



Dros ddysgwyr, dros Gymru
For learners, for Wales



A report on

Wibli Wobli

**Unit 1
Oak House
Vaughn Court
Newport
NP10 8BD**

Date of inspection: February 2026

by

Care Inspectorate Wales (CIW)

and

**Estyn, His Majesty's Inspectorate for Education
and Training in Wales**

About Wibli Wobli

Name of setting	Wibli Wobli Nursery Ltd
Category of care provided	Full day care
Registered person(s)	
Responsible individual (if applicable)	Natasha Baker
Person in charge	Carys-Anne Pounds; Molly Necrews
Number of places	100
Age range of children	Between 0 – 5 years old
Number of 3- and 4-year-old children	26
Number of children who receive funding for early education	22
Opening days / times	Monday – Friday 7.30am – 6.00pm (9.00am – 11.30am session for children who are funded to receive education in the term following their third birthday)
Flying start service	Yes
Language of the setting	Welsh
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	Yes
Date of previous CIW inspection	17 September 2025
Date of previous Estyn inspection	This is the first inspection
Dates of this inspection visit(s)	10/02/2026
Additional information	

Summary

Theme	Judgement
Well-being	Good
Learning (only applies to three- and four-year-old children who do not receive education in a maintained setting)	Good
Care and development	Good
Teaching and assessment (only applies to three- and four-year-old children who do not receive education in a maintained setting)	Good
Environment	Good
Leadership and management	Good

Non-compliance

No non-compliance was identified during this inspection.

Recommendations

- R1 Ensure that assessment information is used effectively to support the development of each child

- R2 Continue to improve the ability and confidence of practitioners to use the Welsh language effectively to model the language more naturally and promote its daily use by the children

What happens next

The setting will produce an action plan that shows how it will address the recommendations.

Main findings

Well-being: Good

Most children are happy at the setting and settle quickly on arrival. Nearly all are ready to start their day and cope well when separating from parents and carers. The few who show uncertainty are supported sensitively by practitioners and settle and play happily quickly. Children are familiar with the daily routine and enjoy that routine. This helps them to feel secure and fosters a sense of belonging. For example, the practice of ringing the bell on arrival and arrangements for circle time and snack time contribute towards creating a sense of security successfully. As a result, most children's well-being thrives.

Most children are happy and express their opinions and choices confidently. They move around activities independently and make appropriate decisions about their play. For example, they are confident when choosing what to eat at snack time or when deciding whether or not to join an activity. Most children pursue their own interests and enjoy exploring their environment. They make suitable choices about how and where to play, which enables them to develop their ideas effectively. Nearly all children succeed at the setting and their well-being thrives.

All children develop warm and supportive relationships with practitioners and their peers. They interact positively and begin to form friendships that are appropriate for their age and stage of development. For example, they are full of excitement when welcoming their friends to the playroom and share toys kindly. Most children play happily together or alongside each other and begin to work well together. As a result, they develop effective social skills.

Most children demonstrate positive attitudes to their learning. They engage enthusiastically in play and explore their environment actively. They express their enjoyment in their activities and are proud of their achievements, particularly when catching bubbles and watching them burst around them.

Many children develop their ability to concentrate for extended periods and persevere. They spend extended periods in self-chosen activities such as painting or making mosaic pictures and take pride in their achievements. They also show enjoyment and respond positively to adult-led group activities, such as circle time and story time.

Nearly all children develop their independence appropriately. They choose resources confidently as these are placed within their reach. They manage their health and personal hygiene needs, such as washing their hands, appropriately, and make choices about food increasingly effectively.

Learning (only applies to three- or four-year-old children who do not receive education in a maintained setting): Good

Most children respond enthusiastically to the rich environment and demonstrate natural curiosity when exploring the resources around them. They develop their co-operation skills effectively, particularly in the café area when they engage creatively in imaginative play,

undertaking roles in which they prepare food and serve each other. In such situations, many children gain confidence in their social skills when discussing roles, agreeing on actions and adapting their play as ideas develop.

