

My Ohana IKEA Edinburgh Day Care of Children

Ikea
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Type of inspection:
Unannounced

Completed on:
18 April 2025

Service provided by:
Tinies U.K. Limited

Service provider number:
SP2023000041

Service no:
CS2023000177

About the service

My Ohana IKEA Edinburgh is registered to provide a creche service to a maximum of 24 children aged 3 up to 10 years at any one time. The creche is run from the IKEA store on the outskirts of Edinburgh and offers short-stay childcare where children can play while their parents or carers shop or eat in the store. The creche is one large room with a soft play and slide structure and various play spaces. Toilets are just off the creche room.

About the inspection

This was an unannounced inspection which took place on Thursday 17 April 2025 and Friday 18 April 2025. The inspection was carried out by one inspector 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 children using the creche
- received one on line questionnaire and spoke with three families as they picked up their child
- spoke with staff and management
- received six online questionnaires from staff
- observed practice
- reviewed documents.

Key messages

- Children told us staff were kind and we observed positive interactions.
- The environment was a safe, clean and welcoming space that supported children's play and wellbeing.
- New staff members experienced a structured and responsive induction process.
- The team worked flexibly and with a shared understanding of their roles, creating a safe, responsive and nurturing environment.

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

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|--|---------------|
| How good is our care, play and learning? | 4 - Good |
| How good is our setting? | 4 - Good |
| How good is our leadership? | 4 - Good |
| 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 quality indicator as good where several strengths impacted positively on outcomes for children and clearly outweighed areas for improvement.

Quality indicator 1.1: Nurturing care and support

Staff interactions were kind and welcoming, helping children feel valued and included. For example, children were greeted with friendly comments such as, "Hey, it's nice to see you again" and "Haven't you got bigger since you were last here," which contributed to a relaxed and reassuring atmosphere. However, children were not introduced to staff by name or informed about the location of key facilities such as toilets and drinking water. Improving these aspects of communication would further support children's confidence and sense of security. In our on line feedback, one family shared, "We have been using this service for nearly two years and all the staff are really helpful, happy and caring... all of them are caring and really supportive of my child." This reflected the positive relationships that had been built with families over time.

Staff were attentive to children's emotional wellbeing and responded sensitively to their cues, helping them feel secure and emotionally safe. For example, when a child was startled, staff provided immediate comfort and reassurance, demonstrating a nurturing and inclusive approach. Quieter children were gently encouraged to engage in play, with staff sitting beside them to offer support and promote confidence.

Children settled quickly into the creche, supported by staff who tailored their approach according to each child's age and developmental stage. Staff understood the importance of supporting transitions and described how they would contact parents if a child remained unsettled, recognising that a brief check-in could help the child regain confidence. We saw families being invited into the crèche to allow children to see what it was like before being left, which helped to build trust and ease separation. A newer member of staff described being supported by a senior colleague to welcome children and families, contributing to a consistent and calm environment.

Personal planning was proportionate to the short-term nature of attendance and focused on gathering essential information to support each child's wellbeing. Key details such as medical needs, allergies and any required additional support were recorded at drop-off. More detailed care plans were completed for children who needed additional support in their care. These were updated every three months for returning children or when a child returned from a long period of not attending. This helped ensure information was up to date and staff could meet each child's needs fully.

All staff had completed first aid training and participated in a safeguarding quiz initiated by the manager. In addition, the manager and a staff member had recently completed safeguarding training, which they found helpful in refreshing their knowledge. Safeguarding records and procedures were in place should they ever be needed and understood by staff, who demonstrated confidence in how to respond to concerns.

Quality indicator: 1.3 play and learning

Children attending the crèche experienced a range of play opportunities that fostered their enjoyment and engagement. Although their time in the creche was brief, they eagerly explored the environment and made confident choices about where and how to play. One child shared, "It's very exciting coming here, I love this place. There are so many toys and you can't get bored."

Another commented, "I've been here before and it's fun because there is lots of things to do." A family shared with us, "Our child always finds different things to do, their only complaint is that an hour is not enough"! This reflected the high level of satisfaction with the creche and what it had to offer.

Staff supported children's play by providing a variety of resources and responding to their interests. For example, dolls had recently been sourced in response to children's suggestions. During our visit a child said they thought chapter books would be a good addition in the creche and the manager made a commitment to buying these. Arts and crafts were especially popular, with children frequently choosing these activities. One staff member noted, "Arts and crafts are the biggest hit" and was observed sitting at the table encouraging children by asking, "Who would like to play with the playdough"? This responsive approach helped children feel included and valued.

