

Monkey Puzzle Welling

Unique reference number (URN): EY563352

Address: 73 Upper Wickham Lane, Welling, Kent, DA16 3AF

Type: Childcare on non-domestic premises

Registered with Ofsted: 14/09/2018

Registers: EYR, CCR

Registered person: 786 Childcare Limited

Inspection report: 3 September 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- **Met:** The setting has an open and positive culture of safeguarding.
- **Not met:** The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

All children, including those with special educational needs and/or disabilities, make steady progress from their starting points in most areas of learning. Children develop a secure understanding of mathematics. For example, younger children explore early mathematics through the number songs they sing. Older children grasp the concepts of 'more than' and 'less than' as they count their friends in the garden. The adapted interactions that staff have with children who may experience barriers to their learning allow all children to progress well.

Children make steady progress in their communication and language skills as they engage in conversations with their peers, asserting their own views. Children explore different ways to move their bodies, such as when they crawl, slide and jump around the garden. Children typically enjoy varied learning experiences and build important skills, ready for their future learning.

Behaviour, attitudes and establishing routines

Expected standard

Leaders and staff cultivate a welcoming environment where children's individual needs are met. Staff demonstrate a deeply kind and nurturing approach towards children, such as when they reinforce their expectations. For example, when children begin playfully pushing each other, staff politely remind them of the rules. This helps children to understand how the rules keep them safe, before staff guide their attention back to an activity that interests them. This contributes to the caring, respectful way that children generally speak to staff and their friends. Older children have many opportunities for collaborative play. For example, they learn the concept of turn taking as they let their friends have a turn to play with much-loved toys. Staff also support children to use resources together, helping them begin to understand the concept of sharing. Children typically behave well and demonstrate positive attitudes towards their learning. They are interested in, and happily engage with, the various resources available.

Routines are meticulously planned and followed, although they are not always adapted to take into account the emerging needs of all children. For instance, staff do not adapt their expectations or the length of routines for younger children who have recently transitioned into the room. This results in children becoming less engaged and beginning to wander around the room, particularly during more-structured parts of the day, such as mealtimes.

Children's welfare and wellbeing

Expected standard

Staff support children to begin to manage their personal hygiene routines, such as encouraging them to wash their hands before and after mealtimes. This promotes children's independence. Children generally learn about the benefits of nutrition, such as why the meals they are eating are healthy, allowing them to develop an emerging understanding of what it means to live a healthy lifestyle. Children enjoy social mealtimes, discussing their

day, likes and dislikes with staff. Staff supervise children closely when they are eating and sleeping in order to promote their safety.

Staff gather detailed information from parents and carers to learn about children's individual needs when they start at the setting. They use this information to plan and provide appropriate routines for children from the outset. This results in children showing high levels of emotional resilience.

Children benefit from daily access to fresh air, such as when they see how fast they can go on the slide and push toy trucks around the garden. Staff are responsive to children's needs and can generally recognise when children may need extra support. Children seek comfort when needed, and staff validate their feelings. This allows children to have their voices truly heard.

Curriculum and teaching

Expected standard 

Leaders have designed a broad, balanced curriculum that is centred on the essential skills that children need to develop in the earliest years of their lives. For example, children are inspired to be creative, curious and inquisitive learners as they turn a cardboard box into a cave and act out a favourite story, 'We're Going on a Bear Hunt'. On occasion, staff do not take into account the needs of all children when they plan adult-led activities. For instance, staff do not always consider the interests and abilities of children who have just transitioned to the room. Consequently, teaching is not consistently impactful for all children, preventing them from making the best possible progress.

The curriculum prioritises physical, communication and personal, social and emotional development, weaving these core areas throughout children's daily routines. Staff adapt their interactions with children who may experience barriers to their learning, including those with special educational needs and/or disabilities (SEND). They ensure that children with SEND can participate in meaningful experiences alongside their peers through these thoughtful adaptations.

Staff skilfully use observations to identify children's next steps in learning. They also use their findings to inform future practice, maintaining a reflective approach to continuously improve their teaching. Children typically engage well with the range of activities available and show enjoyment in their learning. Leaders focus on supporting children's independence and confidence across all rooms, which helps to strengthen practice further.

