

# Mojo 1

St. Josephs Primary School, Cutnook Lane, Irlam, MANCHESTER M44 6GX



<b>Inspection date</b>	9 October 2018
Previous inspection date	4 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision is good

- Staff have developed strong partnerships with parents, other professionals and settings that children move on to. They consistently share information to help provide consistency of support for all children. Children are provided with excellent support for their welfare and learning.
- Staff have worked hard to create an environment that is highly stimulating and welcoming indoors and outside, where children can explore and learn. Children make good progress in their learning and development.
- Relationships between staff and children are strong, trusting and caring. This helps to give children the confidence to try new things and they show a real sense of belonging.
- Staff support children's language and communication skills very well. Children benefit from small-group sessions that focus on increasing their confidence in speaking and listening.
- Children enjoy plentiful opportunities to be imaginative. They confidently create role-play scenarios based on their own first-hand experiences. For example, children use kitchen utensils and real vegetables to make pretend meals. Children concentrate and focus for extended periods.
- Children behave well. They play well together and older children are helpful and demonstrate friendly behaviour towards younger children.

### It is not yet outstanding because:

- Sometimes during creative activities, staff encourage children to focus on the end result rather than the learning process.

## What the setting needs to do to improve further

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

- provide more opportunities for children to share their thoughts and ideas during creative activities, to help increase their creativity and imagination more fully.

### Inspection activities

- The inspector observed staff interactions with children during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager. She held a meeting with the manager and discussed the setting's self-evaluation, safeguarding and staff professional development.
- The inspector talked with staff, children and parents at appropriate times during the inspection and took account of their views.
- The inspector sampled required documentation on the day.

**Inspector**  
Helen Gaze

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff know how to recognise, identify and respond to the possible signs a child may be at potential risk of harm. The manager works well with her team to constantly set challenges for future developments. Parents' views are valued and parents feel their comments are acted upon. For example, staff successfully incorporate parents' comments about their child's achievements at home in the planning. Staff receive effective supervision and support for their personal and professional development. The manager closely monitors the progress of all children, including groups of children attending the setting. Children needing additional support are very quickly identified and interventions are put into place to help secure their good progress. The manager uses additional funding effectively to help close gaps in children's learning. For example, she plans outings in the local community to help enhance children's knowledge of the wider world.

### Quality of teaching, learning and assessment is good

Children are very well supported and they make good progress. Staff complete focused observations which help them to accurately identify and plan for children's future learning. Children are helped to develop their physical skills effectively through a varied range of activities. For example, during a play dough activity, children use squeezing, squashing and patting actions and competently handle a range of one-handed tools. Staff carefully weave mathematical concepts and language into children's activities. For example, older children competently count, compare numbers and solve small number problems. Children enjoy opportunities for mark making. They use drawing and writing materials with increasing control and give meaning to the marks they make. Some older children form recognisable letters with support from staff.

### Personal development, behaviour and welfare are good

Staff know children very well. They gather important information from parents about their children, which helps to provide them with the detailed knowledge they need to understand and meet children's needs. Staff work closely with parents to help children settle in, and children benefit from the nurturing, sensitive and calm approach of staff. Staff provide children with clear and robust routines that help them to feel safe and secure. Children's health and physical development are promoted effectively. For example, children have great fun joining in with their weekly dance and football sessions. The outside area is extremely inviting and children relish opportunities to explore and investigate. They are physically confident and competent. For example, children develop their coordination and control as they pour water from jugs in the water tray and transport it to other play areas.

### Outcomes for children are good

All children, including those in receipt of funding, make good progress from their starting points. They are motivated and engaged in their play. Children develop good social and emotional skills. They show confidence in group situations alongside friends and staff, and enjoy the experience of trying new activities. Children are well prepared for their future learning.

## Setting details

<b>Unique reference number</b>	EY365960
<b>Local authority</b>	Salford
<b>Inspection number</b>	10069706
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	52
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Gartside, Shelley Joanne
<b>Registered person unique reference number</b>	RP907023
<b>Date of previous inspection</b>	4 November 2014
<b>Telephone number</b>	07789 495 433

Mojo 1 registered in 2008 and is based within the grounds of Moorfield Primary school in Irlam. The setting is open each weekday from 9.05am to 2.40pm, during term time only. The out-of-hours club is open from 7.30am to 8.55am and from 3pm to 6pm, during term time. There are seven members of staff, all of whom hold appropriate early years qualifications at level 2 and above.

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