

# Inspection of Mojo 5

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

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Inspection date:

14 December 2022

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children happily engage with activities at this welcoming, safe and calm setting. They take pride in creating pictures with glue and glitter. Wide grins show their pleasure as staff praise them for their efforts. Behaviour is generally good. Children work well together. For example, they share ideas about how to create their bauble pictures. Children make gingerbread people using dough. This promotes lively discussions as children recall past experiences. They describe the taste of ginger as 'spicy'.

Conversations are interesting and meaningful. Children listen well to each other. They show respect and interest in each other's lives. They discover from each other how to count in another language. They laugh as they practise. Children share their skills in sign language. They are learning about similarities and differences in their families as they share these skills. Staff are welcomed into children's play. They interact well. Staff are knowledgeable about each child. They show genuine interest as they engage and talk with children. These conversations encourage children's confidence and supports their well-being. Children and staff have strong attachments.

Children enjoy a healthy snack. They remind each other to wash their hands. They skilfully use the tongs to select food. Children are learning about good hygiene. Children tell the inspector they enjoy coming to the club. Their favourite activities are playing football and craft activities. Children say they have fun with their friends.

### **What does the early years setting do well and what does it need to do better?**

- Leaders and managers have a clear vision for the club. They implement consistent policies to maintain safety. For example, signing children in and out of the club. They have robust medicine procedures and ensure good staff ratios for the supervision of children.
- Leaders and managers have high aspirations for staff. They offer a structured induction. Staff report high levels of support from managers. They have regular supervision. Staff access training for their professional development. They feel valued and are motivated and committed to their work. They demonstrate this in their involvement with activities and knowledge of the children.
- The club is located within a school. A strong and sustained partnership with the school has been developed. Club leaders sit on the school governing body. The club and school know the importance of working together. They arrange joint training and share resources. They follow the same ethos. This maintains consistency of care for children and families.

- The club has built strong communication links with parents. Staff know children and families extremely well. They work hard to support the whole family. Staff are aware of the current living crisis. They support families by directing them to relevant services. For example, they work closely with the local food bank.
- The staff plan activities and the environment using their knowledge of the children attending. Children know the wide variety of resources available and choose items to play with. Children share the activities they like with staff and their suggestions are welcomed. Children have a good attitude to learning. They are developing a sense of ownership in the club.
- Children show a growing independence as they take care of their own needs. For example, they independently get out and put away activities. They pour their own drinks. Children develop skills to use equipment, such as scissors safely. Children talk about expectations. They anticipate skills they and younger children will need to develop as they transition up the school.
- Children use construction toys and imaginative toys with enthusiasm. They work together in small groups. Staff role model well. Children use lovely manners. Behaviour is generally good. However, occasionally children need support to share resources to regulate behaviour. On these occasions, staff swiftly intervene. They support children and maintain a calm presence. Children respond well to staff support. They develop an understanding of how their behaviour impacts on others.
- The setting has outdoor space which can be used by the children. Children enjoy outdoor play. They develop skills of negotiation as they discuss the best times to play outdoors.
- The club offers children a healthy snack. Children are eager to join snack time. They talk about foods that are good for you. Children are developing an understanding of healthy foods.

## Safeguarding

The arrangements for safeguarding are effective.

The arrangements for safeguarding are effective. Staff have a good understanding of their role and responsibilities to keep children safe from harm. Managers arrange regular training to ensure staff knowledge is current. Excellent links with the on-site school give opportunity for training with school staff. This offers consistency between the club and school. Staff know the signs and symptoms of abuse and what to do if they are concerned about a child's welfare. This includes whistle-blowing procedures. The club is safe and secure. Managers have robust processes in place for maintaining safety. Staff understand these procedures and carry them out consistently. Areas used for play are kept free from hazards and children are reminded to play safely. All staff hold a current paediatric first-aid certificate.

## Setting details

<b>Unique reference number</b>	EY380101
<b>Local authority</b>	Salford
<b>Inspection number</b>	10264216
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 10
<b>Total number of places</b>	35
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Gartside, Shelley Joanne
<b>Registered person unique reference number</b>	RP907023
<b>Telephone number</b>	07789 495 433
<b>Date of previous inspection</b>	8 June 2017

## Information about this early years setting

Mojo 5 registered in 2009. The club is independently run and operates from within Irlam Endowed Primary School. There are five members of childcare staff, four of whom hold appropriate early years or play work qualifications at level 2 or 3. The club opens each weekday from 7.30am to 8.40am and from 3.15 to 5.15pm, during school term time.

## Information about this inspection

### Inspector

Lynn Richards

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and considered this in their judgements.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector observed children at appropriate times during the inspection.
- The inspector spoke to parents and staff and listened to their views during the inspection.
- The inspector viewed relevant documentation, including paediatric first-aid and Disclose and Barring Service information.

We carried out this inspection 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.

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