

Inspection of Monkey Puzzle Welling

73 Upper Wickham Lane, Welling, Kent DA16 3AF

Inspection date: 24 August 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children show exceptionally positive attitudes to their learning. They are very happy and secure. Children greet each other and staff with big smiles, and leave their parents confidently. Children build warm and trusting relationships with staff. They benefit from staff who engage closely and sensitively with them, this supports their emotional well-being and sense of security. They independently select their chosen activity from the thoughtfully planned and varied curriculum. All children, including those with special educational needs and/or disabilities (SEND), make good progress. Staff place a strong emphasis on developing children's language. Children of all ages develop a love of reading and enjoy a wide range of books. They select books independently and listen to staff as they enthusiastically read a story.

Children behave extremely well. They quickly learn about the nursery's routines and the simple rules that are in place for their safety. Staff are good role models and expect children to behave well. Children very confidently work together to complete activities. For example, children spend a long time popping 'lava bubbles' on the bubble wrap. Children are independent, well mannered and enjoy helping staff carry out simple tasks. They benefit from being cared for by well-qualified and experienced staff. The atmosphere in the nursery is calm and productive. Small groups of children play together with great concentration. For example, younger children enjoy using the fishing rods in water and older children work together to throw balls to stick to a target.

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

- The manager is a good leader and is supported well by a senior management team, who are on site at the nursery. She has an ambitious vision for the kind of nursery she wants to run. The provider and other professionals support the manager with her plans to enhance the nursery further. Staff feel valued and appreciated. They benefit from regular feedback about their performance. Staff are given time and support to further their qualifications.
- The manager has a clear overview of the curriculum and monitors its effectiveness. She reviews staff's observation records, making sure that these reflect what children can do. The manager supports staff to identify any gaps in children's learning and takes action to help children catch up. Staff provide early support for children with SEND, ensuring that these children make the best possible progress. Staff work well with outside agencies.
- Staff are effective in supporting children's developing language skills. They understand how important this is for children's future learning. As children progress, they develop into confident talkers and communicators. Younger children regularly enjoy stories and singing to support their vocabulary. Older

children show that they have a wide vocabulary and are able to answer questions and take account of what others say.

- Staff support children's learning well. They spend a good amount of time joining in with children's play and guiding their learning. Staff know children closely. They talk confidently about children's next steps in learning and interests, to inform children's learning.
- Overall, children have some opportunities to be imaginative and creative. Younger children enjoy using water and paint brushes to make marks on the chalkboard and during sensory activities. Older children enjoy being imaginative, such as when playing superheroes. However, staff do not plan as many opportunities for children to express their unique thoughts, ideas and feelings through experimentation with a range of materials.
- Parents speak highly of the nursery and the staff. They especially appreciate the regular feedback on their children's learning and the suggestions for activities they can do at home. Parents comment that the online videos made by staff during the COVID-19 (coronavirus) pandemic, to keep in touch and support children's learning at home has been a great help. This has also helped children's smooth return to nursery life.
- Children's health is supported extremely well. Children enjoy a very wide range of nutritionally balanced snacks and meals. Personalised care routines, such as nappy changing and potty training, enable children to benefit from excellent one-to-one support. Children's physical development is supported well. They have plenty of opportunities to practise the skills they have learned. For example, babies enjoy practising walking in the garden, using push a long toys. Older children develop skills such as throwing, using balls, hoops and targets.
- Children are busy and very motivated learners, who are well prepared for school. They engage eagerly in a wide range of play and activities, many of which support their good language development. For example, older children have the opportunity to revisit their knowledge of letter sounds when reading and writing their name.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good safeguarding knowledge and follow well-established reporting procedures. The premises are safe and secure. The manager ensures that staff's safeguarding training and first-aid certificates are up to date. Staff understand the importance of asking questions, reporting and recording safeguarding concerns, however minor. Staff and leaders understand the procedures to follow in the event of an allegation being made about a member of staff. Staff understand reporting of wider concerns, such as the 'Prevent' duty and other wider safeguarding issues. The manager makes sure that all new staff are suitable to work with children. She has robust induction procedures to enable staff to have a clear understanding of their roles and responsibilities.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- enhance opportunities for children to express themselves freely and creatively with a wide range of media.

Setting details

Unique reference number	EY563352
Local authority	Bexley
Inspection number	10191144
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	78
Number of children on roll	98
Name of registered person	786 Childcare Limited
Registered person unique reference number	RP563351
Telephone number	07984467801
Date of previous inspection	Not applicable

Information about this early years setting

Monkey Puzzle Welling registered in 2018. It opens on Monday to Friday, from 7.30am to 6.30pm for 51 weeks of the year. The nursery employs 34 staff, including the cook. The manager holds a level 3 childcare qualification. The nursery employs two staff who hold qualified teacher status. It provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluation of the setting.
- The manager and the inspector completed a learning walk together to discuss what children are learning and the impact of the curriculum on their development.
- The inspector met with parents and held verbal discussions with them to gather their thoughts of the provision.
- A joint observation of an activity was carried out by the manager and the inspector, after which they discussed the quality of education.
- The inspector listened to children talk about their learning and things that are important to them at the setting.

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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