

Inspection of MFSE

Riverside Primary School, St. Edmunds Way, Rainham, Gillingham ME8 8ET

Inspection date:

19 October 2022

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

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children arrive happily and settle quickly at this warm, welcoming club. They know the routine well, placing their belongings in the designated area before sitting in a group for registration. Staff greet children by name and discuss what is available to play with and what they can do, before children enthusiastically go and play.

Children excitedly take part in the activities on offer. They move freely around, choosing where they wish to play. They have high self-esteem and confidence. For example, they work together to stack cups to make the 'biggest wall', calling staff to look at it. They laugh when it falls down and build it up again.

Children's behaviour is good. They have formed good friendships and play well together, sharing and taking turns. Older children often help the younger children, such as passing tools when playing with the dough and handing them paper towels when they wash their hands. They frequently use good manners, such as saying please and thank you.

Children enjoy playing outside in the fresh air and take part in lots of active play. They skilfully manoeuvre themselves on the wooden bars, jumping off and landing safely. They run and chase each other and play ball games.

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

- Staff place a strong focus on interacting with all children at the club and supporting their welfare. They are kind and courteous. Staff play board games with children, such as snakes and ladders, and they laugh and joke together when one of them has to go down the ladder. These positive interactions foster children's well-being.
- Staff are good role models for children. They are polite and respectful to each other as well as the children. Children approach staff for support to meet their needs. For example, they are confident to say when they are hungry and ask for snack, demonstrating they feel valued. Staff have excellent relationships with children.
- Staff recognise the importance of working in partnership with teachers in the school. School staff bring children to the club. During this handover, they share information about children and their day at school. This helps to ensure continuity of care.
- The manager understands the importance of building strong relationship with parents. He regularly invites their feedback through written questionnaires and acts on any recommendations. During the COVID-19 pandemic, he kept in contact through an online platform, setting sporting challenges for children to

engage in. This helped children to maintain the strong relationships that had previously been fostered.

- Staff work hard to create a welcoming environment for all children and each child's individual needs are met effectively. They have good knowledge of each of the children's needs and interests. Staff use this information to provide appropriate activities and care.
- Staff support children to manage behaviour in a positive way. They reinforce the rules and boundaries of the club during registration. Staff ask children to share the rule by repeating them in a fun way, which helps children to gain a good understanding of the expectations of behaviour. Good behaviour is acknowledged and celebrated, promoting children's self-esteem.
- Children enjoy healthy food options for their tea. Staff promote nutritious food and support children to eat a variety of fruit and vegetables with their wraps, such as tomatoes and cucumbers. They ensure children have drinks regularly. On the whole, staff and children follow good hygiene practices, such as handwashing.
- The manager and staff meet to evaluate the club on a regular basis. They listen to children's views, and what they would like at the provision and act on their feedback. For example, when children said they would like to make candles, staff provided the resources. This supports children to feel valued.
- The manager places a high emphasis on staff professional development and managing their workload. They have weekly time in the office, away from working with children, to complete tasks. Staff receive consistent training to ensure they maintain the high standard expected when working with the children. Staff report they feel supported and valued.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have good knowledge and understanding of the safeguarding policy. They can clearly explain signs and symptoms that could indicate a child is at risk. They know the correct procedure to follow in the event of any concerns they may have. Staff understand the whistle-blowing procedures to follow should they have any concerns about any colleagues or practice at the club. The manager has robust recruitment procedures in place to ensure all new staff are thoroughly vetted. The manager has completed risk assessments, identifying any hazards that may put a child at risk. Children are well supervised.

Setting details

Unique reference number	2660080
Local authority	Medway
Inspection number	10257709
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	30
Number of children on roll	40
Name of registered person	Group 23 Services Ltd
Registered person unique reference number	2534523
Telephone number	07739386650
Date of previous inspection	Not applicable

Information about this early years setting

MFSE registered in 2021. It is an out-of-school provision located in the grounds of Riverside Primary School, Gillingham. The setting is open Monday to Friday from 3.15pm until 6pm, term time only. The setting employs five members of staff.

Information about this inspection

Inspector

Janine Scott

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager showed the inspector around the club and explained how the environment is organised.
- The inspector and manager completed a joint observation.
- The inspector spoke to children about what they enjoyed doing at the club.
- The inspector spoke to staff at appropriate times during the inspection.
- The inspector viewed relevant documentation, including suitability checks and first-aid certificates.
- The inspector spoke to parents and took account of their views.

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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