

# Verwood Day Nursery Ltd

**Unique reference number (URN):** EY425643

**Address:** Moonacre, Potterne Way, Three Legged Cross, Wimborne, Dorset, BH21 6RS

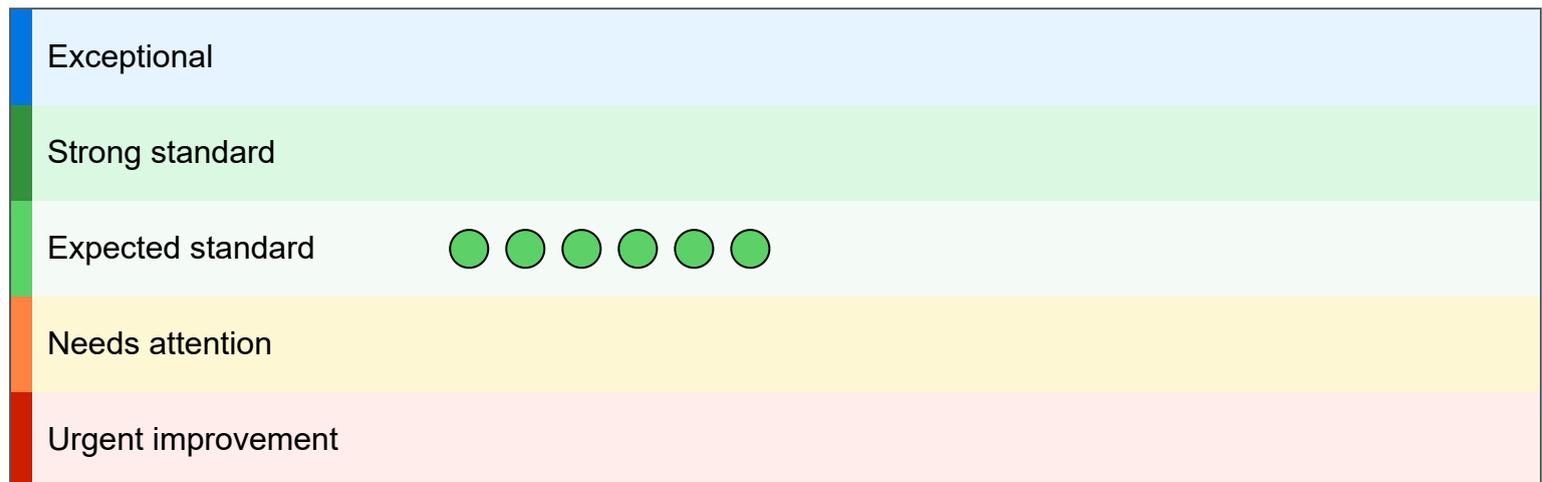
**Type:** Childcare on non-domestic premises

**Registered with Ofsted:** 31/03/2011

**Registers:** EYR

**Registered person:** Verwood Day Nursery Limited

## Inspection report: 3 December 2025



### **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

## How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Expected standard ●

### Achievement

### Expected standard ●

Children develop well and show motivation to learn. They confidently share their thoughts and ideas with others and explore the setting confidently. Children communicate their pride to staff when they manage something, and they learn to keep trying, developing resilience and perseverance. Children behave well and show consideration for others. For example, they follow the rules and expectations of the setting.

Children enjoy using their mathematical knowledge, such as checking how many more carrots they need at lunchtime. They use the language of capacity when exploring containers, and babies develop understanding through shape matching.

All children make good progress from their starting points, including those who are disadvantaged or those with special educational needs and/or disabilities. Children grow in confidence and curiosity, build friendships with their peers and strong bonds with staff. Children show confidence in their skills and abilities, preparing them well for the next steps in the educational journey, including school.

