

Care service inspection report

Blairmore Nursery School

Day Care of Children

Blairmore Road
Greenock
PA15 3JS

Type of inspection: Unannounced

Inspection completed on: 27 January 2015



HAPPY TO TRANSLATE

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Service provided by:

Inverclyde Council

Service provider number:

SP2003000212

Care service number:

CS2003016340

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Summary

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

We gave the service these grades

Quality of Care and Support	5	Very Good
Quality of Environment	5	Very Good
Quality of Staffing	5	Very Good
Quality of Management and Leadership	5	Very Good

What the service does well

Staff were warm and friendly which helped to create a welcoming environment. Staff were observed to work very well as a team and complimented each others skills and experiences. We heard staff praising children and developing children's confidence and self esteem. The children enjoyed the range of interesting play experiences provided.

What the service could do better

There were no recommendations made at the time of inspection. The head teacher should take forward the areas for development that had been identified.

What the service has done since the last inspection

The head teacher discussed a number of improvements that had been made since the time of the last inspection. This included the many more opportunities for parents to be involved in the development and improvement of the service; and the progress that the service had made in relation to the Eco Schools Programme, the service were just about to apply for their Green Flag. The head teacher confirmed that she had worked through the action plan that was in place since the last Education Scotland inspection.

Conclusion

We found the service was performing very well in the areas covered by this inspection. The head teacher and staff team demonstrated a very positive approach towards the continued development of the service. Parents told us they were happy with the service provided. This was confirmed by the parents in their responses we received in our questionnaires and the parents we spoke to during the inspection.

1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Prior to 1 April 2011, this function was carried out by the Care Commission. Information in relation to all care services is available on our website at www.scswis.com.

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011

Requirements and recommendations

If we are concerned about some aspect of a service, or think it could do more to improve its service, we may make a recommendation or requirement.

- A recommendation is a statement that sets out actions the care service provider should take to improve or develop the quality of the service based on best practice or the National Care Standards.

- A requirement is a statement which sets out what is required of a care service to comply with the Public Services Reform (Scotland) Act 2010 ("the Act") and secondary legislation made under the Act, or a condition of registration. Where there are breaches of Regulations, Orders or conditions, a requirement may be made. Requirements are legally enforceable at the discretion of the Care Inspectorate."

Blairmore Nursery School is provided from purpose built accommodation in Greenock. The service is provided by Inverclyde Council. The service is registered to care for a maximum of 56 children aged from 3 years to children not yet attending primary school. The service also had an Early Years Language Centre which caters for children with a language delay or disorder and for children on the autistic spectrum.

Included in the services aims is "To provide an exciting, stimulating learning environment, making full use of the natural environment around us where children feel happy and secure and learning is fun." A full copy of this can be obtained from the service.

Based on the findings of this inspection this service has been awarded the following grades:

Quality of Care and Support - Grade 5 - Very Good

Quality of Environment - Grade 5 - Very Good

Quality of Staffing - Grade 5 - Very Good

Quality of Management and Leadership - Grade 5 - Very Good

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.careinspectorate.com or by calling us on 0345 600 9527 or visiting one of our offices.

2 How we inspected this service

The level of inspection we carried out

In this service we carried out a low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

What we did during the inspection

We wrote this report after an unannounced inspection on Tuesday 27 January 2015. Two inspectors for the Care Inspectorate carried out the inspection.

As part of the inspection, we took account of the completed annual return and self assessment that we asked the head teacher to complete and submit to us.

We sent twenty care standards questionnaires to the provider to distribute to parents of children who used the service (parents/carers will be referred to as parents in this report). Parents returned ten of the completed questionnaires before the inspection.

During this inspection process, we gathered evidence from various sources, including the following:

We spoke with:

- the head teacher
- staff
- children
- parents.

We observed all of the children during their play. We observed how staff worked with and cared for the children.

