



Wibli Wobli Nursery



Unit 1, Oak House, Vaughan Court, Newport, NP10 8BD



01633328970



www.wibliwobli.co.uk

The inspection visit took place on 17/06/2026

Service Information:

Operated by:	Wibli Wobli Nursery Ltd
Care Type:	Children's Day Care
Registered places:	100
Main language(s):	Welsh and English
Flying Start service:	Yes
Receive funding to provide early years part time education:	Yes
Promotion of Welsh language and culture:	The provider promotes, anticipates, identifies, and meets the Welsh language and culture needs of people.

Ratings:

	<u>Well-being</u>	Good
	<u>Care & Development</u>	Good
	<u>Environment</u>	Good
	<u>Leadership & Management</u>	Good

Summary:

Children are happy, confident and settled. They make good choices, express their ideas and know staff listen to them. Children build positive relationships with staff and each other and enjoy meaningful play and learning experiences. They develop independence skills through everyday routines and exploration.

Staff keep children safe and healthy by following clear policies, procedures and care routines. They know children well and use warm, respectful interactions to support their confidence and behaviour. Staff provide worthwhile opportunities that promote play, learning and development.

Leaders provide a safe, secure and well-maintained environment that supports children's play and learning effectively. Indoor areas are welcoming, well organised and enable children to access suitable resources independently. Leaders make good use of outdoor space, including the recently developed forest school area.

Leaders provide clear direction and promote a positive culture focused on children's well-being. They use self-evaluation, feedback and staff discussion to identify improvements. Leaders have good systems in place for recruitment, supervision and training, which support staff well. They work effectively with parents and professionals to promote reliable, well-organised care for children.

Findings:



Well-being

Good

Children are confident communicators who make various choices about their play and daily experiences. They move freely between activities, follow their interests and express their ideas with confidence. During outdoor play, children eagerly explored the forest school area and talked about the insects they found. One child said, *"I think it's a Daddy long legs!"* before sharing their discovery with friends. Children know staff listen to them and value what they say. As a result, they contribute to activities, make decisions independently and have a positive influence on their experiences.

Children are happy, settled and relaxed at the setting. They develop strong relationships with staff which help children feel secure and develop a clear sense of belonging. Children confidently approach familiar adults for support and conversation throughout the day. They move around the setting freely, enjoy familiar routines and know their individual needs are recognised and respected. This supports their emotional well-being and helps them feel valued.

Children interact well with each other and are developing positive social skills. They co-operate during activities, share resources and show consideration for others. Children sit together at mealtimes, chatting happily while using utensils independently. During activities, they work alongside one another successfully and enjoy sharing discoveries with their friends. Older children work together to fit blocks into a space, taking turns to rotate them until they found the right fit. These consistently positive interactions help children build friendships, develop confidence and learn how to respect others.

Children are enthusiastic and actively engaged in their play and learning. They enjoy a good range of indoor and outdoor experiences that encourage curiosity and exploration. In the forest school area, children investigated plants and flowers and talked excitedly about what they found under logs and stones. They clearly enjoy learning through play and gain a good sense of achievement from participating in meaningful experiences that reflect their interests.

Children are developing good independence skills. They complete tasks that are suitable for their age and are learning to do more things for themselves. For example, toddlers ate independently with spoons, took their cups to the sink and wiped their hands and faces. Staff supported babies to use tongs to choose fruit at snack time. Whilst older children mixed their own paint using pump-action bottles. Children have regular opportunities to make choices, solve problems and learn through practical experiences. This helps them become more confident in their own abilities.



Care & Development

Good

Staff understand their responsibilities to keep children safe and healthy. Staff ensure accident, incident and pre-existing injury records are completed thoroughly and include all relevant information. They follow robust infection control procedures throughout the day. For example, staff wear appropriate personal protective equipment during food preparation and nappy changing routines. We observed nappy changing procedures being carried out sensitively and in line with the setting's policy. Staff promote healthy lifestyles effectively and ensure children have regular opportunities to play outdoors and be physically active.

Staff know the children well and build warm, caring relationships with them. Interactions are consistently positive and demonstrate kindness, respect and sensitivity to children's individual needs. Staff act as good role models and support children to understand expectations through gentle reminders and clear explanations. For example, a staff member reminded a child to "*sit down when you are eating your snack, it keeps us safe.*" Staff use praise purposefully to build children's confidence and self-esteem. We heard staff responding with "*Da iawn, thank you*" when children independently tidied away their cups after snack time. Children respond positively to this encouragement and are motivated to develop their independence skills. Staff use everyday routines to engage children in meaningful conversations and consistently model good manners, often encouraging children to say "*Diolch*". Staff also make good use of Welsh during daily interactions, helping children become familiar with Welsh words and phrases in a natural way. Children are starting to use Welsh themselves however this is still being developed.

