

Early Years Inspectorate Regulatory Report

Pre School

TUSLA Identifier: TU2024DY007

Name of Service: My Ohana IKEA

Address of Service: 11 St Margarets Road, Ballymun, Dublin 9

Eircode: D11 FW18

Name of Registered Provider: Louise Williams

Service type: Drop-In

Date of Inspection: 20/01/2025

No of pre-school children:	AM	0	PM	3
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Address of the Early Years Inspectorate:	Early Years Inspectorate 2nd Floor, Unit 4/5 The Nexus Building Blanchardstown Corporate Park Ballycoolin Dublin 15 D15 CF9K
Inspection undertaken by:	C Kerrigan
Title:	Early Years Inspector.

Authority to Inspect

The Tusla Early Years Inspectorate carries out inspections of Early Years Services under Section 58(J) of the Child Care Act 1991 (as inserted by Section 92 of the Child and Family Agency Act 2013).

Conditions if applicable | Not applicable

Description of service

My Ohana is a privately owned service located in Dublin 11 providing a drop-in service to customers in Ikea. This service is registered to provide care for a maximum of 24 children in the 3 to 6 years age range for no more than one hour. The service currently operates five days a week from 11.00am to 7.00pm. The service is located on the second floor of the Ikea retail store. There is one large care room with adjacent sanitary accommodation for staff and children.

Staffing

The registered provider employs five staff members including the person in charge and four care workers. The registered provider works in an administrative capacity and does not provide direct care to children within the service. On the day of inspection there was four members of staff available to children in the drop-in centre.

Methodology

Tusla's Early Years Inspectorate is the independent statutory regulator of early years services in Ireland. The Child Care Act 1991 (Early Years Services) Regulations 2016 define the duty of a registered provider to ensure the safety and well-being of children and to comply with these regulations. This Act also gives Tusla the authority to assess compliance with the regulations. The purpose of regulation in relation to early years services is to ensure that the care, safety, and well-being of children attending such services is upheld. Inspections of early years services are planned based on the following:

- Previous inspection history
- Any information received in relation to the service

The findings on inspection are based on:

- Information obtained through examination of documentation
- Direct observation
- Discussion with relevant staff

This inspection was announced and focused on the area of governance/ health, welfare and development of child.

The inspection may also focus on other areas as required. This inspection focused on the following regulations:

- Regulation 9 Management and Recruitment (2)(a)(b)(c)(d),(4).
- Regulation 11 Staffing levels (1)(6)(8)(a).
- Regulation 19 Health Welfare and Development of the Child.

Inspection findings are documented in the inspection report which is first issued in draft format to the service with an opportunity to respond to any findings. Where statutory requirements are identified as not being met, the registered provider must demonstrate how they have rectified the non-compliance and will prevent any non-compliance from re occurring. The Corrective Action and Preventive Action plan (CAPA) will be used to inform decisions about compliance with regulatory requirements. Where the registered provider fails to meet the statutory requirements an escalation process may be commenced.

The inspectorate reserves the right to edit responses received for reasons including clarity, completeness and compliance with administrative and legal processes.

The contents of the report are compiled by the inspectorate body.

Acknowledgments

The inspector wishes to acknowledge the cooperation of the registered provider, person in charge, staff and children who were present on the day of the inspection.

Part III – Management and Staff

Regulation 9 – Management and recruitment

(2) A registered provider shall ensure that each employee, unpaid worker and contractor is suitable and competent taking into consideration the nature of the needs of children, including by-

- (a) consideration of references from the person's past employers, if any, and in particular the most recent employer, if any,*
- (b) consideration of references from reputable sources in the case of a person who has no past employers,*
- (c) consideration of the vetting disclosure received from the National Vetting Bureau of the Garda Síochána in accordance with the Act of 2012 in respect of the person, and*
- (d) ensuring, insofar as is practicable, that where a person has lived in a state other than the State for a period of longer than 6 consecutive months, he or she provides police vetting from the police authorities in that state.*

(4) A registered provider shall ensure that, without prejudice to the generality of paragraph (2) and subject to paragraphs (5) and (6), each employee working directly with children attending the service holds at least a major award in Early childhood Care and Education at Level 5 on the National Qualifications Framework or a qualification deemed by the Minister to be equivalent.

