

# Inspection of MFSE

Balfour Junior School, Balfour Road, Chatham ME4 6QX

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Inspection date: 30 January 2025

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

**This  
inspection**

**Met**

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Previous  
inspection

Not applicable

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

### **This provision meets requirements**

The out-of-school club is set up by staff so that children can arrive and socialise with their friends. Staff pick up younger children from the local infant school and walk to the premises. Children arrive and remove their hi-visibility vests before rushing off to play. When older children arrive, they are keen to join in a team game organised by staff. They give 'high fives' to the younger children and ask what they have been doing. Staff think about how the environment is organised. Children can play team games, create with arts and crafts or relax after a busy day at school. Staff remind children of the rules, for example not to pull each other by their clothes. This supports children to understand how to behave well and to know the behaviours expected of them.

Staff are positive role models for children. They listen to children and provide resources that they have asked for. For example, some children build a world from mini figures while others construct a train track. Staff are friendly and engage well with the children. They join in as they play and speak to children about their day at school. This helps children feel welcome and valued. The club makes good use of the outdoor facilities. Children get plenty of fresh air as they play on the adventure playground and large field. Staff provide children with time to be active.

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

- Staff take time to get to know each child well and their interests. For example, they talk to children about the sports matches they played in at the weekend and their weekly training sessions. This helps staff to plan physical activities children enjoy.
- The staff understand that the club is a safe place for children after a busy day at school. They think carefully about what is on offer so that everyone's needs are met. For example, large mats are laid out for children to lay on and relax. Staff sit with the children and listen to them read. This supports children's emotional well-being.
- Staff place an emphasis on healthy eating. Every child is offered a hot, freshly cooked meal, for example pasta with vegetables. Staff talk about children needing good nutrition to maintain their energy levels. Parents are thankful of this as they say that they can spend more time with their children when they get home.
- Children feedback that they like to attend the club because they spend time with their friends. They enjoy themed activities that staff organise. For example, children talk about making decorations from cardboard tubes. Staff ensure there are always crafts and construction available to help develop children's creativity.
- Staff work hard to make sure that the club is accessible to all children. They give

good consideration to the interests and abilities of each child. Staff skilfully adapt activities to ensure that all children, including those with special educational needs and/or disabilities, are able to join in.

- Leaders and staff work hard to build good relationships with the schools they serve. Staff speak daily to teachers when registering children and pass this on to parents. For example, staff share any relevant information about behaviour concerns or medical notes. This two-way communication helps provide children with consistency of care.
- Parents feedback that they are very happy with the club. They feel reassured that their children have fun and are safe. Children get on well with the staff and parents say that they are friendly and approachable. Children talk about what they have done with their families when they are at home.
- Leaders follow safe recruitment procedures. They make sure that all staff are suitable to work with children and complete training. Staff feedback that they enjoy their work. They report that they receive supervisions and work closely as a team. They feel listened to by leaders, and this helps to support staff well-being.

## **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>	2705731
<b>Local authority</b>	Medway
<b>Inspection number</b>	10380312
<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 11
<b>Total number of places</b>	40
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Group 23 Services Ltd
<b>Registered person unique reference number</b>	2534523
<b>Telephone number</b>	07739386650
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

MFSE registered in 2022. It is an out-of-school provision located in the grounds of Balfour Junior School, Rochester. The club opens Monday to Friday from 7.30am until 8.40am and 3.15pm until 6pm, term time only. The setting employs five members of staff.

## Information about this inspection

### Inspector

Jennie Winchcombe

## Inspection activities

- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children told the inspector about their friends and what they like to do when they are at the club.
- The nominated individual showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector spoke with the nominated individual about the leadership and management of the club.
- The inspector observed the interactions between staff and the children.
- Parents shared their views of the club with the inspector.
- The nominated individual showed the inspector documentation to demonstrate the suitability of staff.

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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