Inclusion

Expected standard 

Overall, leaders and staff demonstrate a commitment to making sure that children thrive during their time at the setting. Leaders and staff swiftly identify children's emerging needs, taking immediate action when they identify children who may experience barriers to their learning. For example, when children show signs of being delayed in their speech, staff use more descriptive language and singing to increase children's exposure to words. When barriers to children's learning do not reduce swiftly through initial interventions, leaders forge collaborative relationships with other professionals, such as speech and language therapists, to provide further support. This results in all children making continued progress throughout their time at the setting.

Staff who lead on inclusion are passionate about their roles and have a notable impact on children's experiences during their time at the setting. They support colleagues to understand the referral processes for children with special educational needs and/or disabilities, help to create targeted plans and model practice. The valuable guidance and ongoing advice they provide help all staff to meet children's unique needs.

Leaders and staff celebrate each child's individuality, working closely with families to build a clear understanding of every child's background and individual needs. This includes celebrating significant events, such as Diwali and Christmas, helping children to overcome any cultural barriers and understand traditions, songs and rhymes from cultures different to their own.

Leadership and governance

Expected standard 

The setting is run by an experienced, dedicated leadership team. They are passionate about ensuring the continued development of the nursery to benefit children, their families and the staff team. Overall, leaders make accurate assessments of the nursery's strengths and proactively identify some steps for future development. Leaders meet regularly to evaluate the provision and priorities for the setting, planning a clear implementation strategy. For example, leaders recognise the need to strengthen practice at mealtimes and have developed a plan of action to address this.

Staff report positive levels of wellbeing at work and feel their workloads are manageable due to systems that leaders have put in place. For instance, staff are supported through termly supervision meetings and regular observations throughout the year, which effectively aid them in developing their practice. Staff feel confident in approaching leaders with their concerns, knowing they will be acted upon promptly. This supportive environment empowers staff to perform well in their roles.

Leaders are committed to building secure partnerships with families, external professionals and their local authority. They strategically allocate their budget to enhance the learning experiences for children. Leaders understand children's prior experiences when they start at the setting. They use this knowledge to plan the additional opportunities needed for their next educational stage. Leaders closely track the impact of their spending to ensure that it achieves the intended results.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-
-

What it's like to be a child at this setting

Children enjoy their time at this inclusive and welcoming setting. The genuine passion of leaders and staff has shaped an environment where children are well cared for and valued. Children enter the nursery with confidence and are greeted warmly by staff, who are pleased to see them. Children develop a sense of belonging during their time at the setting due to the high priority that leaders and staff place on children's wellbeing. The setting buzzes with the chatter of curious children, who eagerly share the knowledge they have gained from staff, their friends and family, to make sense of the wider world around them. Staff empower children to develop a sense of identity. As they navigate around the nursery and explore the planned activities, children grow into self-assured learners who are full of character.

Children enjoy a balanced curriculum and benefit from hands-on learning experiences. For example, they investigate the natural environment around them, develop their core muscles as they explore climbing apparatus and engage in imaginative role play. Children learn early mathematical concepts through counting songs, games and problem-solving activities, for instance. Children who need additional support are identified early and receive help that is specifically tailored to their needs. Children with special educational needs and/or disabilities fully participate in all activities as staff make skilful adaptations to match their individual needs. Children develop the skills and knowledge they need to succeed in the next stage of their learning, including starting school.

Children's welfare is prioritised by leaders and staff. To maximise the impact on children's learning and development, leaders work closely with families to monitor and promote regular

attendance. Staff ensure that children remain safe throughout the day, for example, by closely monitoring children while they eat and sleep.

Next steps

- Leaders should support staff to strengthen how they plan activities to focus more accurately on the developmental needs of all children in the group.
 - Leaders should plan the provision more effectively to help staff meet the needs of younger children, particularly as they transition to the next room and during key, structured times of the day.
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About this inspection

The inspectors spoke with leaders, staff, special educational needs coordinators, children, parents and carers 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.

Inspectors:

Brad Flavien

Katie Smith

About this setting

Unique reference number (URN): EY563352

Address:

73 Upper Wickham Lane

Welling

Kent

DA16 3AF

Type: Childcare on non-domestic premises

Registration date: 14/09/2018

Registered person: 786 Childcare Limited

Register(s): EYR, CCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:30 - 18:30

Local authority: Bexley

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 3 September 2026

Children numbers

Age range of children at the time of inspection

0 to 3

Total number of places

78

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard 

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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