

My Ohana IKEA Glasgow Day Care of Children

IKEA
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Type of inspection:
Unannounced

Completed on:
8 August 2024

Service provided by:
Tinies U.K. Limited

Service provider number:
SP2023000041

Service no:
CS2023000055

About the service

My Ohana IKEA Glasgow was registered on 6th March 2023. The service may provide a care service to a maximum of 24 children aged 3 to 10 years at any one time. The care service will operate between the times of 10:00 and 18:00 hours Monday to Sunday.

The service is located within IKEA Glasgow, Renfrewshire. The service operates a free, one hour creche facility for customers of the store. The children are cared for in a dedicated play space with direct access to toilet facilities. Children can not access an outdoor space when attending the service.

About the inspection

This was an unannounced inspection which took place on 1st August 2024. The inspection was carried out by two inspectors from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- Spoke with people using the service and three of their family members
- Spoke with four staff and management
- Observed practice and daily life
- Reviewed documents
- Online questionnaires were sent to the service, however due to the nature of the provision we received no responses from families who have utilised the creche.

Key messages

- Children who accessed the creche facilities on the day of inspection were happy, confident, and having fun. Staff treated them with kindness, respect and compassion.
- Staff should continue to plan opportunities and experiences that will stimulate children's creativity and curiosities at a level appropriate to their developmental needs.
- The service should review the variety of resources available to ensure they present children of all ages a suitable challenge.
- The team should continue to embed their culture of self reflection and evaluation to support ongoing improvements in the service.
- The quality assurance processes should continue to be embedded to support high quality play and learning for children accessing the service.
- Staff promoted a positive team ethos and were respectful in their interactions with each other, the children and their families.
- The manager was visible and engaged with children, their families and staff.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	3 - Adequate
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

1.1 Nurturing care and support

Children who accessed the free one-hour session on the day of inspection were relaxed, happy, and having fun. We found the staff worked very well as a team to meet the children's ongoing needs and choices. Staff gave children lots of praise and encouragement. They chatted with them, played with them, and responded positively to their ideas and requests. This approach helped the children settle well into the service and build positive relationships with the staff.

Due to the one-hour duration of the session's children were not offered food or snacks. Water was available throughout the session to ensure children remained hydrated.

The service communicated effectively with parents during the sign up and drop off procedure. Basic information, including emergency contact details, were recorded through online forms. This was proportionate to the short one-hour session provided by the service. Parents and carers remained within the venue while their child attended their session and had a buzzer allocated to them which meant they were always contactable.

More detailed Child Care Plans were completed for children who had any health needs such as allergies, emergency medication or additional support needs. Care plans sampled contained relevant core information about individual health, welfare, and safety needs that would enable the team to support children effectively during their one-hour session.

Children's health and wellbeing was supported by a clear administration of medication policy and procedures. We sampled the nursery's medication consent forms and policy and found these were in line with current guidance. We requested the service review their storage of medication in the setting to ensure it was safe and in line with best practice guidance 'Management of medication in day care and childminding settings.'

1.3 Play and learning

Children led their play on the day of inspection. They were able to choose what they would like to do. They confidently moved around the space which provided them a variety of experiences from construction play, arts, and crafts, board games and role play. Staff were responsive to children's initiations and ideas of play and helped scaffold learning by adding new resources or through effective questioning. This approach helped the children feel valued and included in decision-making.

Children engaged in some planned play and learning experiences such as making medals linked to the Olympics. However, we asked the team to review their planning of play experiences and opportunities to ensure there is differentiation on what is on offer for the varying ages and stages of development of children attending. We also highlighted a greater breadth of activities are required to stimulate and challenge the children when the ball pool and climbing wall are closed for cleaning. The manager agreed to review the planning cycle with the team and link with the Ikea activity coordinator.

Staff had recorded their planned activities on a monthly timetable. However, the information was limited. We suggested the team introduce an activity wall or floorbook to record children's voices, ideas and suggestions for activities and resources. Which could then be incorporated into their planning meetings and calendar. This would ensure children's voices were listened to and respected and support the team to continue to deliver high quality experiences for children in their care.

Children were supported by staff who had a good understanding and knowledge of development, theory, and practice. Staff were skilled at knowing when to engage in play and when to follow children's lead or when to step back and observe.

We asked children what they liked about the service. Their comments included:

"Really, really enjoy it. I made a rocket. I have made lots of friends."

"I like the ball pool, colouring, the electronic pods. I do not want to stop. It is so fun coming here."

"It is nice (coming to the crèche). I like the kitchen the doll's house. I like to draw and arts and crafts "

"I like the ball pool."

"I like the bricks."

"I love the kitchen the doll's house and the books."

How good is our setting?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvements.

Children experienced an environment that was comfortable, clean, and welcoming. However, the room did not have natural light or ventilation, as there were no windows. There was ample space for children to play and explore together or alone if they chose to do so. Some cosy spaces were available for children to relax in the playroom. This enabled children to rest, relax and regulate over their session. We would suggest the team add some adult sized seating to enable children and staff to comfortably sit together, for example, when reading a book together.

Children were able to access some resources on the day of inspection including blocks, dinosaurs, puzzles, books, craft materials and dress up costumes. However, we have asked the service to review the resources and toys available to ensure all children are stimulated and challenged when accessing the setting. We also suggested the service develop a photo book of resources to help children choose what they would like to play with. We discussed expanding natural, open ended materials and loose parts available. This would help spark children's curiosities and extend their play and learning experiences.

Infection prevention and control measures were in place and in line with current best practice guidance. Personal Protective Equipment was available, if required. Daily cleaning schedules were established. This supported children and staff's health and wellbeing in the setting. We suggested children could wash their hand on arrival to support good hand hygiene and be in line with the setting's own procedures.

