

My Ohana Scottish Parliament Creche Day Care of Children

The Scottish Parliament
Edinburgh
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Type of inspection:
Unannounced

Completed on:
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Service provided by:
Tinies U.K. Limited

Service provider number:
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Service no:
CS2023000142

About the service

My Ohana Scottish Parliament Creche provides a care service to a maximum of 15 children aged between 6 weeks and primary school entry at any one time. Each child may attend the service for a maximum of three hours per day or, one 4 hour session per week.

The service is located within the Scottish Parliament, Edinburgh, and is open from Tuesday to Thursday. The service is open to the public who are visiting the Scottish Parliament and to staff who work there. It can be accessed on a drop-in basis or pre-booked sessions.

About the inspection

This was an unannounced inspection which took place on Thursday 24 April, 2025 between 10:00 and 13:00 and Tuesday 29 April between 9:00 and 12:00. 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 registration information, information submitted by the service and intelligence gathered.

In making our evaluations of the service we:

- received electronic feedback from 11 families who used the service;
- spoke with staff and management;
- observed practice and daily life;
- reviewed documents.

As part of this inspection we undertook a focus area. We have gathered specific information to help us understand more about how services support children's safety, wellbeing and engagement in their play and learning.

This included reviewing the following aspects:

- staff deployment;
- safety of the physical environment, indoors and outdoors;
- the quality of personal plans and how well children's needs are being met;
- children's engagement with the experiences provided in their setting.

This information will be anonymised and analysed to help inform our future work with services.

Key messages

- Children experienced very warm, caring and nurturing support from staff who knew them very well.
- Children's choices were supported very well through a balance of planned and spontaneous play experiences and resources.
- Play experiences across the creche supported the development of children's language, literacy and numeracy.
- Effective leadership and quality assurance processes supported the ongoing development of the service.
- Children benefitted from a committed team who were passionate about providing high quality care and support.

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?	5 - Very Good
How good is our setting?	5 - Very Good
How good is our leadership?	5 - Very 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?

5 - Very Good

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

Quality Indicator 1.1 Nurturing Care and Support

Children were happy, settled and having fun. They experienced warm, caring, and nurturing approaches from staff who were responsive and skilled in building trusting relationships. This contributed to children feeling valued and respected. Parents all strongly agreed with the statement 'Overall, I am happy with the care and support my child receives in this setting'. Comments we received included, "It's a very appreciated and special space" and "It's an exceptional service".

Children's emotional security and wellbeing was well supported by staff who used a nurturing approach to support transitions and offered comfort when needed. Staff were sensitive to children's individual needs and used stories, songs and rhymes to help settle and soothe them. This contributed to them feeling safe and secure within their environment. Some children were gently encouraged to engage in play, with staff sitting beside them to offer support and promote confidence. Children benefitted from staff who responded to their cues, helping them feel secure and emotionally safe.

Children and families benefited from a service that valued the importance of establishing strong working relationships with families to support children. This ensured that children received appropriate levels of consistent care and support. There was daily communication with families at drop off and collection time, and there were opportunities for parents to spend time in the creche. Parents were very positive about the level of information they received at collection time and told us "Staff always take time to tell me of the day's events" and "Always excellent feedback and ideas".

Personal plans held information to support and promote children's well-being, health, and safety. For example, medical needs, allergies, and any required additional support. The plans were reviewed with parents regularly which meant the information remained current and supported a continuity of care. Due to the nature of the creche in offering drop-in sessions, some children did not attend for several weeks or months at a time. These plans were reviewed on children's return to the service. This ensured information was current and relevant to support individual care needs. Staff demonstrated that they knew the children well. Where children required further support, staff had established good working relationships with other agencies and were confident in their role in liaising with them. As a result, children experienced a collaborative approach to their care and development.

The medication policy and procedures were in line with best practice guidance. Effective medication systems and procedures were in place to keep children safe if they required emergency medication.

However, staff did not administer any other medication as all parents remained onsite within the Scottish Parliament building and were responsible for the administration of medication.

Children experienced calm and relaxed mealtimes which were flexible in meeting the needs of individual children and the hours they attended. Parents provided children with packed lunches and snacks, however, the service had additional light snacks and fruit available if required. There were opportunities for children to make choices and develop independence skills, as they selected what they wanted for lunch and snack from their own home boxes. Staff sat with children at mealtimes and supported social interactions. This

meant they could provide children with help or assistance when needed. They were knowledgeable of how to keep children safe and ensured any dietary needs were met.

Quality Indicator 1.3 Play and learning

A range of play experiences were fun and engaging for children to lead their own play. They had opportunities to use their imagination and learn and develop through exploration, curiosity, and creativity. We saw children enjoying playing in the tuff tray with a range of sensory and natural materials, for example, flour, pasta, water, herbs and spices. This helped to stimulate children's interests and extend their play and learning experiences. Children told us they were "making cakes and fun things".

Planning approaches were child led and responsive to children's interests which supported children to feel involved. These interests were captured and progress tracked through observations, photographs, and artwork. Children showed pride in their achievements and enjoyed chatting and recalling events. These interactions helped build and develop children's self-esteem.

Staff offered support to children during their play, while being aware of when to engage and when to step back. Staff understood their role in supporting children's development and were adding further value to children's play and learning through their carefully considered interactions, for example, supporting a child's interest in a set of weighing scales. Staff interaction extended the child's learning and interest in weights and measures. The addition of a measuring tape and comparing of sizes added further interest and enjoyment.

