

Montisaurus Nursery

Unique reference number (URN): 2827731

Address: 43, Replingham Road, London, SW18 5LT

Type: Childcare on non-domestic premises

Registered with Ofsted: 28/02/2025

Registers: EYR

Registered person: Montisaurus Limited

Inspection report: 22 July 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.

Strong standard ●

Achievement

Strong standard ●

Children make secure and consistent progress from their starting points. They develop knowledge and skills in communication, early mathematics and social development through experiences that build on what they already know.

Children use a growing vocabulary and respond to familiar language during activities and routines. They apply early counting skills in their play and begin to use mathematical language as they explore. Children show persistence when trying new experiences and remain focused and motivated as they take part in learning. For example, during a safari animal activity, children confidently identify familiar animals, compare their size and join in with familiar songs as they develop their communication and language skills.

Children demonstrate increasing independence in their play and routines. They make choices, follow instructions and take part in activities with confidence. They engage well with others and take pride in what they achieve. Children develop the knowledge, skills and confidence that prepare them well for their next stage of education.

Behaviour, attitudes and establishing routines

Strong standard ●

Children demonstrate positive behaviour and interact kindly with one another. They learn to share resources, take turns and cooperate during play. Staff model expectations clearly and guide children calmly so they understand boundaries and develop respectful interactions with their peers. For example, children are supported with gentle reminders and calm guidance to help them understand expectations and manage their behaviour during activities and routines.

Children follow routines confidently and show increasing independence during everyday activities. Staff support children to manage tasks, such as handwashing and taking part in daily routines. These expectations help children understand how routines support their wellbeing and contribute to a calm and organised environment. Staff take account of children's ages, stages of development and individual needs when supporting them, helping all children to feel secure.

Children are included fully in routines and learning. Staff provide reassurance and adapt their support to help children manage their feelings and remain involved. Children develop positive attitudes to learning. They show confidence, independence and a willingness to try new experiences, supporting their readiness for the next stage of learning.

Leaders promote the importance of regular attendance and punctuality and work with parents to support consistent routines. This helps children to feel secure, maintain continuity in their learning and develop positive habits for the future.

Children's welfare and wellbeing

Strong standard 

Children's welfare is supported through attentive and responsive care. Staff provide reassurance and guidance that helps children to feel emotionally secure and settled. Children with special educational needs and/or disabilities receive support tailored to their needs so they can take part in routines and experiences.

Children benefit from a safe and secure environment, where they can move around confidently. Staff support children to understand how to keep themselves safe, for example, by reminding them how to use equipment safely and supervising them closely during play.

Staff support children to develop an understanding of healthy lifestyles through consistent routines and guidance. Mealtimes are sociable occasions, where children sit together and enjoy their food. Staff promote healthy choices, safe eating practices and hygiene routines, including handwashing and oral health.

Staff provide calm and consistent interactions that support children's emotional security. They help children to recognise and manage their emotions, for example, by helping them to name how they feel and providing reassurance when needed.

As a result, children feel safe, settled and supported. They develop confidence and emotional security in a nurturing environment.

Curriculum and teaching

Strong standard 

Leaders design a broad and purposeful curriculum that supports children's independence and early learning across all areas of development. The curriculum is based on the early years foundation stage and informed by the Curiosity Approach. It provides opportunities for children to explore and learn through meaningful play. Leaders place a clear emphasis on children's personal, social and emotional development. Staff support children to develop confidence, independence and positive relationships, enabling them to engage in activities.

Staff plan learning carefully and use routines and interactions to support children's understanding. They provide a balance of adult-led and child-initiated experiences, enabling children to follow their interests while developing new skills. Staff use ongoing assessment to identify what children know and can do. They observe children during play and interactions and use this information to plan next steps, ensuring learning is tailored to children's starting points.

Staff embed communication and early mathematics throughout the day. They model language clearly and use questioning to support children's understanding and vocabulary. For example, during focused activities, staff encourage children to compare and describe objects using mathematical language such as 'full', 'empty', 'big' and 'small'.

Physical development is prioritised within the curriculum. Children benefit from regular opportunities for active play, which supports their coordination and confidence.

Leaders monitor the curriculum and work alongside staff to ensure it is implemented effectively. Staff plan engaging experiences based on their knowledge of children,

supporting learning across the curriculum. As a result, children develop the knowledge, skills and confidence needed for their next stage of education.