We looked at:

- Information for parents
- Information on children's and parental participation
- Newsletters
- Complaint procedure
- Information on infection control
- Medication information; and consent forms
- Information on risk assessments
- Children's folders

- Accident and Incident records
- Staff files, including training records
- Staff meeting minutes
- Parent meeting minutes
- Improvement plan
- Certificate of Registration
- Certificate of insurance
- Information on quality assurance
- the environment and equipment.

Grading the service against quality themes and statements

We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

Inspection Focus Areas (IFAs)

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

Fire safety issues

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services' responsibilities for fire safety at www.firelawscotland.org

The annual return

Every year all care services must complete an 'annual return' form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

Annual Return Received: Yes - Electronic

Comments on Self Assessment

Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

The head teacher submitted a self assessment that identified what they thought they did well, some areas for development and any changes they planned.

Taking the views of people using the care service into account

Children were observed to be happy and busy throughout the inspection visit. Kind and caring interactions were observed between staff and children, with staff taking time to listen to the views of the children. Staff used praise to encourage the children to take part in a range of activities.

In particular we observed the children having great fun taking part in the following activities:

- children were making soup, grating, cutting and chopping carrots and leeks. Children appeared engaged in this activity with staff support. Each group was called over to help with the soup preparation. We observed good hand washing practices before children started to make the soup.

- children played well at the plasticine table making cakes. Some children were painting with a wide variety of paint colours available at the table. We observed sensitive support provided by staff.

- children shared that they enjoyed:

"colouring in"

"painting"

"playing with the castle"

"playing outside."

Taking carers' views into account

We sent out twenty questionnaires and ten were completed and returned to us before our inspection. Eight of the parents 'strongly agreed' and two parents 'agreed' that they were happy with the quality of care their child receives in the service.

We received a very positive response to our questionnaires.

On the day of inspection all of the parents we spoke to confirmed that they were very happy with the nursery, one parent commented "my child has really come on and staff are great"

One parent confirmed she would be happy to raise any issues with staff but has not had any. A second parent confirmed that the children are well looked after and safe in the nursery.

A third parent spoke about really enjoying the parents work shop in particular the brain development training; and advised that the nursery had helped her and her family.

Parental comments and references to the Care Inspectorate questionnaires are detailed through this report.

3 The inspection

We looked at how the service performs against the following quality themes and statements. Here are the details of what we found.

Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 5 - Very Good

Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service.

Service strengths

We found the service had a very good approach to involving children and families in assessing and influencing the quality of care and support provided. We gathered evidence from discussions with children and parents, observing the children at play and information from staff.

We found the service involved children and parents and asked for their views in several ways. These included:

- daily discussions with parents when they either drop off and collect their child to share information about their child's particular needs for that day
- daily discussions and observations of children to find out what they wanted to do each day
- parents meetings - formal and informal to discuss their child's development;
- parents notice boards and displays providing relevant information in relation to what their child was doing and had achieved
- regular newsletters were given out, this included asking for and encouraging parental views about different aspects of the service.

The head teacher discussed that the service was in the process of piloting a new planning format for the local authority. This process used a different system of recording children's views rather than the variety of different methods that the service had previously used. From the planning sheets we could see that the children had been interested in learning about dinosaurs; and 'We're going on a bear hunt'.

The head teacher had asked the children their thoughts on the different areas of the early learning and childcare centre. This was carried out through the use of photographs of each area. The children were encouraged to share their thoughts and feelings using happy and sad faces, with the head teacher scribing these thoughts. We could see that the children were very positive about the service, with details of activities that were not their favourite.

The service was involved in the Eco-Schools programme. This programme is to make environmental awareness and action an important part of the life and ethos of the service, for children and staff. It also involves engaging with the wider community. The children shared with us all the recycling that they had been doing in the service. A number of the children had been involved in the Eco committee. The service was about to apply for Green Flag status. This demonstrated how the service included, respected and valued the children's input.

