

Inspection of The Boulevard

22-23 The Boulevard, London SW17 7BW

Inspection date: 19 August 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Leaders and staff have developed close, secure and trusting bonds with children and parents. As a result, children are settled in this calm and welcoming environment. Children arrive happy and smiling and are welcomed with friendly words. Children are eager and curious to explore the many exciting activities staff plan for them. Leaders oversee the curriculum to ensure that it is ambitious and challenging for all children. This means that children make good progress in their overall development. Staff support children's emotional well-being by offering praise and reassurance when children need it. They interact warmly during care routines such as nappy changing and rest times.

Staff have high expectations of all children, and children behave very well. Staff act as role models, show respect and listen to what children say. They support children to build positive relationships with their peers by encouraging them to show kindness and help one another. Children enjoy their time at the nursery. Young children are helped by key workers to develop their physical skills by pulling up on low-level furniture, turning pages in books and pushing and pressing buttons on toys. Older children are curious to explore mark making, sand play and observing how properties change from dry to wet when water is added. Staff encourage children to gain new knowledge and skills and celebrate children's achievements.

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

- Leaders are passionate about children achieving the best possible outcomes. They have a targeted action plan that they are working towards to continually drive improvement. This has had a positive impact on teaching and learning across the nursery.
- Staff take time to get to know children individually. They regularly observe and track their progress. They speak to parents about their children's interests at home, which enables staff to plan activities based on what children know and what they can do. Any gaps in learning are quickly identified and appropriate strategies and support are put into place.
- Partnerships with parents are very strong. Parents value the positive contribution that the staff make to their children's lives and the progress they have made. Parents report that they are well informed about changes in the setting and what their children are learning via open days, parents' evenings and an online app.
- Leaders and staff support children's emotional well-being very well. This robust key-person approach supports children to develop secure bonds. When children first start and begin settling in, staff take time to get to know their routines at home. This supports children to settle quickly and calmly in the nursery and make them feel valued.

- Children have access to a wide range of opportunities to develop their independence and self-care skills. They are learning to manage their own personal skills, such as accessing water when they need to, putting their plates in the sink and feeding themselves. However, mealtimes are not organised effectively in all rooms. Babies sometimes wait too long and do not have opportunities to socialise with their peers.
- Staff provide exciting experiences that children engage in. Children are motivated and eager to learn. Transitions during the day are managed well, and staff take time to support children to know what is expected of them. This supports children's learning and helps them to develop relationships with their peers.
- Staff have access to regular online training and development, as well as having supervision sessions, which allows leaders to address weaknesses in practice. These are acted on swiftly by leaders to continually improve practice and are monitored to ensure that there is a positive impact on children and staff. Staff report good levels of well-being and say that leaders are supportive.
- Leaders have designed a curriculum where children are curious. As a result, children are confident to learn and try new things. Young children explore their environment with ease, moving from one activity to another. Older children independently access resources and add them to their play. They work positively to achieve goals such as treasure hunting, building with blocks and counting successfully.
- Children have access to lots of arts and craft materials, and they take part in mark making, drawing and painting. However, staff do not always allow children to express their own ideas to further develop their imaginations.

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 mealtimes to transform them into a positive social occasion
- provide more support for staff to encourage children to follow and express their own ideas through creative activities to develop their imaginations further.

Setting details

Unique reference number	EY550448
Local authority	Wandsworth
Inspection number	10407765
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	38
Name of registered person	Eveline Day Nursery Schools Limited (The)
Registered person unique reference number	RP905858
Telephone number	02086757276
Date of previous inspection	17 January 2020

Information about this early years setting

The Boulevard nursery registered in 2017 and is located in the London Borough of Wandsworth. The nursery employs 17 members of childcare staff, of whom eight hold early years qualifications at level 3 or above. The nursery is open from Monday to Friday for 52 weeks of the year. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Rita Dome

Inspection activities

- The manager and the inspector conducted a learning walk and told the inspector about what they want the children to learn in the nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Staff, leaders and the manager spoke to the inspector throughout the day.
- The manager and the inspector carried out a joint observation. They looked at how well staff teach and what they want the children to learn.
- The inspector looked at relevant documentation relating to the suitability of working with children, such as evidence of first-aid training and Disclosure and Barring Service checks.

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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