Most children demonstrate good determination and are willing to challenge themselves by trying new ideas independently, for example when experimenting with colouring water or making bubbles. Their creative skills develop strongly. Most make confident choices when using the resources available. This can be seen as they handle dough to make cakes, experiment with textures and produce detailed pictures by using writing implements confidently. Through this, they develop an early understanding of the properties of materials and refine their fine motor skills effectively.

A majority of children make appropriate progress in their digital skills, using simple equipment to take pictures and create short videos. Their problem-solving skills develop well, with many discussing ideas, making predictions and adapting their plans, for example as they investigate the effect of different ramp heights on the distance a car can travel.

Many children develop mathematical skills effectively through a combination of planned activities and natural play. They count candles on a cake made of dough purposefully, compare capacity in the sensory area and use terms such as '*mwy*' ('more'), '*llai*' ('less'), '*bron yn llawn*' ('nearly full') and '*llawn*' ('full') naturally while they play.

Many children begin to make marks confidently, by making notes, lists and symbols during their play. Most enjoy books and participate enthusiastically in story time and familiar songs. Around half the children follow simple instructions in Welsh fairly confidently, but to date, only a very few use Welsh words or phrases independently.

Most children's physical skills develop well. They enjoy moving in different ways, while cycling around obstacles, running and following challenging trails.

Care and development: Good

Practitioners have a sound understanding of their responsibilities in relation to safeguarding children. They have all completed relevant safeguarding training and are confident about the steps to follow should they have concerns about a child. Practitioners implement the setting's policies and procedures effectively in terms of health, hygiene and safety. For example, they maintain thorough daily checks of the environment and monitor children carefully as they move between the areas. They keep clear records of the attendance of the children in their care and the adults who care for them.

Practitioners promote healthy lifestyles and encourage children to eat healthily, be energetic and play outdoors. Nappy changing procedures align with the current infection control guidelines. First aid and safeguarding training are up-to-date and suitable for the age of the children. As a result, the setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

Practitioners foster warm and supportive relationships with children. They show consistent care, respect and kindness and provide comfort and reassurance, when necessary. Practitioners use effective and consistent strategies to encourage appropriate behaviour, by

modelling good social skills as they play alongside the children. For example, they encourage children to take turns, share resources or offer other choices to avoid disagreement. Practitioners are responsive to children's needs, by listening to, and respecting, their views.

Practitioners plan and provide an appropriate range of resources that support children's play and learning effectively. They use observations and their knowledge of the children well to organise opportunities that reflect their interests during their play and learning. For example, practitioners record activities that are of interest to the children and use this knowledge to plan and make adaptations to provision. Practitioners record children's progress and identify the next steps in their learning appropriately, in general. They identify children who may have additional learning needs (ALN) at an early stage and support them well. They work closely with parents, carers and external agencies to ensure the best support and outcomes for each child.

Teaching and assessment (only applies to three- or four-year-old children who do not receive education in a maintained setting): Good

Practitioners provide an inclusive, safe and attractive environment that responds appropriately to observations and children's interests. They use an effective range of resources, particularly natural materials and open play resources, to nurture curiosity, creativity and independence. The indoor and outdoor areas are flexible and are organised sensitively to enable children to move freely and pursue their passions confidently.

Relationships between practitioners and children are warm and based on caring principles. All practitioners welcome children positively, show empathy and use a tone of voice that nurtures a sense of security and confidence. They clear communication methods give children time to process and express their answers. Open-ended questions are used effectively to extend children's thinking and play. For example, when children are asked to gather equipment and ingredients to make a 'magic potion', opportunities are taken to develop their planning and problem-solving skills.

Practitioners use continuous observations appropriately to inform activities, by combining children's ideas with adult-led activities. However, the use of assessment is not always purposeful enough to ensure progression in the development of each child's individual skills.

Provision to develop early reading and writing skills is strong. Practitioners model reading naturally during the day, use good quality books and refer regularly to words and pictures to extend children's understanding of the text. They promote early mark making through appealing activities, including using a variety of writing implements on different surfaces. On the whole, practitioners model the Welsh language appropriately; however, not enough opportunities are provided for children to repeat and practise new language patterns to embed them independently.

