

# Mojo 3

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

## Inspection date

14/10/2014

Previous inspection date

04/02/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Staff have a good understanding of how to manage any safeguarding concerns they may have about children. There are effective measures in place to support children's safety by minimising risks.
- Staff have a comprehensive knowledge of how to provide interesting activities in order to complement children's progress through play, while helping them to relax and enjoy their time either side of the school day.
- Children are motivated and well behaved because their needs, views and interests are central to the planning for their play and learning.
- Partnership working with the host school is effective in supporting children's needs and parents are kept well-informed about their children's well-being and the activities they enjoy.

### It is not yet outstanding because

- Books are not displayed in a way that maximises their use by children in all sessions, in order to enhance children's independent enjoyment of these.
- Snack times are not used consistently well to complement other activities provided to teach children about good nutrition and its importance in a healthy lifestyle.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector viewed the areas of the premises used by the club.
- The inspector observed activities in the school hall and the playground.
- The inspector spoke to the owner, manager and staff within the club at appropriate times throughout the inspection and discussed how practice in the club is evaluated.
- The inspector looked at evidence of suitability and qualifications of staff working with children and other documents concerned with children's welfare and activities.
- The inspector also took account of the views of parents and children spoken to on the day.

## Inspector

Jennifer Kennaugh

## Full report

### Information about the setting

Mojo 3 at Irlam County Primary School was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Registers. The club is one of several settings owned by a private provider. It has the use of a designated classroom and two halls in Irlam County Primary School, Salford, situated to the west of Manchester. The club also has access to the school playgrounds. The club serves the local school and is open each weekday, term times only, from 7.30am to 9am and 3pm to 5.15pm. There are six staff who work directly with the children, including the owner of the provision who works part-time in the club. Five staff are qualified to at least level 3 and one is qualified to level 2 in childcare. There are currently 53 children on roll attending for a variety of sessions, of whom 16 are in the early years age range. The club receives support from the operations manager for the Mojo settings who is qualified to level 6 and from the local authority.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- enhance the way in which the use of books by children is promoted in the club, to maximise children's opportunities to enjoy these
- make better use of snack times to reinforce children's understanding about nutritious foods and a balanced diet.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Staff provide a comprehensive range of activities that reflect the interests and learning needs of the children who attend. They understand the importance of providing activities and experiences that children enjoy and which provide challenge to support their learning in school. Staff have a good knowledge and understanding of the areas of learning covered by the Early Years Foundation Stage and planning for activities reflects this. Consequently, children benefit from a range of activities and experiences that complement their learning in school. Children enter the club happily and are confident to share their news in the whole-group time at the beginning of the session. This supports their development of good social and communication skills. Children are familiar with the routines established by staff and confidently select the resources and activities they prefer. Children are frequently consulted about planned activities and what they would like to do. As a result, children sustain concentration in their chosen activities and are always busily engaged in their play. This helps children to reinforce the concentration skills needed in school. For example, children spend lengthy periods of time enjoying the resources for

drawing, which reinforce their manipulative skills, as well as providing an opportunity to be creative. Staff are enthusiastic and interested in children's talk and play. For example, they play mathematical games with children which challenge children's strategic thinking and enhance children's awareness of shape and space.

Children play with games consoles, consolidating their ability to take turns, while enjoying the use of information technology devices. They play cooperatively with small-world toys and share their imaginative play with others. This further supports their development of communication and language. Children also choose to play with role-play resources, such as for styling hair on a model head. This develops their coordination skills as well as providing more opportunities for imaginative play with other children. Books are available to children if they prefer quieter activities, such as reading, although these are not consistently displayed in a way that best attracts children's interest, depending on which of the rooms is being used for a session. As a result, the independent use of these by children is not maximised in all sessions. Staff provide activities over the school year that support children to reinforce their learning about other cultures, countries and faiths. This is to promote children's understanding of diversity by learning about the festivals celebrated by others, as well as ones that they are familiar with.

Parents talk informally with staff to exchange information about their children when they arrive to collect, demonstrating a warm relationship with the club. When children join the club, detailed information is obtained for all children about their preferences for activities and interests, in order to use this for initial planning. Partnership working with parents and other settings that children attend, including the host school, is firmly established. For example, information about children's progress is frequently shared between all of these through the electronic recording systems that are in place. This enables parents to contribute ongoing information about their children's experiences and activities away from the club and for the club and school to also record observations they make. Consequently, the contribution made by parents to children's learning is used in partnership with both the club and the school. This provides continuity in order to effectively reinforce children's learning.

