

Mojo 5

Irlam Endowed Primary School, Chapel Road, Irlam, MANCHESTER, M44 6EE



Inspection date	10 June 2015
Previous inspection date	30 June 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The friendly and dedicated staff team are well qualified. They provide a variety of experiences which complement what children learn in school. This means that children are motivated and eager to participate in the activities provided.
- Leadership and management is strong. The experienced provider is fully involved in all aspects of the club provision. The manager has a good understanding of the requirements of the Early Years Foundation Stage. Together they ensure that all required policies and procedures are implemented and fully understood by the staff team.
- Partnership with the host school is a key strength of the warm and vibrant club. Children benefit from the use of many of the school facilities, including the library and computer suite. Consequently, there is a consistent approach to all children's care and learning needs.
- A strong key-person system is evident. Young children receive individual support from a familiar carer and are collected from their classroom. This supports their emotional security and well-being.
- Secure relationships exist between staff and parents. Parents spoken to on the day of inspection compliment the staff on their ability to provide interesting activities that engage their children, after their school day.

It is not yet outstanding because:

- Occasionally, staff do not support children's understanding of positive behaviour, in the best possible way. They ask children to share and take turns without providing explanations.
- The new system for staff to share their good practice with each other is still in its infancy. Therefore, it has not yet been successful in raising the good quality practice and interactions of staff to an exceptional level.

What the setting needs to do to improve further

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

- provide consistent messages about why children should play cooperatively, share toys, equipment and take turns, to further promote their understanding of positive behaviour
- embed the new system for peer observations, to identify and plan specific training needs, to further raise good quality practice and interactions of staff to an outstanding level.

Inspection activities

- The inspector, the provider and the manager observed activities in the room and the outdoor area.
- The inspector conducted a joint observation and held regular discussions with the provider.
- The inspector spoke to staff, children and gained the views of parents.
- The inspector looked at children's records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and reviewed policies, procedures and the club's self-evaluation.

Inspector

Layla Louise Clarke

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff establish children's interests and capabilities from information obtained by parents. This helps children to settle and develop their confidence. All children, including children who have special educational needs and/or disabilities benefit from a stimulating environment with a variety of equipment. This promotes their overall learning and development. As a result, children thoroughly enjoy their time at the club. Children have many opportunities to engage in imaginative play. Staff provide a variety of boxes, tubes, sticky tape and scissors. Children use these to create microphones and guitars, as they pretend to be in a pop group. This supports their imaginative play. Staff extend the learning and promote children's early writing as they provide a range of equipment, such as pens, pencils and paper and children write the song lyrics and make concert tickets. Children's communication and language skills are promoted well. Staff encourage children to speak during group time. They use effective strategies, such as a 'happy hanky' scented with lavender, to encourage children to share their thoughts and feelings. As a result, children's personal, social and emotional development is given high priority.

The contribution of the early years provision to the well-being of children is good

Children develop healthy lifestyles as they engage in vigorous activities in the well planned outdoor area. Staff support younger children to climb and balance. They ask meaningful questions to allow children to consider the safest way to use the apparatus and to move across the bridge and the cargo net. Older and younger children play active group games, such as football, which promotes their physical well-being. When they have a minor disagreement about who should be in goal, staff ask them to take turns. However, they fail to explain the reasons for sharing and taking turns, to further promote children's understanding of positive behaviour. Children and staff play board games, snooker and build with connecting bricks. This encourages children to work together and supports their developing relationships. However, although staff are quick to respond to any minor disputes calmly and sensitively, they fail to explain to children that their actions have consequences.

The effectiveness of the leadership and management of the early years provision is good

The management team demonstrate a strong commitment to continue to develop the club, for all children and parents. Managers and staff contribute to action plans and parents' views are included through the use of questionnaires, a comments box and daily discussion. Good quality training, supervision and appraisal is provided for all staff, which means that the teaching and interactions are positive. A new system has been introduced for staff to observe each other and share their good practice. However, this has not been fully embedded, in order to raise the already good quality to the highest level. Staff deployment is effective, which means that children are supervised well. Staff have a secure understanding of child protection procedures. Therefore, all children are able to play in a safe and secure environment and their welfare is protected.

Setting details

Unique reference number	EY380101
Local authority	Salford
Inspection number	858582
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	54
Name of provider	Shelley Joanne Gartside
Date of previous inspection	30 June 2009
Telephone number	07789 495 433

Mojo 5 was registered in 2009. The club supports children who have special educational needs and/or disabilities. The club is open from 7.30am to 9am and from 2.45pm to 5.15pm, five days a week, during school term time. There are five members of staff who work with the children. The manager and two members of staff have appropriate childcare qualifications at level 3 and two members of staff hold childcare qualifications at level 2.

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