A report on

Norfolk House Nursery

9 Caerau Crescent
Newport
NP20 4HG

Date of inspection: September 2025

by

Care Inspectorate Wales (CIW)

and

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

About Norfolk House Nursery

Name of setting	Norfolk House Nursery
Category of care provided	Full Day Care
Registered person(s)	
Responsible individual (if applicable)	Yatin Mianger
Person in charge	Terri Bennetts and Lorraine Oliver
Number of places	68
Age range of children	Birth to five-years-old
Number of 3 and 4 year old children	Twenty-two three-year-olds and three four-year-olds.
Number of children who receive funding for early education	Fifteen
Opening days / times	Monday to Friday, 8am to 6pm
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service is not making a significant effort to promote the use of the Welsh language and culture.
Date of previous CIW inspection	24 April 2024
Date of previous Estyn inspection	N/A
Dates of this inspection visit(s)	23/09/2025
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. Make greater use of visits and visitors to enhance children's learning and development

R2. Strengthen policies, procedures and documentation to ensure that they reflect the operations of the setting and identify all potential risks

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Well-being: Good

Nearly all children are happy, settled and make appropriate decisions about how they spend their time. They choose from the fun activities and toys on offer in their playrooms and following their own interests excitedly. Babies and toddlers follow their individual sleep and bottle-feeding routines. As a result, they develop a sense of security and predictability which provides them comfort. Nearly all children express themselves confidently. They are listened to, which makes them feel valued and promotes their self-esteem. Babies use physical gestures to indicate to practitioners what they want, such as handing a rattle to be shaken, which practitioners respond to instantly and willingly.

Nearly all children arrive happy and eager to start their day. They welcome each other warmly and greet any visitors to the setting enthusiastically. Nearly all children are comfortable in their surroundings and develop warm relationships with their peers and practitioners. Those who are quiet or a little upset during the day are well supported by practitioners and quickly join in the activities on offer to them.

Nearly all children are familiar with the daily routines, which helps them feel secure and settled. They participate confidently at mealtimes and when singing rhymes and engage well during story time activities. Nearly all children enjoy their play and learning. They participate enthusiastically in the activities on offer to them. Toddlers mix coloured water, stir soil in the outdoor kitchen and rake the leaves in the garden. Older children use real-life props to take on imaginative roles such as dragons or Spanish dancers. These activities support them to develop their skills and understanding of the world around them.

Nearly all children enjoy one another's company and spending time with practitioners. They are beginning to understand the needs of others and consider their friends feelings. Nearly all children behave and interact well for their ages and stages of development. They happily play alone and alongside their friends as they learn to share and work together. For example, babies are supported to take turns when selecting the song they want to sing during a carpet time activity. Children enjoy receiving praise for their efforts and achievements, this helps them to feel happy and valued.

Nearly all children have worthwhile opportunities to develop their independence skills, which enables them to do things for themselves. They participate at mealtimes confidently. Babies and toddlers are supported to feed themselves, while older children pour their own drinks. Children of all ages are encouraged to wash and dry their hands, with younger children receiving appropriate guidance and support.

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

Nearly all children make good progress from their individual starting points during their time at the setting. Many children express themselves clearly using simple sentences. For example, they talk about their families and describe where they have found conkers outdoors. Nearly all children are developing a love of reading. They listen attentively and

enjoy stories read by practitioners, enjoy sharing books with friends talking about the pictures. Most children are developing purposeful mark making skills. They experiment with different media such as pens, paint and chalks to draw pictures of themselves.

Most children develop their mathematical skills well. They explore the concept of capacity as they fill and empty containers with water and count the foods they have prepared in the role-play home corner. Nearly all children are beginning to understand the concept of time and sequence, by becoming familiar with the daily routines of the session, such as knowing that lunchtime follows outdoor play. A few children select and use appropriate mathematical ideas, equipment and materials to solve practical problems, such as selecting a measuring tape to measure the size of the wall they have built from blocks.

Many children develop their Welsh language skills well. They sing Welsh songs at whole group time suitably and respond positively to simple phrases throughout the day. They greet adults in Welsh as they arrive in the morning.

Nearly all children's physical skills are developing successfully. They use a variety of tools skilfully such as knives to cut apples and scissors to snip leaves demonstrating good fine motor skills. Many children are active in their play. For example, they run and move around safely using wheeled toys outdoors. Most children develop their imagination well. Children engage in imaginative role-play by taking on familiar roles, such as pretending to cook meals in the home corner. Many children demonstrate effective digital skills. For example, they use devices to record themselves talking and play back the recording to practitioners.