### **The contribution of the early years provision to the well-being of children**

The club operates a key-person system in order to effectively support children's emotional well-being from when they begin to attend. There are flexible arrangements in place to gradually familiarise children with the club before they begin to attend regularly. This supports them to develop confidence and a feeling of security in the club. Key-persons obtain all required information from parents to support children's welfare, including information on any special dietary requirements or other health matters. Care plans for children are comprehensive and are regularly discussed between key-persons and parents when these are needed, in order to ensure children's welfare needs are met. Parents are invited to provide permission over a range of issues for their children, including for application of sun protection cream and for photographs to be taken for observational purposes. This enables them to tailor care to children's needs in partnership with parents. Policies and procedures are shared with parents to ensure they are well informed about these and key-persons provide parents with daily updates about their children's well-being

and activities. Parents sign to show that they have read and understood policies as part of the partnership working with the club to support their children's well-being.

Children behave well in the club and demonstrate respect for each other and the resources provided. The group time for all children at the start of after-school sessions also promotes the sense of community in the club. Children use good manners because staff reinforce the use of this by reminding them of how this is important. For example, at snack times, staff encourage children to use please and thank you. Children can choose when to take their snack during the afternoon sessions as this is available for most of the time. As a result, children can learn to recognise their need for this. Snacks provided are healthy, such as vegetables with a choice of dips and a selection of fruit. Consequently, children can select from nutritious options, which to some extent helps them to learn about the foods that contribute to a healthy diet. Drinking water is available at all times so that children can serve themselves when thirsty. The club also plans activities to reinforce children's learning about healthy lifestyles and good nutrition, such as making displays of artwork about this. Although, not all opportunities are taken during snack times to extend children's knowledge about why the foods they are eating support their good health and why they are useful to their bodies. Children are supported to maintain effective personal-hygiene routines, such as washing their hands before eating and after using the toilets, to support their good health. Staff explain to children why hand washing is necessary at these times, to prevent illness through germs being spread.

Children have daily outdoor play in order to enjoy exercise and develop their whole-body coordination. Staff provide a range of equipment, such as bats, balls and skipping ropes and children play enthusiastically with these. Staff support children's outdoor play, such as by turning skipping ropes for them to jump over. Children also play on the large, fixed playground equipment in order to develop an understanding of taking reasonable risk in their play while challenging their physical skills. Staff encourage children to be independent and to develop their self-help skills. For example, they encourage children to try to fasten their own coats and shoes, as well as to gather their belongings themselves when they are collected. This reinforces the skills needed in school in order to be independent. The club makes an effective contribution to equipping children with the skills needed for their next steps in learning and in their self-care.

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

Staff have a secure understanding of how to report and manage any safeguarding concerns they may have regarding children, in order to protect their welfare. The setting has comprehensive policies and procedures to underpin staff practice in safeguarding, which include the names of the designated safeguarding officers for the club. This is so that staff and parents are aware of who to pass information about any concerns to. These policies and procedures are shared with parents so that they are made aware of how staff safeguard children who attend the club. All documentation to support children's welfare is completed in detail in order to support the safe and effective running of the setting. There are thorough risk assessments, which are reviewed regularly, for the premises and all activities so that any risks to children are minimised. Daily checks are made of the

premises indoors and outside to ensure that they are safe and fit for purpose. Correct staff ratios or better are maintained at all times, to enhance the support for children's care and play. Staff who are qualified in first aid are deployed effectively during sessions in order to deal correctly with any minor accidents or injuries. Recruitment procedures are robust in order to check that the setting employs staff who are suitable and enthusiastic in their work with children. Staff are supported to maintain effective practice by thorough procedures for their induction and the subsequent management of their performance. This means that children's well-being and progress is protected because staff are aware of the high standards of practice expected of them from the outset of employment.

The operations manager for the group of clubs provides regular support for staff in order to further enhance their practice. For example, targets are agreed in order to help staff to enhance their skills and knowledge. As a result, staff performance is well managed so that they provide good-quality care along with activities for children which help them to relax and learn before and after the school day. Staff show a good knowledge and understanding of the needs of children in their key groups in order to consolidate their progress through their interests and play. Partnership with the host school is effective in complementing children's learning, due to the comprehensive systems in place to share information about children's progress with the early years foundation stage teacher. The club also makes use of information from the school's foundation stage teachers for the themes and topics they are covering each term.

Self-evaluation is purposeful, covering all areas of practice using the Ofsted self-evaluation tool. All actions and recommendations from the previous inspection have been successfully addressed. For example, the daily record of attendance is kept correctly and public liability insurance details are available for inspection. Staff are encouraged to make contributions to evaluation through meetings and during their individual supervisions. Parents are asked for their views using a variety of means in order to ensure that the club meets the needs of children and the childcare requirements of families. The club also provides a regular newsletter to keep parents informed about any events and to maintain their awareness of policies and procedures. Children's views are given a high priority and the majority of the activities offered stem from their preferences, views and observed needs. Overall, the leadership and management is good, demonstrating the experience of the owner in managing out-of-school provision.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY366069
<b>Local authority</b>	Salford
<b>Inspection number</b>	821125
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Shelley Joanne Gartside
<b>Date of previous inspection</b>	04/02/2009
<b>Telephone number</b>	0778 9495433

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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