Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Camp Coconuts

Coconuts, The Warehouse, Sully Moors Road, Penarth, CF64 5RP

01446724948

www.camp-coconuts.com

The inspection visits for this service took place between 03/09/2026 and 06/10/2026

Service Information:

Operated by:	Daisy Day Nurseries Ltd
Care Type:	Children's Day Care
Registered places:	96
Main language(s):	English
Flying Start service:	No
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The provider makes an effort to promote the use of the Welsh language and culture or is working towards a bilingual service.

Ratings:

Well-being	Good
Care & Development	Good
Environment	Good
Leadership & Management	Good

Summary:

Children are very happy and thoroughly enjoy attending the club. They are extremely confident and feel safe and secure in the care of staff. Children are very familiar with routines and enthusiastic in their play. They have many opportunities to make decisions and choices about how they spend their time. Children make close relationships with staff and each other.

Staff have a clear understanding of their responsibilities to protect children and work well to keep them safe. They interact positively and warmly with children and meet their needs well. Staff provide a very good range of play opportunities and enable children to follow their interests.

Leaders ensure the environment is safe, secure, and welcoming. They have adapted the large indoor play space to create areas where children can feel secure and access resources appropriate to their needs. Leaders provide a good range of indoor and outdoor activities to enhance children's all-round development.

Leaders have a good vision for the setting and continually strive to keep improving the facilities and service they provide. They maintain a useful range of policies and procedures that support the smooth running of the setting. Leaders ensure that documentation is completed well and much of this is kept electronically. They have developed beneficial partnerships with parents and other childcare professionals.

Findings:

Well-being — Good

Children have a strong voice. They have many opportunities to make choices and are involved in deciding many things for themselves such as what they eat, what they do and who they play with. They can play freely with the only constraints being for safety reasons. Children are confident communicators and express themselves effectively knowing staff will listen to them.

Children feel safe to explore their play areas and to ask for what they want. They clearly feel valued, happy, and confident. Children know and follow the rules and routines of the setting well. For example, as they wash their hands in readiness for lunch and respect the time limits for using the large playframe. This helps them develop a strong sense of belonging and confidence to manage their own time. Children we spoke to told us they enjoy coming to the setting and playing with staff and their friends. Children behave and interact extremely well. They play well with each other, and we heard a happy buzz of chatter throughout the inspection visit.

Children thoroughly enjoy their time at the setting and play with enthusiasm and engagement. They choose from a good range of activities and resources which are mostly stimulating and interesting. Children spend extended periods engaged in the activities they choose. For example, they make potions in the outside kitchen or sit chatting to each other. Others use loose parts as they pretend to be robots and an elephant, using a flexible pipe. All the children spent a significant time outside enjoying activities such as kicking a football in the fresh air.

Children have good opportunities to develop skills and learn as they play. They enhance their social skills as they play together and communication skills as they engage with staff, using Welsh words and phrases confidently. They learn to manage risks and take responsibility for their own safety such as when taking turns to go down the big slide or balance across beams outside. Children develop independence and self-help skills well. For example, they take responsibility for their own belongings, such as their coats and bags and are skilled at serving themselves food and clearing away their plates and cups afterwards.

Care & Development — Good

Staff work effectively to ensure the safety and well-being of children. They are clear about their responsibility to protect children. They understand their responsibilities in the event of any concerns they may have about children including any relating to the conduct of leaders or other staff. Staff follow appropriate procedures to manage and record accidents, incidents and any medication administered. They follow effective hygiene procedures in relation to the preparation and serving of food and policies and training support them to manage allergies and food preferences safely. Leaders ensure children have access to their water bottles and provide healthy snacks and lunch. They operate a rolling menu to provide variety. Staff ensure children have opportunities to spend as much time outside as possible to further contribute to a healthy lifestyle.

Staff interactions with children are consistently of a high quality. They greet children warmly when they arrive and engage in conversations about their day, what they did on the weekend or school, and how they are feeling. Staff treat children with respect which means children approach them with ease if they need anything. They manage children's behaviour positively and consistently. Children respond extremely well to this and as a result behave exceptionally well. Leaders are in the process of establishing an enhanced behaviour management process using visual, coloured lanyards to support children with communication challenges. Staff supervise children well and chat with them about what they are doing or what they want to do.

