

# Inspection of Munchkin Academy

Hill Rise, Luton, Bedfordshire LU3 3EE

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Inspection date:

20 March 2024

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

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

### The provision is inadequate

There are multiple breaches to the early years foundation stage statutory framework. Children do not receive the care and education they deserve. The provider and staff manage children's behaviour poorly. When children argue over a toy, staff tell children to share with no explanation as to why. Sometimes, staff use a timer to encourage children to take turns. However, staff do not monitor this, and children continue to argue over the toy. Staff do not address all unacceptable behaviour and children do not learn what is expected of them. They are not helped to understand the consequences of their actions, or how they should be treated by others.

Teaching is weak. Staff do not provide children with good-quality interactions to develop their knowledge and skills. Staff do not capture children's interest or attention. For example, during group times, staff spend their time cuddling crying babies and talking to other adults. Older children lose interest and leave the activity. On occasion, when children do listen to staff, questions and activities are too easy for them, which limits their learning. Furthermore, routines are chaotic. Children lack opportunity to develop a level of independence they will need when they start school.

At times, children play alone without adult support. For example, they purposefully line up bricks, carefully handle books and demonstrate curiosity when they view a snail. However, staff fail to provide interesting comments, questions and language to progress children's communication and thinking skills.

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

- The provider has poor knowledge of the early years foundation stage statutory framework. He has failed to meet a legal notice that was issued during a recent Ofsted visit. While the provider has responded to some of the requirements, he has not complied with all. The provider acknowledges there are weaknesses and explains he does want to improve. However, plans to date have been ineffective.
- The provider does not assure staff suitability. He has not obtained the correct Disclosure and Barring Service check for staff and staff have not undergone a sufficiently thorough level of vetting. The designated safeguarding officer has not attended required and relevant training. This is a breach of requirements. That said, the provider and staff have some knowledge about what might indicate a concern about a child. They are also aware of the relevant agencies to contact to make sure children receive support.
- Staffing arrangements are unclear and staff have poor understanding of their responsibilities. At times, only one member of staff is present with the small number of children attending. This means they are completing all tasks as well

as supervising the children. When there is more than one member of staff, they cannot be left alone because suitability checks have not been completed. Staff try their best to juggle the demands of the day. However, routines and activities become chaotic, teaching opportunities are limited, and children do not make progress in their learning.

- The provider fails to support staff effectively. While he holds meetings with staff to develop their practice, these do not support staff to improve. New staff are not clear about their roles and responsibilities as the induction procedures are poor. This adds further pressure to staff to complete tasks and supervise children.
- Children's behaviour is managed poorly. The provider and staff do not provide consistent guidance and explanations for children. Subsequently, children receive mixed messages and struggle to learn what is positive behaviour.
- Children with special educational needs and/or disabilities do not receive effective support. Specialist professionals visit to provide guidance to staff on how to support this group of children. However, staff do not have opportunities to execute the plans so that these children can make progress from their starting points in learning.
- The provider and staff do not provide opportunities for children to develop their independence. For example, when a visitor rings the doorbell, all children need to accompany the staff to answer it, so they are not left unsupervised. Consequently, children must stop playing and staff end up putting children's coats on for them so the visitor is not waiting long.
- Activities are disorganised and do not challenge children's learning. During a cutting activity, older children finish the task easily but there is nothing else for them to do. Younger children wait a long time before they are able to try using the scissors. This does not support children's curiosity or critical thinking skills.
- Staff do know what children like and are interested in. They offer comfort to children when they are upset. Parents report staff take an interest in their children's home life. However, staff often do not have time to consider this information to include in the educational plans.
- Staff have recently started providing snack for children. This includes a range of healthy fruits and vegetables. Children ride tricycles outside and jump on tyres. This means children are gaining some awareness of what contributes to a healthy lifestyle.

## **Safeguarding**

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

## **What does the setting need to do to improve?**

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
improve knowledge of the early years foundation stage statutory framework	17/04/2024
obtain an enhanced Disclosure and Barring Service check for all staff working directly with the children and ensure all staff are suitable to work with children	17/04/2024
ensure the lead practitioner for safeguarding attends a relevant training course	17/04/2024
ensure that all staff have a secure understanding of their roles and responsibilities and what is expected of them to meet children's needs, including new staff	17/04/2024
provide supervision for staff that effectively supports their professional development, in particular teaching skills	17/04/2024
ensure staff manage children's behaviour in an appropriate way for their age and stage of development so they learn to understand the consequences of their behaviour and the reasons that they need to adjust their behaviour	17/04/2024
provide appropriate arrangements to support children with special educational needs and/or disabilities, including acting on professional guidance and implementing support.	17/04/2024

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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ensure that staff consider the individual needs, interests and stage of development of each child in their care, and use this information to plan challenging and enjoyable experiences for children in all of the areas of learning and development	30/05/2024
ensure that staff stimulate children's interests, respond to each child's emerging needs and guide their development through warm, positive interactions	30/05/2024
provide established routines for play and learning so that children develop confidence, emotional security and independence.	30/05/2024

## Setting details

<b>Unique reference number</b>	2532413
<b>Local authority</b>	Luton
<b>Inspection number</b>	10337583
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	Sundon Nursery Ltd
<b>Registered person unique reference number</b>	2532412
<b>Telephone number</b>	01582 562531
<b>Date of previous inspection</b>	9 December 2021

## Information about this early years setting

Munchkin Academy registered in 2019. The nursery employs two members of childcare staff. One holds an appropriate early years qualification at level 2 and one at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Elke Rockey

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provision.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The acting manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to the provider, staff and children at appropriate times during the inspection and considered their views.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The provider and the inspector carried out a joint observation of a planned activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working at the nursery.
- Children talked and played with the inspector during the inspection.

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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