Risk assessments were in place for all areas within the setting. Mitigation measures were well considered and realistic. Staff undertook daily checks of the building. This approach helped support staff to show how they had identified, removed, or reduced risks to children while attending the service.

Appropriate procedures were in place to record accidents and incidents. These were discussed with and signed off by parents. Most of the staff had undertaken paediatric first aid. These procedures helped keep children safe and supported staff to respond effectively in the event of an accident or incident.

We saw that staff communicated and worked well together to keep children safe and secure while attending the service. Staff were vigilant and monitored who was entering and leaving the setting. Children were always accounted for. Parents we spoke to commented positively on the effective safety procedures in place. We highlighted the Care Inspectorate's SIMOA campaign which encourages services to act responsibly to safeguard, protect and support children's wellbeing.

How good is our leadership?

3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses.

The manager and team engaged well during the inspection process, demonstrating a commitment to future improvements. The setting was led by an enthusiastic manager, who was building confidence in their new role as they developed a vision for the service. This resulted in a positive working environment where staff felt confident sharing ideas and raising issues that initiated change. Staff told us they felt well-supported and included. Our discussions highlighted that they were motivated to support the service to grow and evolve to ensure positive outcomes for children accessing the setting.

The manager and team within the nursery were welcoming, friendly, and approachable on the days of inspection. We found staff provided positive on-the-floor experiences for children they cared for. However, the culture of self-evaluation and improvements were at an early stage and had not resulted in the processes being embedded effectively in the setting. Opportunities for a whole-team approach to self-evaluation and improvements plans were required to ensure all improvements are fully implemented and sustained. We suggested the team utilise the Care Inspectorate's "A quality framework for daycare of children, childminding and school-aged childcare" to review their current service provision. This would ensure the team's reflections and evaluation could identify gaps in practice and lead to meaningful changes that would support and sustain improvements in the service.

We found the new manager had established some quality assurance processes in the setting. Systems were in place to carry out regular supervision meetings with staff. This helped staff to reflect on their own practice, set targets and identify their training needs to further assist them in their role within the service. Quality assurance systems should continue to be developed and expanded to ensure they are robust and identify strengths and areas for improvements across the service and team. We discussed this with the manager who was keen to progress the new ideas and suggestions into their quality assurance calendar.

We asked the service provider and manager, as a matter of urgency, to review and establish robust child protection and safeguarding procedures. In addition, we asked they implement the most up-to-date National Child Protection Guidance within their policies and procedures. We suggested the team create a flowchart procedure that clearly identifies the actions and measures that should be taken should a child protection concern arise. We asked that the team consider who will hold the child protection lead role and responsibilities when the register manager is not present in the setting. (see requirement 1).

We discussed with the manager all staff would benefit from accessing effective training to refresh their safeguarding knowledge and expertise. This would ensure staff felt more confident in safeguarding and child protection processes and procedures should a concern arise. The manager advised that in-house training had now been organised for all members of the team. (see requirement 1).

When sampling child protection records, we identified one occasion where the relevant authorities had been contacted. We highlighted, to the manager, that they must notify the Care Inspectorate immediately if certain events take place. This provides assurances that events have been properly addressed in line with current legislation and regulations. Management should refer to practice guidance, "Records that all registered children and young people's care services must keep and guidance on notification" to identify events that require them to notify the Care Inspectorate. (see requirement 1).

Requirements

1. By 7 November 2024, to ensure children's health, wellbeing and safety are upheld, the provider must ensure the manager and staff are confident and competent in their role of protecting children from harm.

To do this, the provider must, at a minimum:

a) ensure the manager and staff are competent in and knowledgeable about national, local, and the service's own child protection procedures.

b) ensure the manager and staff are competent in using chronologies and child protection records to assess the level of risk to children, and that any concerns identified are reported to the relevant authorities timeously.

c) ensure the appropriate notifications are submitted to the Care Inspectorate when any child protection concerns arise in the setting.

This is to comply with Regulation 4(1)(a) (Welfare of users) of The Social Care and Social Work and Improvement Scotland (Requirements for Care Services) Regulation 2011 (SSI 2011/2010).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: "I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understating of their responsibilities" (HSCS 3.20).

How good is our staff team?

5 - Very Good

We evaluated this key question as very good. We found significant strengths in aspects of the care provided and how these supported positive outcomes for children.

Children were supported in a setting that was appropriately staffed to meet their individual health, wellbeing, and safety needs. Continuity of care and effective communication was promoted by the manager and staff which minimised the impact of staff breaks or unplanned absences on children. We found staff were proactive and flexible in their deployment throughout the day, they followed the children around the play spaces fluidly. This ensured children remained safe and their play was not interrupted unnecessarily.

The manager and staff had high aspirations for all children. They had an inclusive approach, to delivering the right support to individual children. Children with additional support needs were provided 1:1 support, if required, during their session to ensure they were safe, happy, and having fun.

Staff were respectful of each other and enjoyed being with the children. One staff member told us "I just want the children to have fun when attending." They worked well together to provide safe and fun play experiences. This ensured that there was a positive team ethos which benefited the children and helped them settle and enjoy their time at the service. One child told us "The staff speak really nicely to all the kids." Another child told us "Staff are nice."

Children and their families experienced a caring and nurturing setting as the team had established positive working relationships with each other, creating an inclusive, calm, and fun atmosphere. Respectful and effective communication had been established between the team and manager. We reviewed feedback from families and some comments included "the staff are super friendly, and facilities are fab," "staff are friendly and helpful," "staff are very attentive with children."

Permanent staff were appropriately registered with the Scottish Social Services Council.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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