Staff provide a good range of play activities suitable for the differing ages and needs of children attending. They plan various activities such as arts and crafts around seasons and festival. They are skilled at allowing children to control their own play whilst being available for help and support or to join in as needed. Staff enable children to make choices and give them easy access to age-appropriate resources. They support children's independence and respect their preferences for how they spend their time. This includes managing children's requests to access the soft play and large play frame which is a favourite. Staff promote children's play and learning well and, as a result, children have opportunities to develop and learn. We heard staff and children use a great deal of Welsh during the session. Leaders told us about their plans to further promote the Welsh language and culture.

Environment — Good

Leaders ensure that children receive care in an environment that is safe and secure. Staff are clear regarding maintaining the security of the entrance doors and visitors are routinely recorded, with their identification checked. Leaders carry out daily, weekly and monthly checks and risk assessments of the premises to identify and eliminate potential hazards to children's safety. They arrange for professionals to carry out checks on all heating, electrical and fire systems, as well as the outside area and the large play frame inside. Leaders ensure good infection control procedures are in place and staff use appropriate protective equipment when needed. Staff carry out and record regular fire drills, so staff and children know how to evacuate the building safely in the event of an emergency.

Leaders operate the setting from a large building that used to be used as a play centre. They have invested significantly in adapting the building to provide rooms for different age groups of children to have a base room. They also access a large open, communal area where children can eat food, use the soft play and large play frame. One base room is located on the first floor, but this was not being used at the time of the inspection. This room has access to toilet facilities nearby. Downstairs, two internal playrooms were built within the larger room for the preschool and after-school children. Leaders told us of the plans they have in place to install windows in external walls to ensure areas benefit from natural light and ventilation. Leaders provide a large kitchen to prepare fresh food and there are suitable toilet facilities for staff and children off the communal play area. They also provide an office and facilities for staff to take breaks. Staff tell us that children rarely sleep, but they have sleep mats available which they set up in a separate room if required. Staff take children to the outside area which is located at the side of the building. They also use an area set up for children to play football or ride on resources.

Leaders ensure furniture, toys and equipment are of good quality and appropriate for a range of ages cared for. There are plenty of resources both inside and outside to ensure children have a variety to choose from that stimulate their interests. Leaders ensure they provide resources that reflect cultural diversity. In the main, staff set up areas well and are introducing real life furniture and resources to make the environment warm, welcoming and interesting. We discussed that some areas would benefit from being more authentic and realistic to support children to use it meaningfully, for example, the doctor's surgery.

Leadership & Management — Good

Leaders have a good vision for the setting and work well with staff to implement it. They develop a culture of safety and respect children's rights and views. Leaders have developed a robust and up to date range of policies and procedures to support staff in the smooth and safe running of the setting. They maintain an up-to-date Statement of Purpose that reflects the service offered and provides parents with useful information. Staff use an electronic app to record children's information, agree contracts with parents and share information such as accidents and incidents. They keep robust information regarding safeguarding. Leaders have good oversight of record keeping on the electronic app. Staff use the electronic app to keep a record of when children arrive and leave the setting. They also keep a record of their attendance. They did not however, sign out of the setting when they took breaks. This was addressed immediately and is being monitored by leaders.

Leaders understand the importance of reviewing and monitoring their setting and have a well-established process in place to support them to do this. They review the quality of their care annually and seek the views of parents, children and staff and other professionals in relation to this. The review provides a detailed evaluation of the service and identifies areas requiring further improvement or development.

Leaders follow safe recruitment and employment procedures to ensure staff are suitable to work with children. Many staff members are experienced, and most have worked at the setting for many years, they told us they very much enjoy their roles. Leaders support staff well with a comprehensive induction into their role and responsibilities. They provide regular opportunities for one-to-one supervision and carry out an annual appraisal. They ensure that sufficient staff hold relevant qualifications including for play work. Leaders ensure all staff have up to date training in required areas such as safeguarding and paediatric first aid. Staff have opportunities to access a wide range of other training relevant to their role. Leaders deploy staff effectively, enabling them to supervise the children well and keep them safe, whilst allowing them to play and explore freely.

Leaders and staff develop useful relationships with parents. They collect relevant information about children before they attend the setting to ensure they can meet individual needs. This information includes parents giving permission for interventions including medical treatment in an emergency and taking photographs of children as they play. Leaders also have good links with other professionals in the local authority and health service who provide support when required. For example, to support the care of children with additional needs.

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)
	No NMS Recommendations were identified at this inspection

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)
Monitor that the improvements made as a result of this inspection are embedded in practice.

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