Many children develop their personal skills positively. They put on aprons before painting and water play and wash their hands before mealtimes. Many children develop effective social and emotional skills and co-operate with each other in their play well. For example, they share and take turns with toys and wash their plate and cup after lunch independently.

Many children show perseverance and resilience in their play, for example, succeeding to use water in small buckets to balance the weighing scales. They begin to successfully manage their own risks in their play, for example, asking for help to step along and jump off logs outside.

Care and development: Good

Practitioners are successful in keeping children safe and healthy. They complete appropriate safeguarding training, which strengthens their knowledge of safeguarding and the procedures to follow. They are aware of their duty to report any concerns and confidently take the necessary action if required. Practitioners mostly follow and promote good hygiene practices. For example, tables are cleaned before mealtimes and practitioners wear personal protective equipment (PPE) when undertaking tasks, such as tooth brushing. However, practitioners did not follow all the infection control procedures outlined in the settings nappy changing policy. For example, changing their aprons in between changing individual children to prevent the spread of infection. Practitioners encourage children to wash their hands before mealtimes, after using the toilet and having their nappy changed. This helps them to develop good independent hygiene routines. Practitioners fully consider children's individual health needs. They record, maintain and review a range of records effectively,

including accident, incident and medication logs. The setting's arrangements for safeguarding children meet requirements and are not a cause for concern.

The setting offers a range of healthy and well-balanced meals and snacks, which are freshly prepared on site by the settings cook. Practitioners ensure that mealtimes are relaxed, social and enjoyable experiences, where opportunities for children to talk about their day are encouraged. There are strong and consistent procedures in place when dealing with children who have allergies, intolerances, and preferences. Children of all ages are offered water at mealtimes and have access to drinking water in areas where they play, to use independently. Practitioners promote children's physical development through regular access to the dedicated movement rooms and the outdoor play environment.

Nearly all practitioners interact extremely well with children and build positive relationships with them. They are warm, kind and patient, and offer reassurance to children when needed. Practitioners respect children's emotional attachments to personal belongings, such as special soft toys from home. Practitioners recognise how these items bring children comfort and support their confidence when attending the setting. Practitioners demonstrate a strong awareness of individual children's needs. They are attentive when children are unsettled and respond sensitively.

Practitioners understand and consistently implement positive behaviour management strategies in line with the settings policy. They use gentle warm tones of affection in their voice when praising and reinforcing positive behaviour. Practitioners know the children very well. They capture key information effectively to support the child's experiences at the setting. For example, each baby's individual routine is displayed in the playroom to ensure practitioners adhere to the specific needs of every child. Practitioners carry out beneficial observations of the children to enable them to track their progress and plan for their next steps.

Practitioners know children's individual needs extremely well, including those with additional learning needs (ALN). They seek beneficial advice and act on guidance from professionals. Practitioners implement and review children's individual targets regularly to ensure that children's needs are met.

Practitioners use the Welsh language well with children of all ages. They sing songs and use simple Welsh vocabulary during activities and routines with children.

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

Practitioners support children's literacy and numeracy skills effectively. They provide books in all areas of the indoor space, which helps to foster an enjoyment of stories and books in children well. Practitioners offer a broad range of experiences, such as making hedgehog models from playdough, which allow children to experiment with tools and develop their creativity effectively.

They plan interesting and worthwhile experiences that cover all areas of learning effectively over time. For example, they provide real-life experiences for children to use cutting tools

such as when cutting up fruit. These experiences support children's physical development and problem-solving skills well.

Practitioners have a good understanding of how children learn through play and implement the requirements of the Curriculum for Wales successfully. As a result, nearly all children sustain interest in their play for significant periods of time. Practitioners model activities well, playing alongside the children in the different areas of the setting.

Practitioners model Welsh phrases and songs during whole group activities well. They provide children with suitable opportunities to learn about their Welsh heritage. For example, they celebrate St David's Day by painting pictures of dragons and daffodils. In addition, practitioners display photographs of Welsh castles and local landmarks around the setting, which help children to gain an understanding about their local area and of Wales.

Practitioners make beneficial use of visitors to the setting to enhance children's learning experiences, for example, children enjoy visits from storytellers, cooks and animals such as a snake and lambs. However, practitioners do not plan visits into the local community well enough to help children develop their understanding of the people and places around them. Practitioners provide worthwhile opportunities for children to learn about the natural world around them. For example, they grow flowers, fruit and vegetables throughout the year in the garden. They plan appropriate learning experiences that promote children's moral, spiritual and cultural development well. For example, they provide a useful range of resources such as books that reflect a wide range of cultures. Practitioners foster a sense of awe and wonder in children and encourage them to notice the signs of change in nature successfully. For example, they observe the changes to the leaves on the trees and talk about minibeasts that children find.

