

Inspection of The Boutique Day Nursery

75 St. Marys Road, London W5 5RH

Inspection date: 4 March 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

Aspirational leaders have created a very well-sequenced curriculum that helps children build on what they can already do. Staff plan captivating activities based on children's interests, which fuel the children's curiosity and engagement. For example, children enjoy mixing together flour, eggs and milk to create pancake batter. Staff encourage them to experiment to see if they can make the mixture 'thicker' or 'more gooey' by adding different ingredients. Children relish cracking their own eggs and investigating different ways to create a batter. These experiences help children develop a positive attitude to learning.

Staff have high expectations and support children to try things out for themselves. For example, they skilfully scaffold children's thinking as children try to work out how to dry a piece of play equipment. Staff use sensitive questioning to help the children make their own connections and confidently test out different solutions. This helps children develop their problem-solving and reasoning skills.

Children behave well. Staff model how to use manners, and as a result, children understand what is expected of them. Staff use praise effectively. For example, when young children stack cups to help tidy up, staff celebrate their kindness. These consistent expectations build children's confidence and encourage respectful interactions with others.

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

- Staff use the local outdoor spaces extremely well. Toddlers build coordination by climbing and balancing, while older children gain confidence through obstacle courses and movement games. Sensory-rich experiences, such as digging for worms, scooping water and investigating plant roots, help children engage with their environment and expand their understanding of the world.
- Leaders plan a well-considered curriculum. Mathematics is embedded in daily activities to build children's numeracy skills. Children apply counting to real-life situations, such as counting ingredients when cooking, before progressing to recognising numbers and simple calculations. These hands-on experiences help children develop a deep understanding of mathematical concepts.
- Children are supported in understanding and expressing emotions appropriately. For example, when children engage in a behaviour that is too boisterous, staff gently guide them to recognise the impact of their actions. When children are upset, staff acknowledge their feelings, helping them feel understood. These strategies help children develop self-awareness, empathy and self-control.
- The setting promotes healthy habits. Daily smoothie-making with a variety of fruits and vegetables introduces new flavours, while role play with real produce helps children become familiar with healthy foods. Healthy and balanced meals

are provided and cooked on site, considering allergies and dietary needs. This ensures that all children receive nutritious food that supports their health and well-being.

- Overall, the setting supports children's communication and language development. Staff intentionally expose children to target words repeatedly to help them hear new vocabulary. Children enjoy snuggling up to listen to stories. However, variations in staff practice, such as use of loud background music during mealtimes, the incorrect pronunciation of some words such as 'doggy' and an inconsistent approach to early literacy, do not fully support children's communication skills.
- Staff support children with special educational needs and/or disabilities effectively. They work with parents to develop plans to support children's development using strategies, such as using visual aids. As a result, all children make good progress. Parents speak highly of the partnership work in this regard.
- Children learn how to keep themselves healthy and safe when they are at the setting. For instance, staff teach children about road safety as they walk to the park. Leaders invite a dentist in to teach children about oral hygiene. However, leaders have not considered how to help children learn how to keep safe online. This does not support children in developing an understanding of safety in the digital world.
- Staff support children's readiness for the next stage of learning by promoting independence. Older children are encouraged to carry their own bags and practise self-reliance. Staff help children to develop skills such as drinking from an open cup before they move into the next room. These experiences equip children with the independence and abilities needed to thrive in the next phase of their learning.

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 teaching of communication and language to consistently support children to develop their communication skills
- build on current curriculum aims of teaching children how to keep themselves safe to include the online world as well as the physical world.

Setting details

Unique reference number	2705475
Local authority	Ealing
Inspection number	10368656
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 3
Total number of places	55
Number of children on roll	34
Name of registered person	Soccer Skills Uk Limited
Registered person unique reference number	RP911310
Telephone number	07515911874
Date of previous inspection	Not applicable

Information about this early years setting

The Boutique Day Nursery registered in 2022. It is located in Ealing, London. The setting is open each weekday, from 7.45am to 6pm, throughout the year, except for bank holidays and training days. The setting employs 16 members of staff. Of these, three have early years degree qualifications. The setting provides funded care and education for children.

Information about this inspection

Inspector

Jenny Selvakumaran

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Staff spoke to the inspector during the inspection.
- Leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation.
- Parents spoke to the inspector and shared their views about the setting.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector observed the interactions between staff and children.

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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