

# Inspection of Mojo 1

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

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Inspection date:

25 September 2024

**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 arrive at this calm and welcoming club with happy smiles. All children, including those new to the setting quickly settle after a day in school. Children know to put away their bags and coats before they choose where to play. They are secure in the routine. Children of all ages replicate the kind and caring behaviour modelled by staff. They demonstrate this as they play together, listening to each other's conversations and inviting others to join their games. Children socialise well and their behaviour is good.

Children benefit from a well-resourced indoor environment with areas for children to relax and play. They also have access to a large outdoor area where staff encourage children to develop their physical skills and explore nature. Staff work hard to get to know children's likes, dislikes and interests. This helps them to provide activities that children are eager to engage in. For example, children say they enjoy 'doing craft'. Staff plan craft activities for children each day. Children carefully take their finished creations to show staff and friends. They are delighted with the praise they receive. Children are proud of their achievements.

Safety in the club is a high priority. The building is secure. Staff supervise children well both indoors and in the garden. This means they are close by to help children if needed. Staff help children to consider their own safety. For example, they teach children to take care as they walk around the car park when they transition from the school building to the setting. Children learn about road safety.

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

- Staff say they feel well supported through regular supervision meetings and training opportunities. Mandatory training, such as paediatric first aid and child protection, is monitored well and staff access regular updates. This helps to keep their knowledge current and helps to keep children safe.
- Staff consider local health data as they plan for children's learning about healthy lifestyles. They work in partnership with agencies to offer staff and children information about healthy foods. As a result, staff plan and prepare healthy snacks for children. Children try new foods and they engage in regular conversations about foods that are good for them. They are helped to make healthy food choices and they develop healthy eating habits.
- Partnerships are good. Staff have successful communication with the on-site school they collect children from. This ensures that all relevant information about children is effectively shared. Strong partnerships have been embedded with services run by the local authority. As a result, the club is able to swiftly support

parents with issues such as parenting and financial or housing difficulties.

- Staff demonstrate a consistent approach to supporting children's behaviour. They replicate strategies that children are familiar with from school. For example, staff talk to children about their emotions. They encourage children to think about how their friends might feel. As a result, children begin to find positive ways to manage conflicts that arise during play.
- Children have opportunities to develop their skills of independence. For example, they serve their own food and they wash their pots after snack. Children manage self-care tasks well. The setting is considering ways they can further extend independence for older children, for example, by including tasks such as preparing their own snacks.
- Staff provide children with many opportunities to voice their views and opinions. For example, children tell staff that they enjoy card games, and these have been purchased. Children are listened to and this helps them to feel valued. Children become confident in expressing their opinions.
- Hygiene routines are in place and are followed well by staff and children. For example, staff clean surfaces well before children eat. Children know to wash their hands before eating and after using the toilet. They know that removing the germs from their hands helps to keep them well.
- Children talk enthusiastically about the time they spend at the club. They say they like playing with their friends and using the imaginative resources, such as dolls. Children say they like it when staff join in games. They especially like playing board games with staff and their friends.
- Parents speak highly of the staff and the care their children receive. They explain how the staff's keen interest in each child helps them to settle well. They say their children are happy to attend and that they talk about the things they have done at home. Parents also notice that children develop their independence while at the club.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## Setting details

<b>Unique reference number</b>	EY365960
<b>Local authority</b>	Salford
<b>Inspection number</b>	10351125
<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>	3 to 10
<b>Total number of places</b>	15
<b>Number of children on roll</b>	21
<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>	9 October 2018

## Information about this early years setting

The setting registered in 2008. It is independently operated from the grounds of St Joseph The Worker RC Primary School, Irlam, Salford. It employs three members of childcare staff, of whom two hold an appropriate early years qualification at level 3 and one at level 2. The setting opens Monday to Friday 7.30am to 9am and 3pm to 6pm during term time.

## Information about this inspection

### Inspector

Lynn Richards

## Inspection activities

- The inspector completed a learning walk with the provider of the areas used by the club to find out how they are organised, and the range of activities provided both indoors and outdoors.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children told the inspector about what they like to do when they are at the club.
- Staff spoke to the inspector at appropriate times during the inspection.
- Interactions between staff and children were observed.
- Parents shared their views of the club with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the club.

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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