

# Mojo 1

Moorfield Cp School, Cutnook Lane, Irlam, MANCHESTER, M44 6GX

<b>Inspection date</b>	04/11/2014
Previous inspection date	03/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		1
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**

- Skilled and knowledgeable staff support children's learning effectively. They understand how children learn best and provide them with a stimulating environment, both indoors and outdoors. Consequently, children make good progress in all areas of their development.
- Key persons are highly skilled and sensitive and help children to form extremely close emotional attachments and feel very secure within the setting. As a result, children's well-being is exceptionally well promoted.
- Arrangements for safeguarding children are well embedded and clear policies and procedures are implemented consistently to ensure they are well protected.
- Partnerships with parents, other early years providers and external professionals are exceptionally strong. This means that children benefit from excellent continuity and are extremely well supported as they move on to school.

### **It is not yet outstanding because**

- Opportunities for children to enhance their good imaginative skills through real-life role play experiences are not yet fully established.

## 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 observed children's activities in the playroom and the outdoor environment.
- The inspector held discussions with the manager and talked to children, staff and key persons throughout the inspection.
- The inspector looked at various documents, including a sample of policies and procedures, children's records, evidence of the suitability of staff and recruitment procedures.
- The inspector carried out a joint observation with the manager and discussed the process of self-evaluation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

**Inspector**  
Julie S Kelly

## Full report

### Information about the setting

Mojo 1 was registered in January 2008. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from the Acorn Centre within the grounds of Moorfield Primary school in Irlam, Greater Manchester. The provision provides a before and after school club and a pre-school group for children living in the local area. There are currently 73 children on roll, 42 of whom are within the early years age range and attend for a variety of sessions. The pre-school group operates from Monday to Friday, from 9.15am to 12 noon and on Monday, Thursday and Friday from 12.30pm to 2.45pm, during term time only. The before and after school club operates from 7.30am to 9am and 3pm to 6pm during term time and caters for children from two neighbouring schools. There is an enclosed area available for outdoor play. Children also share access to a secure outdoor play area in the school grounds. There are 12 members of staff employed who work directly with the children, including the manager and operational manager. Of these, two hold an early years qualification at level 4, seven hold an early years qualification at level 3 and three hold an early years qualification at level 2. The operational manager holds an early years qualification at level 6. The pre-school receives funding for the provision of free early years education for two-, three- and four-year-old children. It supports children with special needs and/or disabilities and receives support 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:

- build on children's already good imaginative skills, for example, by providing enhanced opportunities for them to act out familiar roles in play experiences that reflect their home lives.

## Inspection judgements

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

Children thrive in this stimulating and exciting, good quality setting. Staff are skilful and experienced and fully understand the developmental needs of every child. They know how children learn, which means that children are consistently motivated and eager to learn. The environment, both indoors and outdoors, is stimulating and well organised with a wide range of good quality resources and equipment to promote children's natural curiosity and develop their exploratory skills. For example, they have a wonderful time as they explore what happens when they mix sand and water and squeal with excitement as it runs through their fingers.

There is a sharp focus on helping children to acquire communication and language skills and supporting their physical, personal, social and emotional development. As a result,

children gain the skills, abilities and attitudes that prepare them well for the next stage in their learning and eventually, school. For example, staff skilfully teach children to take turns and cooperate with each other and this is reflected in how they negotiate and play harmoniously together. Snack times are social occasions when children confidently talk about their home and family. Communication and language development is given extremely high priority and actions, gestures, props and puppets are used to maximum effect to illustrate and support language development for very young children. Staff seize every opportunity to extend children's vocabulary and skilfully provide a running commentary to describe what children are doing. They engage children in regular story and singing sessions to develop their listening and attention skills. The setting is involved in the 'Every Child a Talker' Programme which has provided staff with additional knowledge and expertise to significantly improve children's communication and language skills. Staff complete a separate language assessment tool to further monitor children's language development. This means that children who experience difficulties in this area are quickly identified and external interventions are put in place. Staff provide children with a wide range of opportunities, activities and experiences to promote both their large and small muscle control and coordination. For example, children have the freedom and space outdoors to ride wheeled toys and run around and practise making marks on a large scale with paintbrushes and water and large chinks. Children develop good imaginative skills because they are provided with access to a wide range of small world resources and make cakes and pies in the mud kitchen outdoors. However, there are fewer opportunities for children to act out familiar roles and re-create real life experiences in the home corner, in order to further enhance their good imaginative skills. Children with special educational needs and/or disabilities are supported extremely well. Very close links with external professionals, such as, paediatricians, health visitors and speech and language therapists ensure that children reach their full potential.

Observation and assessment is efficient and effective and as a result, children make good progress in their learning and development. The setting uses a computer software application to record observations and assessments and to share information with parents and all other early years providers that are involved in children's learning. For example, the schools, nurseries and parents contribute to children's learning records, observe children and upload photographs, which ensures a comprehensive and detailed picture of each child's learning is consistently maintained. In addition, because the nearby school uses the same assessment process, children are well supported as they move on to the next stage of their learning. Pre-school staff and school staff share observations and assessments for children who attend both settings, which means that the planning for children's individual needs is significantly enhanced. Each child has an individual profile stored on a computer tablet which contains spontaneous, significant learning, detailed narrative observations and photographic evidence. The system enables staff to accurately assess children's development linked to the seven areas of learning. Staff value information from parents who are encouraged to be fully involved in their children's learning from the point of entry. They obtain information from parents during the settling-in period about what children can do at home and use this, along with their own observations as a starting point to plan for children's future learning needs.