The service had recently started to use Twitter as a means of sharing information and photographs with parents. The head teacher confirmed that this had been popular with parents. This gave parents an opportunity to share and input their ideas into the service.

A parents group had been in place for a number of years. The service was in the process of encouraging more parents to join this group. It was observed that Newsletters had asked parents to be involved in this group. Parents had been involved in discussing a wide range of areas connected to the service. The head teacher confirmed that after the Easter break she would involve the parents in discussing how the priorities in the improvement plan had been taken forward.

A Family Support Worker was based within the centre. The head teacher discussed that some of the groups that would normally run had been put on hold due to there being a number of personnel changes. The head teacher confirmed that parents were knowledgeable about the different groups that had previously run and had requested that the cookery class; first aid course; and walking group be started up again. The head teacher confirmed that this was being taken forward by the support worker. The head teacher gave very positive examples of the difference this post had made to a number of families as the support worker was able to offer one to one support and work, in partnership, with parents.

Questionnaires/evaluations were issued to parents covering a variety of different areas, including the settling in process. From the sample we looked at we could see that parents were happy with the service and were also confident at putting forward their own ideas and suggestions. After parents' evenings and events parents had been asked to share their thoughts about the sessions they had attended, this was imaginatively done in a number of ways, such as post it notes; and writing their views on 'Christmas bobbles' after taking part in workshops. We could see that parents were very happy with the service, their feedback was displayed to share with other parents. This valued and respected parents views.

The head teacher discussed how parents had been involved with Action for Kids to become trainers so that they could deliver training to other parents on a wide range of areas covering child development. The head teacher confirmed that this had been very popular; and parents had asked for this to be run again. The facilitator of the course had also delivered this training to the staff team at an in service day so that staff could give first hand knowledge of the course which could be shared with parents, again staff confirmed that they found this to be very useful training. This valued and included parents skills and experiences.

We observed that staff had very good relationships with parents. We saw staff share information with parents about their child in a supportive and helpful manner. It could be clearly evidenced that staff took on board parent's comments and wishes when it came to staff meeting the particular needs of their child. Different strategies had been put in place to support children and their families. This meant that all of the needs of the child were being taken into account when staff were looking at the care and support for each child.

In our questionnaires parents gave us the following information:

- six of the parents 'strongly agreed' and four parents 'agreed' that the service had involved them and their child in developing the service
- eight of the parents 'strongly agreed' and two parents 'agreed' that they were happy with the overall quality of care that their child receives in the service.

Areas for improvement

We discussed with the head teacher ensuring that children's views and knowledge base were recorded so that staff can track children's individual progress and learning. The head teacher confirmed that she was aware of the need for this information to be detailed.

The head teacher should continue with her plans to further involve children and parents looking at the quality of care and support within the service.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 3

We ensure that service users' health and wellbeing needs are met.

Service strengths

We found the performance of the service was very good for this statement. Not all parts of this statement were assessed during this inspection. We focussed on the following core activities:

- children's personal information and plans
- medication system and records
- infection control methods
- accident and incident records.

We sampled a selection of evidence, including personal records, children's profiles and additional documentation. We found that a range of systems were in place for meeting children's health and well-being needs. Parents had completed child application forms detailing personal information about their child. This also included details about allergies and any health issues. All About Me booklets were in place, giving further important information about each child's personal preferences. Staff were aware of the importance of asking new parents for these documents. This gave staff an overview of the particular needs of each child and helped staff during the crucial settling in period.

Each child's profile included a range of interesting photographs, observations, art work and an overview of the group planned learning. All of the profiles were freely available to parents and children. Parents were encouraged to read about their child's progress and successes throughout the year. Every six months parents met with their child's keyworker to discuss and complete the form 'My next steps in learning'. This identified areas that the child wished to learn more about as well parents detailing any issues that they wished the keyworker to take forward. This form was also used if there was a change in personal information for the child. This information respected, valued and included both children and parents in identifying next steps in the child's learning.