The range of quality experiences provided across all the areas along with staff skills and knowledge extended children's play and learning. We saw floor books that highlighted how children were consulted and participated in planning their own learning. Staff respected and valued children's ideas and suggestions about their play and learning.

Children had the opportunity to develop their numeracy and literacy skills. For example, staff made good use of songs, rhymes and reading books to encourage children's vocabulary and language skills. Children also had the opportunity to develop their numeracy and literacy skills and mathematical language while playing with real life and open-ended resources across the setting.

How good is our setting?

5 - Very Good

We evaluated this key question as very 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 benefitted from a welcoming environment that was warm, well-furnished, and comfortable. Quiet spaces were available across the playroom including a cosy book corner and several floor areas with rugs and cushions. These spaces helped children to relax and self-regulate. A recent addition of dimmed lighting had been introduced. This created a more soothing environment for babies and offered older children opportunities to rest.

Children's safety was maintained by a secure entry system during drop off and collection times. Visual displays, for example a whiteboard, supported staff in knowing how many children were present at any

given time. The entrance area displayed photographs and information for parents, and children had access to their own space to store their personal items, which helped promote a sense of belonging. Parents all agreed with the statement 'the setting is well furnished, comfortable and homely' and one parent commented "Security is always excellent, and the space is safe, tidy and well looked after".

Children had access to a range of resources that were well-organised and encouraged exploration and fun. Staff had created a well thought out, inviting, fun and stimulating play space. It was homely, comfortable and furnished to a high standard. There was ample space for children to extend their learning and interests with their chosen activities. Books and print were spread throughout the play spaces and children were seen exploring these spaces with confidence. The layout of the playroom ensured that all children could freely move around and had easy access to, art and crafts, messy play, music, dressing up, a climbing frame, bikes and balls.

Effective procedures for infection prevention and control helped to ensure a clean and safe environment. Infection control measures reduced the risk of infection being transmitted with good handwashing facilities for staff and children which were used effectively. An additional sink had been installed within the playroom exclusively for handwashing. This meant there was now a designated sink for the washing of playroom resources, for example, paint pots and messy play resources. Toilet and nappy changing areas were clean, with personal protective equipment (PPE) being stored appropriately. Staff regularly cleaned resources, toys and surfaces. Daily checks were conducted, and risk assessments covered all areas within the setting in keeping children safe.

The small outdoor area accessed directly from the playroom was not presently in use. However, there was a designated garden area within the grounds of the setting, a short walk through the public space of the Scottish parliament building. This area offered a range of resources that supported curiosity, creative thinking and problem solving. For example a mud kitchen, water, sand, construction toys and sensory activities.

How good is our leadership?

5 - Very Good

We evaluated this key question as very 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 management team promoted a positive attitude and recognised the importance of a shared vision, values and aims. These had recently been reviewed and had involved families as part of the process, they were consistent with a welcoming and supportive ethos.

The management team valued staff and were committed to ensuring they were motivated and supported to conduct their roles effectively. Staff expressed that they felt well supported by the management team and appreciated their regular presence within the playroom. Within our survey, staff strongly agreed that their wellbeing needs were recognised and supported.

Quality assurance processes were in place to ensure aspects of the service were routinely monitored. An annual quality assurance calendar helped the management team keep on track of auditing and monitoring tasks, for example, medication, accidents and incidents. Regular monitoring of staff practice ensured children received high quality play and learning experiences.

The service improvement plan had priorities that were outcome focussed with realistic targets. These included communication, language and literacy. This was informed by self-evaluation. Staff told us they were meaningfully involved in the self evaluation process and improvement planning of the service. As a result improvements were made at a steady pace.

Regular team meetings enabled staff to receive updates on the service, discuss the needs of individual children and share good practice. As a result, everyone was working together to ensure all children reached their full potential. Staff were confident voicing their ideas and highlighting areas for development across the service. This contributed to staff feeling valued and listened to.

How good is our staff team?

5 - Very Good

We evaluated this key question as very 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 nurturing, caring and dedicated staff team who were warm and responsive in their approach. Staff worked well as a team and were motivated and committed to ensure continuity in children's care. They were respectful in their interactions with each other which created a positive ethos. Staff were all very positive about their team relationships and one staff member told us "I enjoy working with this team, everyone is very supportive of each other friendly and hard working".

All parents strongly agreed with the statement 'I have a good relationship with the staff caring for my child' and one parent shared "The whole environment is excellent but it's the staff and management that really what makes this place shine".

Staff were effectively deployed across the service throughout the day. This helped to ensure that every child received high quality care and learning experiences. Busier times of the day, such as staff lunches, did not impact on experiences for children as this was supported by the management team should they need more support.

Staff deployment took account of children's needs and promoted the importance of positive attachments, for example, a child settling in was supported by a consistent adult who had the time and freedom to give them their full attention. This resulted in the child gradually building up their confidence to play and engage with others at their own pace.

Communication and team working enabled consistent approaches and continuity of care for children. Daily updates provided opportunities for staff to reflect on the experiences and opportunities for play, and plan to extend children's interests and learning. More formal team meetings were held regularly which allowed all staff to feel informed and included in decisions and development areas.

Staff recently employed in the service described how they were warmly welcomed and introduced to their new roles. They felt supported by an appointed mentor who provided guidance and reassurance to help build new skills and confidence.

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?	5 - Very Good
1.1 Nurturing care and support	5 - Very Good
1.3 Play and learning	5 - Very Good

How good is our setting?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very Good

How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good

How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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