

Inspection of Marmalade Owl

Church Of The Ascension, 23 Malwood Road, London SW12 8EN

Inspection date: 10 February 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
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 thrive at this nursery. Staff create an ambitious and varied curriculum, with a strong emphasis on supporting children's language development. They ensure that children, including those who speak English as an additional language, become confident speakers. Staff encourage children's creativity and imagination. For instance, they provide opportunities for children to explore sensory materials, such as during a 'cosmic jelly lab' experiment. Outdoors, children engage happily in parachute games and dance, which promotes their physical development. Additionally, staff plan a wide range of experiences, including ballet, sports and music, to enrich children's learning.

Leaders play an active role in supporting staff. They set high expectations for all children. Leaders assist staff in creating a safe environment for children. Staff form close attachments to children, helping them to feel secure. Children know they are well cared for, which supports their emotional well-being effectively. Staff reinforce the nursery's 'Bee Code' for being friendly, kind, helpful and safe. They work diligently to support children who require additional help in following instructions. This approach has a positive impact on children's behaviour. Children have good manners and positive attitudes towards learning.

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

- Leaders have made a strong start since registering. They establish robust partnerships with parents and the local community to ensure that children receive a solid foundation in their education. This approach enhances children's learning experiences.
- Staff observe and assess children's learning well. They use the information effectively to plan an ambitious curriculum. For example, staff teach children about space and read storybooks related to this topic. They also organise a sensory activity that sparks children's curiosity and imagination. When exploring jelly, children describe it as yucky, gloopy and sticky, showcasing their wide vocabulary.
- Parents are very pleased with the service provided. They commend the staff for helping their children build friendships with peers and others. Parents are regularly updated about their children's learning at the nursery and at home. They express happiness with the diverse curriculum available. The strong partnership between parents and staff helps children feel more motivated about learning.
- Staff feel very supported in their work. They enjoy working at the nursery, and professional opportunities exist to develop their knowledge and skills. For instance, staff increased their understanding of identifying and referring children with gaps in their learning. Staff support children with special educational needs

and/or disabilities well. They put effective support in place for those children to help meet their needs, working well in partnership with parents. Consequently, children make notable progress in their development. This includes in their social and language development.

- Effective hygiene practices are implemented. For example, staff encourage children to wash their hands before handling food. This practice helps reduce the spread of germs and infectious diseases, which supports children's good health. In addition, staff provide children with nutritional snacks and meals to support their growth and development.
- Staff encourage children to manage age-appropriate tasks, such as tidying up and preparing for mealtimes. This helps children develop their independence well.
- Staff manage children's behaviour effectively. They use positive behaviour management strategies, such as sand timers, to help children share and take turns. Children respond well to this approach.
- Overall, children are motivated learners. However, staff have not fully considered how to plan the curriculum well enough to support all children. For example, there are occasions during group times and during transitions between activities where children's learning is interrupted. During these times, some children find it challenging to focus on their learning and can become distracted.
- Children learn to care for their environment. They have opportunities to grow vegetables and flowers in the garden. Staff extend this with trips to local parks and woodlands. This helps children develop a better understanding of the world around them.
- Leaders evaluate the quality of the provision rigorously. They demonstrate their commitment to enhancing staff's professional development and well-being. Leaders intend for these good efforts to lead to even greater outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- review the organisation of daily routines and/or transitions and group times to maximise all children's level of engagement.

Setting details

Unique reference number	2702408
Local authority	Wandsworth
Inspection number	10368653
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	40
Number of children on roll	39
Name of registered person	Marmalade Schools Limited
Registered person unique reference number	2702404
Telephone number	02083559994
Date of previous inspection	Not applicable

Information about this early years setting

Marmalade Owl registered in 2022 and is located in the London Borough of Wandsworth. The nursery is open each day from 8.45am to 4pm, during term time only. It offers the government funded places for childcare. There are 10 staff members, of whom four hold qualified teacher status. Six staff members hold early years qualifications from level 2 to level 6.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- Leaders showed the inspector around the nursery and explained their early years curriculum.
- Parents shared their views of the nursery with the inspector, which were taken into account.
- Children interacted with the inspector at suitable times during the inspection.
- The inspector and manager observed a group activity and evaluated its impact on children's learning.
- The inspector observed children's play indoors and outdoors.
- Leaders provided the inspector with the required documentation, such as staff's suitability checks and training certificates.

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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