Through discussion with the full staff team we found that staff knew the children in their care very well. Staff demonstrated that they were very aware of children's individual needs and clearly took account of children's individual needs, routines and personal preferences when planning their day to day experiences.

The head teacher confirmed the clear procedures they had for accessing specialists and support for children. Detailed information was contained in children's files, where appropriate. In our questionnaires the parents 'strongly agreed' and one 'agreed' that where necessary, the staff had helped them to access specialist services.

An informative medication policy was in place to support the administration and storage of medication. We found the paperwork to support this was very well organised and regularly reviewed. Staff were very clear about asking parents to sign consent forms before any medication was administered; then counter sign the dosage forms. This meant that there was a clear audit trail of when medication was asked to be given; and when staff administered and then told parents this had been given. There was more detailed information if a child had a particular health need, this resulted in the full staff team being fully informed of the child's individual medical plan.

We found the service had systems in place for recording accidents and incidents. In the sample of records we looked at we found parents had signed these. This confirmed that the parents had been kept informed of any issues.

Infection control policies and procedures were in place, with guidance documents being used to help staff control the spread of infection in the service. These documents were helpfully stored in one folder so that staff knew exactly where to access this information. Staff confirmed that they were vigilant in their use of personal protective equipment and they made sure single use disposable aprons and gloves were always used when attending to children's personal care needs.

We observed staff demonstrate good practice in relation to hand washing. Children were encouraged to wash their hands before preparing food, before eating snack and after they had brushed their teeth. Helpful posters were displayed to encourage this.

Areas for improvement

As previously mentioned the service was piloting a new planning process for the local authority. The head teacher confirmed that she was aware that the paperwork should be further developed to support the recording of children's individualised next steps, including the next steps identified by parents, where appropriate. Also processes to record spontaneous observations of the children's learning and development. The head teacher should continue to take this forward.

The head teacher agreed to collate the accidents, as they were recorded, to see if there were any patterns emerging and if so additional measures could be put in place to minimise any risks that were identified.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the environment within the service.

Service strengths

We found the service had a very good approach to involving children in assessing and influencing the quality of the environment. We gathered evidence from discussions with children, observing the children at play and information from staff.

Evidence for the grade awarded in this statement has been included in Quality Theme 1, Quality Statement 1.

Areas for improvement

We discussed with the head teacher continuing to develop more opportunities for parents and children to be involved in looking at the quality of the environment within the service.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 2

We make sure that the environment is safe and service users are protected.

Service strengths

We found the performance of the service was very good for this statement. The service had put systems in place to help maximise safety in the environment. Not all parts of this statement were assessed during this inspection. We focussed on the following core activities:

- repairs log and maintenance records
- risk assessments
- infection control
- insurance.

The service was based in purpose built premises, in the wing of a primary school. The service had access to large play room, with quieter area, separate playroom for the early years language centre and appropriate toilet facilities. We found the playrooms were attractively decorated, clean, welcoming and well organised. Accessible hand washing sinks were available for the children. Staff had created a bright and stimulating environment for the children. The areas were organised to create a balance of quieter and busier spaces for the children to choose from. We found staff were vigilant in their observations of children to ensure safety whilst still respecting children's rights for freedom and choice.

There was a secure entry system in place on the door into the service. This helped to prevent any unauthorised people entering the building. In our questionnaires nine of the parents 'strongly agreed' that the service was safe, secure, hygienic, smoke free, pleasant and stimulating environment. Parents we spoke with also told us they were very happy with the service environment. One parent commented:

- "The children are always involved in a wide range of activities. The nursery is bright, stimulating environment."

Risk assessments were in place for the premises and outdoor areas. Any outings the children went on had also been risk assessed with parental permission forms completed for the outings. This resulted in all the staff being very aware of any potential risks and taking any necessary actions. The risk assessments were stored in kitchen area of the playroom; and in folders throughout the playroom. This resulted in staff having direct access to this important information.

