



Inspection Report

Camp Coconuts

**Sully Moors Road
Barry
CF64 5RP**



Date Inspection Completed

30/04/2024

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About Camp Coconuts

Type of care provided.	Children's Day Care Full Day Care
Registered Provider	Coconuts Play & Party Centres Ltd
Registered places	96
Language of the service	English
Previous Care Inspectorate Wales inspection	4 November 2022
Is this a Flying Start service?	No
Does this service promote Welsh language and culture?	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language and culture.

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

For further information on ratings, please see the end of this report.

Summary

Children are very happy, settled, and confident to share their views. They make friends with ease and interact well with staff and each other. Children thoroughly enjoy the activities available to them and learn to become independent.

Staff are professional and motivated. They have a good understanding of how to keep children safe and healthy and implement the setting's policies and procedures effectively. Staff are patient, kind and caring. They support children's learning and development well, offering a purposeful range of activities led by children's interests and individual needs.

The environment is clean, welcoming, and child friendly. Leaders ensure risk assessments are in place and regularly update them. The environment is well organised to stimulate and support children's play and learning. A very good range of indoor resources, alongside the outside environment, provide children with many opportunities to be physically active and follow their interests.

Leaders are motivated and dedicated to delivering good quality childcare and play. They ensure good policies and procedures are in place and provide lots of training and support to staff. Parents speak highly of the setting and the care their children receive.

Children are happy, settled and make many decisions about how they spend their time. They choose from the fun activities and resources available, following their own interests. For example, children aged three to four years have their own 'room' which allows them to freely access a very good range of activities freely. Children express themselves confidently. They are listened to, which makes them feel valued and promotes their self-esteem. Children tell staff about any individual interests or requests for activities, putting children's voice at the centre of the setting.

Children arrive at the setting eager to see staff and their friends. They have warm and positive relationships with staff and know that staff will help and support them. Children know the daily routines well, which helps them feel settled and at ease in their surroundings. For example, they know to wash their hands before snack and mealtimes and happily join in the routine for transitioning between play areas.

Children behave and interact well for their ages and stages of development. They happily play alone or alongside their friends as they learn to share and work together. For example, one child was constructing a railway track when another joined in. The child stated *'that is ok, we will build it bigger together'* and they happily shared the track pieces, clearly pleased with their finished track. Children are beginning to understand the needs of others and consider their friends feelings. We heard one child say to their friend, *"let's do it again, you go first this time,"* as they threw a ball onto the netting outside.

Children thoroughly enjoy their play and the activities on offer. They develop a wide range of skills as they explore their playroom, engrossed in their chosen activity.

Many children really enjoyed the physical activity on the large playframe while others liked sitting doing a craft activity at a table. Children have some rich play experiences as they use a wide range of real-life resources such as china plates and cooking utensils during role play. They engage their imaginations and consolidate skills as they pretend to prepare, cook, and serve food to their friends and a staff member.

Children have good opportunities to develop their independence. They follow their own interests for extended periods of time which allows them to practice and reinforce skills and make decisions. Children learn to do things for themselves, such as hanging up their coats and bags and putting on their shoes. Children help to tidy away their toys at given times and are confident at washing and drying their hands.

Staff have a good understanding of how to keep children safe and implement policies and procedures effectively. They demonstrate a good understanding of their safeguarding responsibilities and the action they need to take should they have a concern about a child. Staff use an electronic app confidently to complete relevant records such as accidents and incidents and leaders audit these records regularly. They conduct regular fire drill practices with children to ensure they know how to leave the building safely in the event of an emergency. Staff keep children safe and healthy and have effective procedures in place to promote a healthy lifestyle and serve food safely to children with any food allergies and preferences. Staff follow infection control procedures such as wearing gloves and aprons to serve food. They maintain a hygienic environment, regularly washing tables and brushing floors. Staff serve children nutritious meals and snacks, but children sometimes sit for a long period waiting for individual items to be served. Leaders are reviewing the mealtime routine to ensure children participate in serving their food.

Staff act as good role models and are patient, caring and kind when interacting with children and each other. They know the children well and deal with any inappropriate behaviour quickly and calmly to avoid it escalating. For example, when a child did not want to wash their hands, they looked for other ways of ensuring their hands were clean, without making an issue out of it. Staff use praise appropriately to celebrate children's achievements, helping them to feel a sense of pride in what they are doing. Staff join in with children's play when it is appropriate to do so and engage them in conversation to extend their learning and make their experiences sociable. Staff sit and chat to children as they sit to eat food about how their school day had been and what they had done at the weekend, giving children good opportunities to talk about matters that are relevant to them.

Staff plan stimulating activities and opportunities for children to learn, whilst being flexible to allow children to make their own choices regarding what they want to do. For example, after school, some children wanted to play football with their friends, whilst others wanted to read a book and relax in the 'chill out room.' Staff help support children in their chosen activity, such as sitting with them to read a book, or play with them on the playframe. They laughed as they played 'touch' on the playframe, providing children with very positive experiences.