Children benefited from the well organised crèche room and the freedom to move between different areas. Staff had recently reorganised the layout to better suit children's needs, explaining, "We noticed the room wasn't working so well, so we moved the tables and units and it's better now". This flexible approach contributed to a more effective use of the space and improved flow for play.

We observed staff effectively supporting both individual and group play experiences. Two children were seen enthusiastically creating a zoo using animal figures in the large open space, inviting a staff member to join in. The staff member supported their interactions while allowing the children to lead their own play. Staff also actively participated in other types of play, such as joining a child for a game of football. This involvement helped build positive relationships and strengthened children's engagement in their chosen activities. Staff used a monthly planner to plan a different range of experiences and had recently introduced a floor book to document 'the things we do in the crèche'. This helped new children know what to expect and offered returning children an opportunity to remember their past experiences.

Staff reflected on the varying needs of different age groups. While they made efforts to meet these, they identified a need for more resources for older children. One said, "I feel we need more for older children. Some of them say it's perfect, but others are clearly looking for something more". We agreed that enhancing the range of resources for older children would help sustain their engagement. Additionally, although some loose parts for open ended play were stored in a cupboard and brought out occasionally, making a wider selection more accessible would further enrich opportunities for creativity and exploration to suit the wide range of age groups.

Children told us the staff were kind and we observed positive interactions that supported their confidence and creativity. One child delightedly exclaimed, "I've just found out they have dresses, and I love them they weren't here the last time I was here!" This comment reflected how well children responded to the experiences available in the short period of time they had in the creche.

How good is our setting?

4 - Good

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

Quality indicator 2.2: Children experience high quality facilities

Children experienced a safe, clean and welcoming environment that supported their play and wellbeing.

The crèche was well maintained, with daily cleaning carried out by dedicated cleaners and maintenance support available when needed. Staff told us, "IKEA always make sure the crèche is cleaned and we have cleaners that clean it twice a day". This contributed to a consistently hygienic setting and as a result, we saw no concerns around infection prevention and control.

The environment was secure and well organised, helping children feel safe and at ease. Clear procedures were in place for arrival and departure, ensuring a controlled and reassuring experience for families. Families completed a digital registration form before entering the creche, which was checked by staff using an iPad. Children were escorted through two locked safety gates by staff and wore a belt with an alarm system. This would activate if a child attempted to leave without staff authorisation, helping to keep them safe. Families were given pagers to alert them when five minutes remained of the session or if staff needed them to return early. One staff member shared, "The crèche is a safe, secure, and well maintained environment for both children and staff", which was evident throughout the visit.

Daily health and safety checks were completed and children's emergency contact details were kept up to date. While there had not been any reportable accidents or incidents, appropriate forms were available and staff were confident in how to complete them. Emergency procedures were well understood by the team, helping ensure children's safety. Staff ensured furniture and resources were safe and suitable for the children attending, with regular checks on equipment. There were clear lines of sight throughout the room to support effective supervision. Toilets were located directly off the crèche room and were easily accessible for children, promoting independence.

The creche room layout had been adapted over time to better meet children's needs. One staff member commented, "The crèche has been through rearrangements as the team tried to suit the needs of children within the space we have and make it as much of it accessible as possible." The open plan space included designated areas for creative play, reading, role play, construction, puzzles and physical activity. The large soft play and slide structure was particularly popular with children and supported active, energetic play. Although IKEA policy required children to keep their shoes on for safety during emergency evacuations, staff made efforts to maximise enjoyment within these limits.

To enhance children's awareness of safety, a staff member had recently introduced Simoa, a character from the Care Inspectorate safety campaign. Plans were in place to discuss this at a team meeting to explore how it could be used meaningfully to involve children in learning about keeping safe in the creche. Staff recognised that "there is always room for improvement" and demonstrated a proactive attitude towards maintaining and developing the environment to support children's needs.

How good is our leadership?

4 - Good

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

Quality indicator 3.1 Quality assurance and improvement are led well

The creche was at the early stages of developing a culture of continuous improvement. A motivated and reflective staff group, alongside a supportive leadership approach, meant that systems were building steadily. Since the start of the year, the manager had introduced an overview to guide the understanding of audits and self evaluation. A manageable approach had been taken, with time set aside to support this work during quieter periods in the crèche.

This helped ensure that quality assurance processes were becoming embedded in practice.

Initial audits had been carried out across key areas such as accident and incident records, safeguarding, maintenance, first aid and staff professional body registration. Oversight from the provider also contributed to improvements in areas such as health and safety. Where actions had been identified, such as from the Royal Society for the Prevention of Accidents (ROSPA) inspection, these were being followed up appropriately. An internal action plan had recently been introduced to track progress. However, as these systems were in their infancy, it was not yet possible to fully evaluate their impact.

