

# Inspection of Little Squirrels Community Nursery

Ryde Business Park, Nicholson Road, Ryde, Isle of Wight PO33 1BQ

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Inspection date: 28 May 2025

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

Staff are committed to support children's emotional well-being and happiness so that they feel safe and secure, in order to be ready to learn. For instance, they offer plenty of settling-in sessions to gain a deep understanding of children and their families. These help children to build strong relationships with key staff and feel at ease in this warm and welcoming nursery. Children show their confidence as they freely explore the resources and learning experiences that staff provide. Overall, children behave well. Staff use daily routines to encourage children to share, take turns and use good manners.

Staff are excellent role models who want the best outcomes for children. They provide an environment that is language rich and supports children's growing vocabulary. For example, babies giggle and smile as staff sing familiar songs to them as they play. Older children engage in back-and-forth conversations with staff, who extend children's language by introducing new words, such as 'chop' and 'saw'. Staff are successful in identifying children who may need extra support. For instance, they deliver targeted language sessions to develop children's communication skills and confidence. These activities help children to become confident communicators.

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

- Staff benefit from strong and supportive leaders, who are passionate about providing high-quality care and education for children. For example, staff receive regular supervision sessions and online training opportunities to build on their good practice. Staff morale is high, and they share the same passion and dedication in their roles. This creates a very happy and positive environment, in which children thrive.
- The curriculum is ambitious and well sequenced. Staff have a clear vision of what they want children to learn, building on their current interests and individual needs. Staff carry out regular observations and plan precise next steps in learning. This supports children to develop the skills they need for their next stage of learning, including their eventual move to school.
- Staff are skilful at identifying spontaneous learning opportunities for children. For example, when staff discover wildlife, such as a newt, they show children to ignite their curiosity. Children demonstrate their fascination as they watch it crawl around the garden. Staff ask children questions to promote their thinking skills. Children think about these discussions and apply their ideas of how they can create a safe habitat, using containers and water. This helps children to develop their understanding of the world around them and how to care for living things.
- Overall, staff support children with special educational needs and/or disabilities

(SEND) well. They work closely with parents and other professionals to put targeted plans in place. Leaders use additional funding wisely. For instance, they purchase resources and activities to support children's specific needs. However, on occasion, not all staff are consistent in using the known strategies to support children's individual targets. Despite this, children with SEND make good progress from their starting points.

- Staff support children to be independent from an early age. For example, babies learn to feed themselves with spoons at mealtimes. Staff encourage toddlers to wipe their own nose and dispose of tissues hygienically. Older children tidy away their toys in preparation for the next part of their day. Staff teach children about hygiene practices, such as washing their hands before mealtimes. This helps children to learn how to manage their own self-care skills.
- Staff are good role models and use gentle reminders with children during their play. For instance, they praise children for sharing resources and using good manners. Overall, children behave well. However, at times, when minor conflict occurs, staff do not always support children to acknowledge the feelings of other children involved. This does not help children to understand the impact of their behaviour on others.
- Partnerships with parents is a real strength of the nursery. Parents are full of praise for the friendly staff team and comment on the 'homely' environment. They appreciate the regular updates on their children's progress, which helps them continue with this learning at home. This successful communication with parents enables consistency in children's learning and development.

## **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:**

- build on staff's knowledge of implementing planned strategies for children with SEND more consistently to further support their progress
- support staff to be consistent in behaviour management strategies to help children to understand the impact of their behaviour on others.

## Setting details

<b>Unique reference number</b>	EY235868
<b>Local authority</b>	Isle of Wight
<b>Inspection number</b>	10388651
<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>	63
<b>Number of children on roll</b>	179
<b>Name of registered person</b>	KNL Childcare Ltd
<b>Registered person unique reference number</b>	RP902201
<b>Telephone number</b>	01983 615 648
<b>Date of previous inspection</b>	22 July 2019

## Information about this early years setting

Little Squirrels Community Nursery registered in 2003. The nursery is situated in the Oakfield area of Ryde on the Isle of Wight. It is open Monday to Friday, from 8am to 6pm, for 50 weeks of the year, closing for two weeks at Christmas and bank holidays. They employ 11 staff, who all have relevant qualifications ranging from level 2 to level 5. The provider is in receipt of government funding for children who are eligible.

## Information about this inspection

### Inspector

Kelli Wiseman

## Inspection activities

- The nominated individual, the manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years foundation stage curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and the manager about the leadership and management of the nursery.
- The manager and the inspector carried out a joint observation during a language activity.
- Parents shared their views of the nursery 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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