

# Inspection of Ruskinhouse School

48 Herne Hill, London SE24 9QP

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Inspection date: 12 October 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children across the setting settle exceptionally well. Staff have very effective and flexible arrangements to help children settle into the nursery. They provide children and their parents with the individual support that they need to ensure a successful transition into the setting. Staff develop strong relationships with all children, not just those in their key group. This means that there are ample staff, who can continue to provide individual learning opportunities in the absence of the main key person.

Children behave exceptionally well. Staff set clear boundaries for children and ensure that they have a sound understanding of these. They pay particular attention to helping children to manage their feelings and resolve conflicts with each other. For example, when multiple children want to access the same equipment, they work together to decide on the order that they will take their turns. Staff provide excellent opportunities for children to discuss about the people they may meet and what their families may be like. This helps children to gain a deep understanding of their own uniqueness and the individuality of the people around them.

In response to the COVID-19 (coronavirus) pandemic, parents are not currently able to enter the setting. Despite this, staff ensure that parents continue to receive a detailed handover at the end of each session. In addition, the manager has increased the use of electronic communication with parents. Staff keep children safe in the nursery.

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

- Overall, children experience activities that are well planned to their individual needs. The manager and staff have an ambitious vision for all children to learn and develop to the best of their abilities. The manager plans a curriculum which takes account of children's interests and what they need to learn next. Staff provide children with activities that broaden their experiences and introduce them to new ideas and interests.
- Staff clearly understand what children already know and can do. They use this knowledge to build on children's skills through purposefully planned activities and opportunities. However, there are times where some children are provided with too much information. For example, during French lessons, staff introduce too many new concepts at the same time. This means that children do not have enough opportunity to practise the new words they are learning, before moving on to the next.
- Support for children's personal, social and emotional development is a significant strength of the setting. Staff focus on ensuring that children feel safe, happy

and secure. For instance, during nappy changes, children laugh and smile as staff talk to them and sing their favourite songs and rhymes.

- Children's experiences outside of the setting are key to the manager and staff's approach to teaching. Staff recognise that children do not all have the same opportunities at home and reflect this in the way that they plan activities. For example, they know that there are many children who do not have access to a garden or outdoor space at home. Therefore, staff ensure that children access a wide range of planned activities outdoors.
- Children are very well prepared for life in modern Britain. Staff use a wide range of opportunities, such as stories and imaginary play, to teach children about cultures and family dynamics that are different to their own. For instance, children and staff look at books together that explore what it is like to have different types of hair. Staff draw on their own experiences and share these with the children, while encouraging them to ask questions to deepen their understanding.
- Parents speak highly of the setting. Those parents who have children that are new to nursery value staff's approach to settling-in their children in. Parents feel supported by the manager and staff throughout this process.
- Leaders and managers use self-evaluation well. This means that they are able to reflect on the practice of the setting and set targets for continuous professional development. Staff across the setting feel they are very well supported in their roles. They benefit from the range of opportunities that they receive to develop their practice.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have a very clear understanding of their roles and responsibilities for safeguarding and child protection. They use this knowledge to coach and mentor staff to be alert to concerns that may arise about children's safety and well-being. As such, staff are very confident in how to recognise when children may be at risk of or suffering from abuse. They understand the broader risks to children, such as being exposed to radical or extremist views and becoming involved in criminal exploitation. The premises has been appropriately risk assessed to ensure children's safety, and reduce or eliminate any risks that may arise.

## What does the setting need to do to improve?

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

- review methods of teaching so that children do not become overwhelmed by the amount of new information that is shared with them at once.

## Setting details

<b>Unique reference number</b>	144706
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	10198199
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	59
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	First Steps (London) Limited
<b>Registered person unique reference number</b>	RP905989
<b>Telephone number</b>	0207 737 4317
<b>Date of previous inspection</b>	6 March 2018

## Information about this early years setting

Ruskinhouse School registered in 1995. The nursery opens on Monday to Friday from 7am to 7pm for most of the year, excluding bank holidays and one week at Christmas. It offers early funded education for children aged three and four years. There are 15 staff in total, 13 of whom hold qualifications ranging from level three to level six. All staff in the setting are trained in paediatric first aid.

## Information about this inspection

### Inspector

Danny Lydon

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluation of the setting.
- The inspector and the manager completed a learning walk together.
- The inspector observed activities and staff's interactions with the children during play.
- Parents spoke to the inspector and shared their views about the setting.
- Children spoke to the inspector about what they like about the setting.
- The manager and inspector had a meeting to discuss the leadership and management of the setting.
- The inspector reviewed documents that were relevant to 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.

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