Inclusion

Strong standard ●

Leaders ensure that all children, including those with special educational needs and/or disabilities (SEND) and children who speak English as an additional language, are included and feel they belong. Staff know children well and identify barriers to participation, adapting support so children can engage alongside their peers.

Leaders and staff assess and provide targeted support that helps children access learning and remain engaged. Staff use clear language, repetition, visual cues and key words from children's home languages to support understanding and communication. These approaches help children to follow routines, build confidence and participate in activities.

The environment supports inclusive practice effectively. Children can access quieter areas, including a sensory space, when they need support to regulate their emotions. Staff use this thoughtfully to help children return to play and learning when they are ready.

Leaders ensure that staff consider inclusion when planning experiences and routines. Staff adapt activities and interactions so children with SEND can participate successfully alongside their peers. They respond sensitively and adjust their support to meet children's individual needs.

Leaders work in partnership with parents and external professionals to support children effectively. Staff receive relevant training, including in SEND, so they can respond effectively to children's needs. As a result, children feel valued and included and make progress from their starting points.

Leadership and governance

Strong standard ●

Leaders provide a clear vision and maintain strong expectations for care and learning. They ensure that the curriculum supports children to develop knowledge and skills over time. Planning takes account of children's interests and individual needs, including those with special educational needs and/or disabilities, so that all children can take part in learning.

Leaders monitor the quality of the provision regularly. They review practice across the nursery, observe interactions and discuss routines with staff to check that children are supported and that expectations are applied consistently. This helps leaders maintain an accurate understanding of the provision and identify areas for further development.

Leaders support staff through supervision, guidance and ongoing professional development. Staff receive feedback that helps to strengthen their practice and develop their knowledge and skills. Leaders ensure that staff work together effectively and that approaches are consistent across the setting. This has a positive impact on children, who are supported to engage confidently in activities and develop their skills over time.

Parents report that their children enjoy attending the nursery. They value the regular communication they receive and feel well informed about their child's development. Parents

describe staff as approachable and supportive. These partnerships support continuity between home and the setting. As a result, children feel secure.

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

Children enjoy attending this welcoming nursery, where they feel safe, valued and confident to explore their surroundings. They arrive happily and separate from their parents with ease. Staff support children to settle quickly into play, helping them begin the day feeling secure and ready to engage in activities. Leaders promote regular attendance and punctuality and work with parents to support consistent routines.

Children build strong relationships with leaders and staff, who know them well. Staff respond sensitively to children's cues and provide reassurance when needed. As a result, children show confidence to explore the environment and take part in shared experiences.

Children benefit from a range of experiences that support their curiosity and enjoyment of learning. For example, children confidently make choices about their play and work together to create a farmhouse using farm animals and natural resources. They share ideas and resources, showing care towards one another as they build and explore together.

Children enjoy familiar group routines, where they feel included and valued. During circle time, children greet one another, join in with songs and confidently make choices. Children show excitement as they explore ideas about the wider world, including learning about planet Earth using a globe. They take turns, listen to others and celebrate their friends' contributions.

Children benefit from an environment that encourages exploration and independence. Outdoors, children investigate natural materials, explore sensory experiences and take pride in caring for their garden. They enjoy watering plants and talking about what they have grown.

Children learn how to interact positively with one another. Staff guide children calmly and help them understand expectations. Children practise sharing resources, taking turns and playing cooperatively.

Children who speak English as an additional language and children with special educational needs and/or disabilities receive thoughtful support. Staff adapt routines and activities and use approaches such as clear language, repetition and visual cues to help children

participate successfully. As a result, children feel included and develop confidence, independence and a strong sense of belonging.

Next steps

- Leaders and those responsible for governance should sustain their work to ensure continued improvement and high standards. They should focus on creating a transformational impact on the outcomes and experiences of those with special educational needs and/or disabilities and those who may face other barriers to their learning and/or wellbeing.
-

About this inspection

The inspector spoke with leaders, staff, children and 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.

Inspector:

Rita Dome

About this setting

Unique reference number (URN): 2827731

Address:

43
Replingham Road
London
SW18 5LT

Type: Childcare on non-domestic premises

Registration date: 28/02/2025

Registered person: Montisaurus Limited

Register(s): EYR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 08:00 - 18:00

Local authority: Wandsworth

Facts and figures used on inspection

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

 This data is from 22 July 2026

Children numbers

Age range of children at the time of inspection

1 to 3

Total number of places

15

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2026



© Crown copyright