Staff provide a broad range of interesting and purposeful experiences that support children's play, learning and development. They regularly observe children's progress and use this information to plan activities. Staff have appropriate assessment arrangements to support children's progress in place; however, they are not yet fully developed in all areas. Staff engage children skilfully in conversations that extend learning and encourage curiosity. During outdoor learning, staff discussed flowers, plants and insects with children, asking questions such as "*Do you think it's a dragonfly?*" and supporting children to share their own ideas. Staff know children well and respond effectively to their individual needs.



Environment

Good

Leaders ensure children play and learn in an environment that is safe, secure and well maintained. They ensure effective systems are in place to promote children's health, safety and well-being. Leaders organise regular cleaning routines and implement good infection control practices, helping to minimise risks to children. Only authorised visitors can enter the premises and leaders maintain detailed visitor records. Secure doors and gates prevent children from leaving unsupervised, while providing safe arrangements for parents to drop off and collect their children. Leaders complete daily safety checks and maintain up-to-date statutory documentation. They undertake effective risk assessments covering nearly all areas of the setting, including fire safety procedures, and staff follow these consistently. Leaders also work closely with the building management team to address any maintenance issues promptly and maintain high standards of safety throughout the provision.

Leaders provide a welcoming and purposeful environment that supports children's play, learning and development effectively. Playrooms benefit from good natural light and are organised well to create inviting spaces where children can access a broad range of experiences independently. Leaders foster a strong sense of belonging by displaying children's work and providing personalised spaces, such as individual coat pegs. They have created a forest school area where children can explore nature, investigate the world around them and take managed risks safely. This provides valuable opportunities for children to develop confidence, resilience and problem-solving skills while enjoying regular outdoor play. Leaders ensure children have daily access to fresh air and physical activity, extending their learning beyond the indoor environment.

Leaders ensure children can access a broad range of good-quality resources that support their learning and development. Staff organise resources effectively, allowing children to select and use them independently. Furniture, toys and equipment are suitable for the ages of children attending and are maintained to a good standard. Leaders provide a worthwhile range of natural and authentic materials, particularly within role-play areas, which enrich children's experiences and promote curiosity. For example, children use real crockery and household items during play, helping them learn how to handle resources carefully and safely. Leaders also provide an appropriate range of materials that promote cultural awareness and help children learn about the wider world.



Leadership & Management

Good

Leaders provide a strong vision for the setting and place children's well-being at the centre of their practice. They prioritise safeguarding, and most staff know what procedures to follow if they have concerns about a child's welfare. However, not all were clear about how to self-refer if needed. Leaders create a positive culture where staff work together effectively and share a common understanding of the setting's aims and values. They communicate clear expectations and ensure staff understand their roles and responsibilities well. Leaders provide an accurate statement of purpose which gives parents useful information about the care and experiences available to their children. They maintain effective policies and procedures, which staff implement consistently in their daily practice. Leaders promote high standards and encourage staff to reflect on their practice, helping them respond appropriately to children's changing needs and interests.

Leaders use a range of evidence to evaluate their setting and identify strengths and areas for development. They gather feedback from parents, staff and children, alongside observations and information about children's progress. Leaders discuss findings regularly during staff meetings, ensuring improvement decisions are relevant and informed by current practice. Leaders demonstrate a positive commitment to continuous improvement and have used feedback effectively to enhance opportunities for children. For example, they have expanded outdoor provision and continue to develop a forest school area to enrich children's experiences.

Leaders follow timely and robust recruitment procedures to help safeguard children and ensure suitable staff are employed. They support staff through regular supervision, discussions and evaluations, helping staff reflect on their practice and develop new skills. Leaders promote a culture of professional development and encourage staff to engage with training opportunities that strengthen outcomes for children. They manage resources effectively and use funding purposefully to improve children's experiences. Leaders deploy staff well and ensure staff work effectively together to meet children's needs.

Leaders have developed positive and effective partnerships that benefit children and their families. They maintain suitable communication with parents and provide some opportunities for them to discuss their child's progress and experiences. Leaders also work closely with a range of professionals and agencies to support children's individual needs and enhance the experiences available to them.

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.

National Minimum Standards

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

Standard	Recommendation(s)
Standard 7 - Opportunities for play and learning	Continue to develop assessment arrangements so they can support each child's progress effectively.
Standard 20 - Safeguarding	Ensure sure all staff are fully aware of the process to follow should they need to refer a concern themselves.

Best Practice

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Recommendation(s)
Parhau i wella gallu a hyder ymarferwyr i ddefnyddio'r Gymraeg, er mwyn modelu'r iaith yn fwy naturiol a chynyddu defnydd y plant ohoni o ddydd i ddydd. Continue to improve practitioners confidence to use Welsh, through modelling the language naturally and increase the children's use of Welsh on a daily basis.

Mae'r adroddiad hwn hefyd ar gael yn Gymraeg

This report is also available in Welsh

Welsh Government © Crown copyright 2026.

*You may use and re-use the information featured in this publication (not including logos) free of charge in any format or medium, under the terms of the Open Government License. You can view the Open Government License, on the National Archives website or you can write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gov.uk
You must reproduce our material accurately and not use it in a misleading context.*