which help them to develop a positive sense of themselves and others. Children take part in celebrating a variety of different festivals to gain an understanding of varying cultures and beliefs as part of broadening their awareness of the wider world. They independently access resources which promote an inclusive society.

Staff are aware of the benefits of partnerships and work closely with parents, teachers and other professionals to ensure each child's individual needs are met. Staff develop friendly relationships with parents who learn about the provision through regular discussions with staff and by reading the policies and procedures. Parents are also kept informed about the setting through regular newsletters, available to them electronically via email. Close relationships are developed with teachers from the host school to ensure that needs of each child are known and supported.

There is a high commitment to continually improve outcomes for all children. The proprietor of the group of settings is proactive in ensuring that there are systems in place to monitor and evaluate the provision to support continuous improvement. They are aware of their strengths and areas for further development. Hence, they are aware of developing further opportunities to promote all areas of learning outdoors.

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

Children's learning and development are successfully promoted. They value the relaxed friendly atmosphere where staff clearly promote a homely feeling. Staff successfully create an environment where children have lots of choices. A varied, interesting and challenging range of play opportunities and activities are provided for all children. Successful planning and careful observation and assessment of children's learning and development, complement those carried out in the host school. Consequently, children are engaged and making good progress in their individual learning and development.

Effective steps are taken to promote children's good health and well-being. Healthy eating is promoted well as children access a good range of healthy foods for breakfast and tea time such as a selection of fruit, sandwiches, crackers, spaghetti and beans on toast. Drinking water is readily available, ensuring that they remain hydrated. Children are independent in their personal hygiene as they wash their hands at appropriate times, after playing outside and before eating.

Children are presented with purposeful and practical experiences within the provision to promote their understanding of personal safety. The well organised use of available space ensures children's personal safety and well-being at all

times. Staff are vigilant in enabling children to keep themselves safe, such as reminding them to listen to instructions and establishing boundary lines. Fire evacuation plans are in place and children take part in regular fire drills.

Children benefit from the calm staff involvement and understanding of how young children learn. They are presented with many fun and worthwhile activities which allow them to be as involved as they choose. Some children are very active and want to run and play outdoors, whilst others like to do more calm activities such as create designs and displays for forthcoming festivals and celebrations.

Children have warm and caring relationships with the staff who raise children's self-esteem by frequently providing positive support, praise and encouragement for their efforts and achievements. Children are well behaved and any challenging behaviour is dealt with swiftly in a calm, firm but fair manner. Staff encourage children to play cooperatively and this helps them to build relationships and develop the necessary social skills for their future.

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	2
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
--	---

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