Compliance Information

- (2) The files of six adults working within the service, to include the registered provider and an agency staff member were reviewed.
- (a) Nine written and validated references were available from a previous employer for the six adults working within the service.
 - (b) Three written and validated references were available from a source other than a previous employer for three adults working within the service.
 - (c) Garda vetting disclosures had been obtained for the registered provider and the five staff members who work directly with children. The service also demonstrated compliance with the Early Years Inspectorate Regulatory Notice requiring services to renew Garda vetting every three years.
 - (d) Police vetting was available for registered provider and two staff members who had resided in a country other than Ireland for a period longer than six consecutive months.
- (3) All references and Garda vetting procedures were completed prior to the five staff members being allowed access or contact with a child attending the pre-school service.
- (4) The files of the registered provider and five members of staff employed who work directly with the children were reviewed and each held a major award at Level 5 or higher in Early Childhood Care and Education on the National Qualifications Framework.

Part III – Management and Staff

Regulation 11 - Staffing levels

(1) Subject to this Regulation, a registered provider shall ensure that there is at all times an adequate number of adults working directly with the children attending the pre-school service.

(6) A registered provider of a pre-school service in a drop-in centre or a temporary pre-school service shall ensure that at all times the minimum ratio of adults to children specified in column (3) of Part 3 of Schedule 6 opposite a particular reference number in column (1) of that Part in respect of the age range of the children specified in column (2) thereof at that reference number is satisfied.

(8) Without prejudice to paragraphs (2) to (7)-

(a) a registered provider of a pre-school service other than a child-minding service or a sessional pre-school service shall ensure that there are at least 2 adults on the premises at all times,

Compliance Information

(1) On the day of Inspection there was an adequate number of adults working directly with the children attending the pre-school service. There were five adults working with 3 children aged from three years to four years of age.

(6) It was observed that the correct adult/child ratio was maintained in the service throughout the inspection as there were five staff working with three children aged between 3-4 years.

(8) (a) The staff roster available demonstrated that two adults were on the premises during the operation of the service.

Part V - Care of Child in Pre-school Service

Regulation 19 - Health, welfare and development of child

(1) A registered provider shall, in providing a pre-school service, ensure that-

(a) each child's learning, development and well-being is facilitated within the daily life of the pre-school service through the provision of the appropriate activities, interaction, materials and equipment, having regard to the age and stage of development of the child, and

Compliance Information

(1)(a) The learning, development and well-being of children was supported by the provider as outlined in the following examples:

Basic Needs

- The children appeared content and had lots of opportunity for play and exploration during the inspection. Play and interactions were child led.
- The staff members spoke to the children in a kind and respectful manner, using children's individual names in soft tones.
- Food is not supplied during the children's time at the service however water was freely available for any child who may need it.
- The service had made provisions for children's rest with a designated area of books, soft cushions and matting.
- Sanitary areas are clean and well maintained with low level toilets and sinks present.

Supporting Relationships

- The children appeared to be content and confident in the presence of the staff members, engaging in play and conversation and approaching them for help when needed.
- Children were supported by staff with settling into the service through play and distraction. When children struggled with settling in attempts were made to sooth them through play, with parents being called when children became upset. Staff followed the service's Settling In Policy in an empathetic and child led manner.
- Relationships between staff and parents were supported with technology. Parents use a software application located outside the service to input their child's details. This forms the basis for the child's

individual care plan within the service. Parents are given beepers so the service can communicate with them if and when needed. It was observed at pick up that staff give a verbal handover to the parents of their child's time within the service.

Physical Environment:

- The large well-lit playroom was an inviting space for children to play and explore. The furniture was low level and of differing sizes, allowing children to engage in tabletop activities, whilst giving opportunities for children to play with different sized peer groups.
- There were areas of interest well-spaced around the room, for example on a raised platform towards the end of the room there was access to a large ball pit and ceiling hung tents allowing for the development of both sensory and gross motor play. Imaginary play areas along with arts and crafts, sorting, stacking and construction areas were well defined and easily accessible to children within the service.
- Walls displayed children's artwork bringing a sense of belonging and achievement.
- A large wall mounted interactive touch screen was available to the children, there was child led interactive options, for example children could both draw and play educational interactive games of their choosing.