Staff described being involved in reflective discussions during team meetings and felt that their views were listened to and valued. One staff member told us, "I have supported my manager through reading document changes and being consulted for my feedback and I have been listened to... I've seen changes based on my suggestions". Another reflected, "We are involved in self-evaluation and get our points across at team meetings". This collaborative approach supported staff to feel ownership over changes, including adaptations to the environment and resources.

Feedback from families was welcomed and encouraged through a Quick Response (QR) code and feedback forms. However, responses were limited. Children's views were captured through a new floor book system and also a routine where they could indicate how they felt about their experience using coloured blocks to show emotions such as happy, sad or safe as they left. This provided a child-friendly way of including children's voices in service improvement.

A family shared that their children regularly asked to return to the crèche, even when they had no planned visit to IKEA. We met a family who used the system of attending the creche for an hour, leaving for an hour and returning for an additional hour as their children enjoyed it so much. This highlighted the positive impact the creche was having on children's experiences. Staff told us that families often commented positively when leaving, with one noting, "Parents and children always seem happy while they are at the crèche and when they are leaving". This demonstrated the success in creating a welcoming creche that fostered strong engagement and encouraged repeat attendance.

How good is our staff team?

5 - Very Good

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

Quality indicator 4.3: Staff deployment

Children benefitted from a staff group who were deployed effectively to meet their care and support needs. Staff communicated well and worked confidently together to ensure children were consistently safe, nurtured and engaged throughout their time in the crèche. Staff were observed regularly counting children, updating each other on their movements and providing appropriate supervision across all areas of the creche. This ensured children were well supported and transitions, such as drop-off and pick-up, were calm and well managed.

Decisions about staffing levels were clearly based on the number and needs of children present, promoting a high standard of care. For example, staff reduced the number of children able to attend the crèche when a child required 1:1 support, ensuring the quality of experiences for all children was maintained.

Appropriate levels of staffing were consistently maintained, with clear contingency plans in place to ensure continuity of care. For example, lunchtimes were well supported by an additional staff member, ensuring consistent staffing levels during staff breaks. As a result, staff were deployed effectively to meet children's needs throughout the day.

New staff members experienced a structured and responsive induction process that was tailored to individual needs, with mentoring matched to the person best able to provide support. Staff consistently reported feeling confident and well prepared for their roles, reflecting the effectiveness of the induction process. Staff described their induction as "exceptional," noting it was both "thorough and helpful" and highlighted the support received from the crèche team and wider operational staff. They also mentioned that "Monthly training sessions helped further enhance my skills and knowledge" and "My mentor has been very clear and showed me the routines of the room, especially the signing in and out of the children". These comments confirmed positive reflections on staff experience of the induction process.

A staff training file was in place and included evidence of core compliance training. Plans were in progress to broaden access to training in relation to early learning and childcare good practice, which would further support staff confidence and enhance outcomes for children. Staff reflected that training such as child protection and first aid had increased their understanding of safeguarding principles and procedures. One staff member said, "It's helped me recognise the signs of abuse and follow the correct procedures," while another commented, "Training keeps important information fresh in my mind and helps me be more creative and understanding of certain issues". This demonstrated a commitment to learning and improving outcomes for children through informed and confident practice.

Monthly team meetings had recently been introduced and provided a valuable space for staff to reflect, share ideas and contribute to decision-making. Topics discussed included daily routines, care needs, cleaning, activity planning and quality assurance. Staff confirmed they could contribute to the agenda and that their views were listened to which led to a sense of collective responsibility.

Roles and responsibilities were being developed, with staff beginning to explore taking lead roles in areas such as planning for play, front desk duties and checking resources. This had also supported staff to take a lead role in overseeing the day and creating positive experiences for children, with a staff member stating, "I try to make their experience as positive as possible." Regular 'job chats' with the manager provided an opportunity for ongoing support and reflection, contributing to positive staff morale and development. One staff member said, "My wellbeing is always being recognised. My manager is always making sure everyone is happy at work", while another shared, "The leadership team creates an open and approachable environment. I always feel that my mental and physical wellbeing is valued." Staff described the manager as "very approachable", with one person adding, "If I had an issue, I would speak to my manager and am confident that my needs would be met". As a result the team was empowered to be their best, leading to a positive atmosphere for staff, children and families.

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

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| 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? | 4 - Good |
| 3.1 Quality assurance and improvement are led well | 4 - Good |
| How good is our staff team? | 5 - Very Good |
| 4.3 Staff deployment | 5 - Very Good |

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