Practitioners plan regular opportunities to solve problems through activities such as building towers, experimenting with water or discovering how to move balls along gutters. They encourage children to use digital equipment to take pictures and play with light effects and are beginning to identify opportunities for them to expand this provision across all learning areas.

Provision for creative, physical and mathematical development is sound, with activities that encourage children to investigate colour, rhythm, balance, counting and measuring in meaningful ways. Practitioners nurture children's spiritual, moral and social development by modelling kindness and respect. They promote diversity through activities such as laughing yoga and by celebrating Diwali, St David's Day and the Urdd Eisteddfod.

Environment: Good

Leaders ensure that the indoor and outdoor environment are safe and in good condition. They implement regular cleaning arrangements and promote effective infection control practices, which reduce risks to the children's health and safety. Only authorised access is allowed to the setting and a detailed record is kept of all visitors. Secure internal doors and gates, which can only be opened by the staff, prevent children from leaving the building unsupervised. Suitable access to the foyer is arranged for parents so that they can drop off and collect their children safely.

Regular safety checks of the building are conducted and statutory certificates are up-to-date. There are useful risk assessments for nearly all parts of the setting, including in the event of a fire, and practitioners follow them appropriately. Leaders complete daily safety checks of the environment to identify any potential risks. They work closely with the manager of the building to ensure high standards of safety.

Leaders ensure that the environment is welcoming and benefits from good natural light. The playrooms are set up effectively to enable children to take advantage of a wide range of experiences, including creative, imaginative, social and sensory play.

Leaders create a sense of belonging effectively by providing individual coat pegs and displaying children's work to celebrate their achievements. They have developed provision so that there is an appropriate range of toys, resources and interesting activities available to the children. These correspond to the children's stages of development and are within their reach to be used independently.

Good quality furniture, toys and resources are provided. There is a beneficial range of natural materials and authentic resources available, particularly in the role-play area, which support authentic experiences for the children. This promotes respect towards resources and develops their understanding of how to use items safely, for example when handling real crockery carefully. As a result, the environment supports the learning and development needs of most children effectively. An appropriate range of resources promotes cultural awareness effectively.

Leadership and management: Good

Leaders provide a clear strategic direction and set realistic expectations that focus firmly on creating an environment in which all children can thrive. They foster a strong ethos of co-operation and ensure that all members of the team understand and are committed to the setting's vision and aims. The staff's roles and responsibilities are defined clearly and a clear statement of purpose was provided which informs parents about the setting's provision. There are useful policies and procedures in place and these are followed consistently by

practitioners. As a result, staff work together effectively, share ideas and reflect on their practices, responding sensitively to the children's changing needs.

The setting's self-evaluation arrangements are sound. Leaders gather and analyse a variety of evidence, including practitioners' observations, parents' views and information about the children. This information is discussed regularly in team meetings, ensuring that decisions about improvement are sound and are based on up-to-date evidence. This enables leaders to identify clear priorities, monitor progress systematically and adapt plans, where necessary.

Leaders implement secure recruitment processes and appropriate safeguarding procedures, which ensure a safe environment. They place an appropriate emphasis on continuous professional development. However, provision to improve practitioners' confidence in using the Welsh language is not effective enough. Regular supervision and evaluations are conducted, which nurtures practitioners' confidence and skills and promotes a culture of reflection. Leaders manage resources wisely and use grants effectively. For example, funding was used recently to expand resources and develop a forest school area, enriching outdoor opportunities for exploration, movement and creative play.

External co-operation is strong. Leaders work closely with professional agencies, the local community and other service providers to expand pupils' experiences. There are strong partnerships with families, including regular opportunities for parents to participate in activities and discuss their child's progress. Effective links with neighbouring schools support smooth transition by sharing relevant information and organising visits before children begin at the school.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

This document has been translated by Trosol (Welsh to English).

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Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

CIW has no areas for improvement identified following this inspection.

CIW has not issued any Priority action notices following this inspection.

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

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