### Behaviour, attitudes and establishing routines

### Expected standard ●

Children demonstrate a genuine care for each other, for example, by passing toys to other children when they are upset. Leaders develop a positive environment in which incidents of poor behaviour are uncommon and are typically swiftly addressed by staff. Leaders work to promote good attendance and have developed positive relationships with families to support this.

Staff model kindness throughout the setting, and children copy this by being kind to each other in their play. Staff demonstrate warm and nurturing relationships with the children, and they typically know the children well. Staff often adapt the way in which they work with children to suitably match their age and stage of development in interactions. For example, they change the vocabulary that they use to ensure children can understand.

Children and staff work together to tidy their rooms, developing a shared responsibility for their space. Staff encourage the children to work together, such as when completing a challenge. They share the need to work as a team to succeed. They skilfully support the children to grow in independence during their time in the setting. For example, they receive

help to spread their own cream cheese at snack time in the toddler room before moving on to confidently do it themselves in pre-school.

## **Children's welfare and well-being**

**Expected standard** 

Children settle well. Staff carefully gather information about children's routines during settling-in sessions. They follow these closely to ensure consistent attention to care needs. Children sleep well in calm, quiet rooms with staff who support them in settling down well.

The staff's purposeful nurturing of sibling links across the setting creates a family atmosphere. New babies form quick bonds and are secure with their care givers. They seek comfort from their key person and other staff, when needed. Babies happily explore the setting from their key person, who acts as a safe base.

Leaders and staff embed suitable hygiene protocols and promote children's self-care effectively. For example, staff encourage children to blow their own noses. Staff plan activities that help children to identify their emotions, which helps children to understand their feelings. For example, staff use colour characters to prompt discussion about how different emotions feel in the body.

Staff actively engage children in conversations about keeping themselves fit and well. For example, children learn to enjoy a healthy, balanced diet. Mealtimes are a social occasion, helping children to develop good manners and learn social skills. Staff teach children to learn how to keep themselves safe. For example, children undertake the role of 'daily risk detective', showing an awareness of safety rules.

## **Curriculum and teaching**

**Expected standard** 

Leaders have a clear vision for their curriculum and develop engaging learning opportunities that are closely linked to children's interests. Staff adapt their teaching appropriately for disadvantaged children and those with special educational needs and/or disabilities.

Leaders and staff focus on children's physical development, and children show a positive attitude to being active outdoors. For example, staff challenge children to throw balls steadily higher in the air, which they respond to with delight. Staff carefully consider the order in which children learn these skills to continually hone their physical development. For example, toddlers use spoons to scoop ice and then older children use syringes to move water onto their ice.

Staff support children to develop a love of books, and they prioritise children's language development. This means that children quickly develop their communication skills. Staff engage in meaningful conversation with children. They use open questions skilfully and repeat sentences back to children to support their developing language. Staff weave mathematical work through the curriculum to help prepare children for later learning in school.

Staff provide a broad and varied curriculum. However, some staff do not use assessment well enough to ensure they fully understand what their key children already know and can

do. This means that they do not always plan experiences with a deliberate focus on what children need to learn next to ensure children make the best possible progress.

## **Inclusion**

**Expected standard** 

Leaders and staff make careful adaptations to ensure that they support every child. For example, staff adjust time spent sitting at tables for lunch according to children's ages and stages. Staff receive specialist training to use new techniques, such as sign language, to support children's communication needs.

Leaders are passionate about ensuring that all children have fair access to all opportunities. They work hard to reduce barriers, such as working with families to support with access so that children can attend the setting regularly. Leaders are proactive in arranging support from external partners. They work closely with families to ensure that all children make good progress.

Staff identify children's needs and act on them quickly, including those with special educational needs and/or disabilities and those in receipt of funding. Staff adapt the provision to enable all children to achieve. Leaders have secure knowledge and skills and make suitable use of specific funding to ensure a personalised impact for the children. They regularly monitor this impact. Children who are disadvantaged also receive well-tailored support to ensure their progress.

