

Inspection of Marmalade Hedgehog

St Etheldreda's Hall, Cloncurry Street, London SW6 6DS

Inspection date:

21 March 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Leaders develop a flexible and highly ambitious curriculum to encourage children's holistic development. Language development plays an integral part of the curriculum, which is very well sequenced, to ensure that all children enjoy the benefits from learning in an enriching environment. The nursery is a hive of busy, meaningful learning. All children, including children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language, thrive in the supportive, nurturing care of the highly skilled staff team. Children show that they are settled, feel secure and are eager to engage with staff to share their learning. Children always behave well and show compassion and care for each other, creating a happy and calm atmosphere.

Children form secure attachments with staff, who thoroughly respect each child's needs and interests. Staff differentiate the curriculum extremely well to provide varying levels of challenge, considering the differing needs of the children who attend. The highly engaging curriculum is well embedded. For example, children work independently at the arts and crafts station, using resources and testing ideas when joining materials to make the 'Very Hungry Caterpillar'. Staff skilfully question children and encourage them to think for themselves. They readily offer children plenty of praise and encouragement. They give excellent support to children to develop a positive attitude and increase resilience to activities that they find harder.

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

- Staff understand the intent of the curriculum and put it into practice effectively. Children benefit from staff who are tuned in to what they say and do and are highly responsive in their teaching. For example, when children talk about how they are building a bird's nest, staff challenge them with thought-provoking questions. They ask children to recall what they know, make links, explore new ideas and take part in lively discussions. Staff are exceptionally skilful in building on children's learning. Children enjoy purposeful learning throughout the day. They test out what they know to embed learning and gain essential skills they need for the future.
- Children are collaborators in shaping a curriculum that ignites their enthusiasm and passion for learning. The provider is committed to providing a sustainable nursery. Staff educate children to be conscious about looking after their local area and wider world. This is presented in learning opportunities that are both motivating and interesting, for example keeping our oceans safe from plastic and learning about local wildlife during trips to support learning.
- Leaders and staff encourage children to enjoy books as they use them to support and extend children's learning. They encourage children to take time every day to settle down to explore books and use the props and puppets. Staff

teach children how to handle books respectfully and develop an enthusiasm for all types of reading material. Staff are superb role models, showing children how text carries meaning and discussing storylines. Children enthusiastically share books with staff and their friends, chattering excitedly as they explore the pictures they find. Staff very successfully provide children with the tools they need to develop a love of books.

- There is a highly robust key-person system in place. Staff know their key children exceptionally well and how to support any possible gaps in learning. They have high expectations of what they want children to learn. This helps all children to make excellent progress in relation to their starting points in development, particularly children with SEND. Staff pride themselves on offering children experiences that embed their learning. Children benefit from opportunities to learn about the wider world. For instance, they take part in meaningful cultural celebrations that help them to understand their friends' home lives. This has had a very positive impact on building children's confidence.
- Parents overwhelmingly report that staff are nurturing and they offer the very best care for their children. Staff build effective partnerships with external professionals involved in children's care. Parents comment that staff work with them to develop a community feel. This ensures excellent continuity for children's care and learning.
- The pursuit of excellence is clearly seen and demonstrated by leaders and staff. They have an unwavering goal to teach children to the highest of their ability. Staff continually look for ways to develop their knowledge further. They are highly proactive in improving their skills, such as through training. For example, recent training opportunities have been very successful in raising standards even higher. This benefits all children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2702405
Local authority	Hammersmith & Fulham
Inspection number	10368651
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	46
Number of children on roll	37
Name of registered person	Marmalade Schools Limited
Registered person unique reference number	2702404
Telephone number	07726462606
Date of previous inspection	Not applicable

Information about this early years setting

Marmalade Hedgehog registered in 2022. It is situated in the London Borough of Hammersmith and Fulham. The setting operates Monday to Thursday, 8.45am to 3pm, and on Friday from 8.45am to 12.15pm, term time only. The setting employs seven members of staff, including two with qualified teacher status. The setting offers the government funded places for childcare.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The provider and manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they intend for the children to learn.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The inspector talked to the staff and the children at appropriate times during the inspection.
- The inspector and the manager completed a joint observation.
- A meeting was held between the inspector and leaders. The inspector looked at relevant documentation and saw evidence of suitability of staff.
- Parents shared their views of the setting with the inspector.

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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