Policies were in place that reflected the practice that is in place in relation to health and safety; and infection control. Staff confirmed that they were aware of the policies and procedures of the service that support children's safety.

This resulted in staff working in a consistent manner to ensure appropriate infection control measures were in place. Through our observations we could see staff were vigilant in keeping children safe; and reminding children of the importance of keeping safe when playing.

The building was maintained by FES Services who are responsible for maintenance, cleaning and janitorial duties in the school. The janitorial member of staff shared the procedures that were in place for the regular maintenance of the school. The service reported any issues directly to FES Services. The head teacher confirmed that any requests for work are dealt with quickly, with an email response to confirm receipt. This allowed an audit trail to be in place detailing when the concern was first reported and the on going action taken.

Public Liability and Employers insurance was in place. Information on the public liability insurance was displayed for parent's information.

Areas for improvement

We found that the service had a procedure in place for children to be escorted to and from the early learning and childcare centre. The head teacher agreed to further develop this procedure into a risk assessment so that any risks are clearly identified, with the steps to minimise these risks clearly detailed.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

Statement 1

We ensure that service users and carers participate in assessing and improving the quality of staffing in the service.

Service strengths

We found the service had a very good approach to involving children in assessing and influencing the quality of staffing. We gathered evidence from discussions with parents, and information from staff.

Evidence for the grade awarded in this statement has been included in Quality Theme 1, Quality Statement 1.

Areas for improvement

We discussed with the head teacher continuing to develop more opportunities for parents and children to be involved in looking at the quality of staffing within the service.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 3

We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice.

Service strengths

We found the performance of the service was very good for this statement. Not all parts of this statement were assessed during this inspection. We focussed on the following core activity:

- staff records including training records.

The head teacher confirmed that there had been a number of changes in the staff team since the last inspection. We observed that the head teacher had worked hard at promoting team work within the whole staff team. Staff confirmed that they felt supported and included by the head teacher. Staff were motivated and enthusiastic about their jobs. In our questionnaires eight of the parents 'strongly agreed' and one parent 'agreed' that their child appeared happy and confident with staff. One parent commented:

- "An amazing nursery. I used the toddlers group with both my kids and the follow on to nursery and transition to school was a great experience down to the fantastic staff at Blairmore."

We found that staff were committed to providing a good quality service to both children and parents. The head teacher was registered with the General Teaching Council (GTC). The rest of the staff team were either registered or in the process of registering with Scottish Social Services Council (SSSC). The SSSC is the body that regulates the social care workforce in Scotland. This meant that the service was complying with this legislation regarding staffing.

All of the staff team took place in an annual appraisal. This identified the strengths of the staff members and any areas that they wished to further develop. This process clearly identified any training needs for each member of staff.

We found staff had taken part in core training, including child protection and first aid training. Staff were able to access training through the local authority gateway system. Staff spoke about the impact that training had on their practice and in turn improving the outcomes for children. Through discussion and staff meeting minutes, staff demonstrated that they are reflective and open to ideas and suggestions for improvement. In our questionnaires six of the parents 'strongly agreed' and three of the parents 'agreed' that they were confident that staff have the skills and experience to care for their child and support their learning and development.

Areas for improvement

The head teacher agreed to develop a forward training plan from the information that was gathered during the staff appraisal sessions. This would allow the head teacher to have a very clear overview on the particular training needs of each member of staff.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Very Good

Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the management and leadership of the service.

Service strengths

We found the service had a very good approach to involving children in assessing and influencing the quality of management and leadership. We gathered evidence from discussions with parents, and information from staff.

Evidence for the grade awarded in this statement has been included in Quality Theme 1, Quality Statement 1.