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

Children are relaxed, very enthusiastic and keen learners. They confidently approach staff and engage them in their activities because they have strong bonds with them. New children settle quickly because staff gather comprehensive information about children's likes, dislikes and interests from parents. Staff make sure they find out about children's preferences and plan activities to reflect this when they first start. This means that children are happy and content. Consequently, children's emotional well-being is exceptionally well met and prepares them in readiness for school. Children access resources independently and the environment has been carefully planned to cover all areas of learning. Resources are wide ranging and open-ended to provide a rich, stimulating learning environment. Children show excellent self-care skills and manage their own personal care needs appropriate for their age. Staff teach children how to keep themselves safe and are excellent role models. For instance, children show awareness of how to use equipment safely as they use dough tools and know that they have to be careful not to get sand in other children's eyes.

Staff promote good health and well-being in a variety of different ways. For example, children have access to outdoor provision where they enjoy the benefits of physical exercise and fresh air. In addition, children independently access quiet, cosy areas where they can rest and relax and play quietly. Children help themselves to nutritious snacks which teaches them about making healthy choices. They also learn about the importance of looking after their teeth as the dental hygienist visits the setting and staff re-enforce good oral hygiene practices. As a result, children's all-round physical and emotional well-being is exceptionally well promoted, which in turn has a significant impact on their learning and development. Children learn about expected levels of behaviour from the positive role modelling of staff and from each other. Their behaviour is excellent because staff provide them with clear and consistent boundaries and help them to learn to manage their own feelings. Staff teach children to understand how their behaviour affects others, think of ways they can help children feel better and what they can do to resolve the situation. Minor disagreements are managed sensitively and calmly in a way that is appropriate to individual children's level of understanding. They use positive praise specifically to encourage good behaviour and to motivate children. Staff help children to understand why certain behaviour is unacceptable by giving children reasons and suitable options. Consequently, children's behaviour is very good.

Staff provide excellent support to children who are due to start nursery or school. They have highly effective links with school staff who invite pre-school children to attend events in school, such as the pantomime, concerts and visits from the circus. This means they get to know the staff and the environment which helps children to settle really well at school. In addition, children who attend both the pre-school setting and school benefit from excellent continuity of care and learning.

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

Staff have a very good knowledge and understanding of how to protect and safeguard children. Policies and procedures underpinning this are known by all staff and implemented consistently. All staff attend safeguarding training and this is regularly updated to ensure they continue to strengthen their knowledge, understanding and skills in this area. They are fully aware of their safeguarding responsibilities and know what to do and who to contact in the event of a child protection concern. An effective and detailed set of risk assessments are in place and are consistently added to and reviewed. In addition, daily checks of the indoor and outdoor areas ensure that children can learn and play in a safe and secure environment. The vigilance of staff, consistent supervision of children and widespread security systems, ensure that children are protected from unwanted visitors and cannot leave the premises unsupervised. Robust recruitment and selection procedures ensure that staff are suitable, safe and appropriately skilled to work with children. These include rigorous induction processes, probationary periods and completion of checks pertaining to suitability. Staff's ongoing suitability and the quality of their teaching is monitored through appraisal and observations of their practice by the managers. In addition, a targeted programme of professional development training is in place in order to address underperformance and increase staff skills. Through robust support systems, such as peer observations, mentoring, coaching and role modelling, staff are expertly guided in their practice to achieve the high aspirations of the manager and senior management team.

The operational manager takes overall responsibility for overseeing the educational programme and ensuring its effective implementation. This ensures that children have access to a broad and balanced curriculum that covers all seven areas of learning. Furthermore, learning records, staff observations and assessments are checked on a weekly basis to ensure that they are up-to-date and accurately reflect children's learning and progress. Rigorous monitoring of children's progress ensures that gaps in learning are swiftly identified. This ensures that children receive the additional support they need, including the involvement of external professionals and agencies if necessary. Furthermore, it demonstrates how the setting is working to narrow the achievement gap for vulnerable groups of children. The managers and all staff are passionate and fully committed to their work and the service they provide. This is reflected in their enthusiasm and the enjoyment they demonstrate when interacting with the children. The managers and staff team have worked incredibly hard to improve their practice and the action and recommendations from the last inspection have been addressed. This is particularly evident in the outdoor environment which has undergone a huge transformation and now provides an exciting space where children can play and learn. The self-evaluation system is well documented, regularly reviewed and constantly updated. The views of all staff, parents and children are included in the process, through discussions and feedback questionnaires. Staff are fully aware of their strengths and weaknesses and develop detailed action plans that clearly prioritise areas for future development. In addition, staff welcome support and guidance from the local authority, which is responded to and acted upon.

Partnerships with parents are very strong. Parents access children's learning records through the computer application or can receive a paper copy if they prefer. Parents access a wealth of information in the form of displays, photographs and regular newsletters, so that they are well informed about the Early Years Foundation Stage and

their children's learning. A great emphasis is placed on daily face-to-face communications, achieved through the meet-and-greet open door policy. Staff make excellent links with local schools and share developmental records so that children are well supported when the time comes for them to move on. Staff liaise exceptionally well with outside agencies and external professionals. This provides excellent continuity for children. Parents are very happy with the pre-school and the care and education their children receive. They comment that staff are approachable and support them with all aspects of their children's learning and development. Parents state that children have very good relationships with all staff and make good progress.

### **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
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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>	EY365960
<b>Local authority</b>	Salford
<b>Inspection number</b>	873668
<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>	52
<b>Number of children on roll</b>	73
<b>Name of provider</b>	Shelley Joanne Gartside
<b>Date of previous inspection</b>	03/10/2008
<b>Telephone number</b>	07789 495 433

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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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