Leaders provide an environment where risks are minimised, and play areas are made as safe as possible. Leaders have redesigned the entrance to the setting to maximise the use of space and there is a secure entry system in place. Staff ensure they ask visitors to sign the visitors book and check their identification. Leaders recognise that risk taking is important to a child's development and they encourage children to have real life experiences and physical activities. They employ staff who have a Playworker qualification to support this. Leaders and staff keep risk assessments updated and they have further reviewed these recently to provide additional supervision on the large playframe. Leaders ensure all essential building safety checks are up to date and staff complete daily checks of all areas. Leaders take prompt action to address any matters that require attention.

Leaders provide children with an indoor environment that is spacious but with quiet areas and calm lighting, giving children the opportunity for rest and relaxation as well as physical play. They make the areas child friendly, light, and bright, despite there being very little natural light. There are different rooms that have been 'built' within a very large play space, which allow children to be cared for according to their age and stage of development and provide them with space where they can feel secure. Leaders maintain kitchen facilities that meet the required standards and dining facilities are adapted in individual play areas. Toilet and nappy changing facilities are clean and easily accessible. Leaders are in the process of developing additional outside play space to meet the needs of the increased numbers who may attend during the school holiday period.

The setting provides a broad range of stimulating resources that allow children variety and choice within the different areas. They have furnished and resourced the playrooms with furniture, toys, and equipment that are of good quality and are appropriate to the age of children accessing them. They monitor outside resources to ensure they are safe and interesting, allowing children to explore and learn about the world around them and develop a range of skills. This includes mud kitchens, bikes, and trikes, climbing frame and balancing resources.

Leadership and Management

Good

Leaders are enthusiastic and motivated to provide a high-quality service. There is a clear statement of purpose providing parents with information about how the setting runs.

Leaders regularly review policies and procedures and ensure staff implement these well in practice. Leaders are knowledgeable about their regulatory responsibilities and strive to exceed the regulations and National Minimum Standards for Regulated Childcare where possible.

Leaders monitor the quality of the service and plan for improvements effectively. They regularly seek feedback from parents, children, and staff. Leaders use this information to write an annual quality of care report which identifies strong practice and areas for development. The report includes positive feedback from parents which demonstrates a high level of satisfaction with the service provided.

Leaders put great effort into promoting staff well-being and value their staff team. For example, staff have free access to support packages, and incentives which reward staff for various aspects of their performance. As a result, staff tell us that they are very happy in their roles and are seen to be enthusiastic and motivated in their work. Leaders ensure staff files are well organised, and evidence all relevant checks, to ensure staff are suitable to work with children. Staff receive regular supervisions and annual appraisals, which enable them to identify their strengths and areas for development. Leaders deploy staff effectively ensuring they meet staff ratios to deliver safe and effective care.

Leaders have established positive relationships with parents and work closely with their other setting to ensure children transitioning from the nursery setting to this setting is as smooth as possible. Parents receive regular daily feedback on their child's attendance via a digital app and verbal feedback. Parents told us they were happy with the communication and service provided.

Summary of Non-Compliance

Status	What each means
New	This non-compliance was identified at this inspection.
Reviewed	Compliance was reviewed at this inspection and was not achieved. The target date for compliance is in the future and will be tested at next inspection.
Not Achieved	Compliance was tested at this inspection and was not achieved.
Achieved	Compliance was tested at this inspection and was achieved.

We respond to non-compliance with regulations where poor outcomes for people, and / or risk to people’s well-being are identified by issuing Priority Action Notice (s).

The provider must take immediate steps to address this and make improvements. Where providers fail to take priority action by the target date we may escalate the matter to an Improvement and Enforcement Panel.

Priority Action Notice(s)

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

Where we find non-compliance with regulations but no immediate or significant risk for people using the service is identified we highlight these as Areas for Improvement.

We expect the provider to take action to rectify this and we will follow this up at the next inspection. Where the provider has failed to make the necessary improvements we will escalate the matter by issuing a Priority Action Notice.

Area(s) for Improvement

Regulation	Summary	Status
N/A	No non-compliance of this type was identified at this inspection	N/A

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.

National Minimum Standards	
Standard	Recommendation(s)
Standard 11 - Medication	Review the medication policy to ensure that it is updated about the storage and administration of non prescribed medication. Check that the policy conforms to the terms of the setting's insurance cover.

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.

Best Practice
Recommendation(s)
Closely monitor the effectiveness of the supervision of the playframe in line with the revised risk assessment.
Consider how the complaint procedure can be expanded to make it suitable for children who may wish to raise a complaint.

Ratings	What the ratings mean
Excellent	These are services which are committed to ongoing improvement with many strengths, including significant examples of sector leading practice and innovation. These services deliver high quality care and support and are able to demonstrate that they make a strong contribution to improving children’s well-being.
Good	These are services with strengths and no important areas requiring significant improvement. They consistently exceed basic requirements, delivering positive outcomes for children and actively promote their well-being.
Adequate	These are services where strengths outweigh areas for improvement. They are safe and meet basic requirements but improvements are required to promote well-being and improve outcomes for children.
Poor	These are services where important areas for improvement outweigh strengths and there are significant examples of non-compliance that impact negatively on children’s well-being. Where services are poor we will take enforcement action and issue a non-compliance notice.

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