Areas for improvement

We discussed with the head teacher continuing to develop more opportunities for parents and children to be involved in looking at the quality of management and leadership within the service.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 4

We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide

Service strengths

We found that the performance of the service was very good for this statement. Not all parts of this statement were assessed during this inspection. We focussed on the following core activities:

- minutes of staff meetings
- quality assurance systems and records
- the attendance register of children and staff
- complaints procedure.

The head teacher confirmed that staff met twice a week to look at a range of issues, this included team meetings; planning meetings; and discussing children's particular needs. Minutes were available for the staff meetings. We found these meetings had a development agenda. Staff confirmed that they found all of these meetings useful and informative.

The head teacher had put systems in place for reviewing and evaluating the service. As previously mentioned systems were in place for seeking feedback from parents and this was used to make improvements to the quality of the service. The head teacher worked with support from the local authority quality improvement officer to develop the standards and quality report for the service. The staff team were using Child at the Centre 2 and working through a number of the quality indicators in order to be involved in the self evaluation of the service.

A three year improvement plan was in place, the service were working on year one of this plan. This detailed all of the areas that the service were currently working on to develop and improve. These areas took into account the priorities set by the local authority and the centres identified priorities. This resulted in all of the staff team being aware of what their responsibilities were in relation to improving the service.

Through observations and looking at the registers and staff rotas staff/child ratios were in line with the National Care Standards. In our questionnaires seven of the parents 'strongly agreed' and two parents 'agreed' that there were confident that there are always enough staff to provide a good quality of care.

An appropriate complaint procedure was available for parents. This created opportunities for parents to share their views or raise any concerns they may have about the service.

In our questionnaires eight parents 'strongly agreed' and two parents 'agreed' that they were happy with the quality of care their child receives. One parent commented:

- "We are extremely delighted with the quality of care and experiences offered to our daughter. We feel she has gained so much in confidence, in her interaction with other children and in independence. The staff have given her so many exciting new experiences and as a result she had thoroughly enjoyed her time at nursery, learning so many new skills. We cannot thank the staff and head teacher enough for making our daughter's experience at nursery so much fun!"

Areas for improvement

Through discussion with the head teacher it became clear that there were many informal ways that monitoring of the quality of the service were carried out in the service. The head teacher agreed to now formalise these processes so that an accurate written overview of how the service is performing is developed. This would allow the head teacher to track progress; and for staff to reflect on how they had developed particular areas that were identified.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

4 Other information

Complaints

No complaints have been upheld, or partially upheld, since the last inspection.

Enforcements

We have taken no enforcement action against this care service since the last inspection.

Additional Information

Action Plan

Failure to submit an appropriate action plan within the required timescale, including any agreed extension, where requirements and recommendations have been made, will result in the Care Inspectorate re-grading a Quality Statement within the Quality of Management and Leadership Theme (or for childminders, Quality of Staffing Theme) as unsatisfactory (1). This will result in the Quality Theme being re-graded as unsatisfactory (1).

5 Summary of grades

Quality of Care and Support - 5 - Very Good	
Statement 1	5 - Very Good
Statement 3	5 - Very Good
Quality of Environment - 5 - Very Good	
Statement 1	5 - Very Good
Statement 2	5 - Very Good
Quality of Staffing - 5 - Very Good	
Statement 1	5 - Very Good
Statement 3	5 - Very Good
Quality of Management and Leadership - 5 - Very Good	
Statement 1	5 - Very Good
Statement 4	5 - Very Good

6 Inspection and grading history

Date	Type	Gradings
27 Sep 2011	Unannounced	Care and support 5 - Very Good Environment 5 - Very Good Staffing Not Assessed Management and Leadership Not Assessed
18 Jun 2009	Unannounced	Care and support 6 - Excellent Environment 4 - Good Staffing 5 - Very Good Management and Leadership 5 - Very Good

All inspections and grades before 1 April 2011 are those reported by the former regulator of care services, the Care Commission.

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ہے-بایتسرد میم وونابز رگید روا ولکش رگید رپ شرازگ تعاشا ہی

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