The setting has a range of useful assessment procedures. Practitioners observe and identify what children can already do during their first few weeks at the setting. They record valuable observations to show children's progress, which are shared with parents during face-to-face meetings. Practitioners use assessments effectively to inform future experiences and to support the child's next steps in learning.

Environment: Good

Leaders ensure that practitioners follow effective procedures to maintain an environment which is safe, clean, and secure. Visitors, practitioners and children are accurately recorded on arrival and when leaving the building. Practitioners undertake regular beneficial fire evacuation drills which ensure children are confident in the process. Maintenance and safety checks are completed promptly. There are a range of risk assessments in place. However, these do not always reflect what happens in practice or identify all the potential risks well enough. For example, the use of loose parts during play has not been fully considered.

The environment offers beneficial facilities to care for children. All playrooms are equipped with high quality and suitably sized furniture for the varying ages of children. The layout of the playrooms supports children to move around freely. The baby room is separated by movable, low-level barriers providing a safe space for non-mobile babies. Practitioners successfully facilitate and supervise children to access the bathroom, which are positioned away from the main playrooms. Children rest in calm areas with suitable cots and mats and

individual bedding. Practitioners routinely monitor sleeping babies and children, although the sleep supervision procedures are not fully implemented in accordance with the setting's policy.

Leaders provide a wide range of good quality and interesting toys and resources. For example, older children have an extensive range of open ended, authentic and recycled resources such as empty perfume bottles, hats and bags. These stimulate children's senses and imagination and enhance their play experiences. Large and small loose parts items such as guttering, planks of wood, tyres, shells, dried fruit slices, pegs and pinecones are available. Children choose freely what they want to use, and this extends their play and develops their creativity and curiosity. A few real life, natural and recycled items are used in the baby and toddler playrooms, which promote interest. Resources are organised and displayed attractively on low level shelving units, they are easily accessible and inviting to children. In addition, there are a suitable range of play experiences that celebrate various cultures and languages.

The outdoor play space is of a suitable size. The effective use of fencing and gates creates individual play areas which offers a range of experiences. For example, an extensive mud kitchen, water station and willow area support creativity and imaginative play. Low level climbing frames, balancing steps and a slide provide physical challenges for children to take appropriate risks in their play. A space with a smooth surface enables children to move around quickly, freely and safely on the ride along toys available.

Leadership and management: Good

Leaders share a clear vision for the setting and implement it successfully to create a safe, secure, caring and stimulating environment. Leaders ensure that practitioners have a good understanding of child development. As a result, practitioners meet the needs and interests of children successfully. The setting's statement of purpose provides an accurate picture of the setting and there is a range of relevant policies, procedures and risk assessments available. However, leaders do not always ensure that these fully reflect the current practices of the setting or that practitioners follow these consistently, well enough.

Leaders and managers have a good understanding of their responsibilities and the work of the setting. Overall, the setting makes effective use of practitioners' skills and resources to support children's well-being, learning and play. Practitioners are well qualified, and they have appropriate job descriptions, ensuring that they have a good understanding of their role in the setting. All practitioners feel valued and work together positively and support each other well. As a result, there is a strong commitment to teamwork throughout the setting.

The setting has safe and appropriate processes for recruitment and safeguarding. Leaders implement effective processes for supervising and evaluating practitioners' work, with a clear focus on practitioner well-being, improving performance, and identifying future training needs. These processes result in appropriate agreed targets for staff.

The setting's self-evaluation processes are effective. Practitioners and leaders have identified strengths and priority areas to develop, such as improving practitioners' knowledge about Curriculum for Wales. As a result, the practitioners use observations of

children’s play to inform future learning experiences. There are valuable development plans, which are implemented by leaders and practitioners successfully. For example, they consider the views of parents/carers about sharing information of children's learning & development.

Practitioners value the support they receive, such as guidance from the local authority advisory teacher, which helps them to improve their practice. This support has helped leaders to enhance the learning environment and implement new assessment arrangements successfully. Leaders use grants purposefully to develop areas that stimulate children’s curiosity, such as a sensory play. As a result, children benefit from a wide range of opportunities to explore a range of resources in their play, which has a positive impact on their wellbeing and physical development.

Practitioners build worthwhile links with parents and share information with them regularly. There are beneficial links with the local schools, which support children’s transition to the next stage in their learning.

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

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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.

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