## **Leadership and governance**

**Expected standard** 

Leaders have a clear knowledge of their setting's context. They work positively with families and other agencies to support all children, which ensures that they can all make progress. Leaders' focused work in this area ensures that children with special educational needs and/or disabilities are promptly identified and supported. Leaders ensure that potential barriers to learning are reduced.

Staff's wellbeing is skilfully supported, which enables them to develop strong relationships with children within a caring atmosphere. Wider leadership have oversight of the setting and proactively identify areas for improvement. They strive for continual development and provide staff with regular opportunities to access training to further develop their skills. However, leaders do not consistently check that staff understand the training they have attended or monitor the impact on the quality of teaching. For example, despite recent training, not all staff take suitable action when children struggle to manage their emotions.

Leaders act consistently in the best interests of children to develop the provision. For example, they have future plans to make use of further garden areas. This will enable the children to explore an increasingly diverse range of outdoor environments.

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## What it's like to be a child at this setting

Children arrive happily at this warm and homely environment. They enjoy close bonds with staff who know them well. Staff offer support to their community to ensure that all families can access their provision and attend regularly. For example, they use additional funding where access is a barrier to learning. Staff build positive relationships with parents, who are happy with how their children progress.

Children enjoy their learning. Staff introduce them to new experiences that help them to learn about the world around them, such as growing their own vegetables in the setting's allotment to use for lunch. Children play together happily and share resources with one another well. Staff encourage children to communicate openly, and children demonstrate growing confidence in sharing their thoughts and ideas. Children show a 'can-do' attitude to learning and explore their environment with security and curiosity.

Leaders place children at the heart when planning their provision. They carefully consider children's interests and needs to design their well-thought-out curriculum. Staff make learning fun and encourage the children to become interested in various learning opportunities. For example, toddlers learn important new skills, such as using tongs to serve their own vegetables. Older children build on these skills by serving their own lunch in the pre-school room. Staff encourage the children to spend considerable time outdoors, where they benefit from the space to move and enjoy fresh air and exercise. They enjoy running, jumping and throwing activities that staff develop.

Leaders and staff skilfully support children to transition between rooms as they grow and develop. For example, children retain contact with their siblings through regular interactions between age groups. Children confidently know the rules and share them with others. They happily recall not to use their 'speedy shoes' inside, but to use walking feet instead and why they need to do this. All children, including those with special educational needs and/or disabilities, make good progress from their starting points.

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## Next steps

- Leaders should consistently monitor staff's understanding of learning they have accessed through training to ensure it is implemented effectively across the setting.
  - Leaders should sharpen the use of assessment to focus staff's teaching more precisely on the next steps in children's development.
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## About this inspection

The inspector spoke with leaders, practitioners, the special educational needs coordinator, designated safeguarding lead, parents and children during 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.

A quality assurance visit by an additional inspector was carried out at this inspection.

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### Inspector:

Alanda Phillips

## About this setting

**Unique reference number (URN):** EY425643

### Address:

Moonacre, Potterne Way  
Three Legged Cross  
Wimborne  
Dorset  
BH21 6RS

**Type:** Childcare on non-domestic premises

**Registration date:** 31/03/2011

**Registered person:** Verwood Day Nursery Limited

**Register(s):** EYR

**Operating hours:** Monday, Tuesday, Wednesday, Thursday, Friday : 07:30 - 18:00

**Local authority:** Dorset

# Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 3 December 2025

## Children numbers

Age range of children at the time of inspection

**0 to 4**

Total number of places

**78**

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## Our grades explained

**Exceptional** 

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

**Strong standard** 

The setting reaches a strong standard. Leaders are working above the standards expected of them.

**Expected standard** 

The setting is fulfilling the expected standard of education and/or care. This means they are following the standards set out in statutory and non-statutory legislation and the professional standards expected of them.

**Needs attention** 

The expected standards are not met but leaders are likely able to make the necessary improvements.

**Urgent improvement** 

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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