

Care service inspection report

Department of Psychology Playgroup

Day Care of Children

University of Stirling

Stirling

FK9 4LA

Telephone: 01786 467662

Inspected by: Fiona Stewart

Type of inspection: Unannounced

Inspection completed on: 23 October 2014



HAPPY TO TRANSLATE

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Service provided by:

Psychology Department Playgroup

Service provider number:

SP2003001112

Care service number:

CS2003005371

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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	6	Excellent
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

The Department of Psychology Playgroup is a very friendly service for parents and their children.

The staff extend a warm welcome to everyone and they work very hard to give children rich indoor and outdoor learning experiences which will help them learn and develop.

The staff are very good at managing all that happens during each session. They make sure the planned learning activities for children go ahead smoothly alongside the busy programme of research which students are carrying out.

What the service could do better

The provider should continue to maintain the high standards they have achieved in the playgroup, encouraging parents, children, staff, students and others contributing to their work to keep helping them identify further service developments.

What the service has done since the last inspection

The playgroup continues to develop at a steady pace. Personal planning for children, improving service information on the playgroup website, further developing story sacks for children to use at home and making clearer what the service does to

improve the quality of its work are just some of the recent developments the management committee and staff have undertaken.

Conclusion

Parents are very satisfied with the service and are very confident about the staff.

The playgroup staff are very caring and professional. As a result, the children are happy and have positive experiences.

Who did this inspection

Fiona Stewart

1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.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, 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, but where failure to do so will not directly result in enforcement. Recommendations are based on the National Care Standards, relevant codes of practice and recognised good practice.

- 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 and Regulations or Orders made under the Act or a condition of registration. Where there are breaches of Regulations, Orders or Conditions, a requirement must be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

Stirling University's Psychology Department Playgroup is situated on the campus and is open to children from the local community and children whose parents work or study at the university.

A committee of university staff has overall management responsibility for the service. Parents also are invited to join the committee. Day-to-day, the service is organised and delivered by the two members of staff who are both qualified, very experienced in childcare and have worked in the playgroup together for many years. A small bank of supply staff are available to work as required. Students may also assist as volunteers to gain work experience.

Up to 16 children aged 2 years 9 months to 5 years may attend at any given time with a maximum of 5 children under 3 years permitted at any session. The playgroup is available each weekday morning in term-time and includes the following in its aims:

"To assist in the all-round development of each child, promote stimulating play, covering a wide range of activities, encourage each child to use his/her imagination, build his/her confidence and to interact with others in a safe and happy environment, liaise with parents to share information about their child's interests and progress."

Children attending the playgroup may be asked to take part in research by staff and students within the Psychology Department. This happens only if parents have given their permission and children are happy to participate.

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

Quality of Care and Support - Grade 6 - Excellent

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 following an unannounced inspection. This was carried out by one Inspector. The inspection took place on Wednesday 22 October 2014 between 9am and 12pm and Thursday 23 October 2014 between 9am and 1pm. We gave feedback to both members of the playgroup team at the end of the second day.

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

We sent sixteen care standards questionnaires to the provider to give out to parents and carers of children who use the service. Eleven parents and carers sent us completed questionnaires before the inspection.

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

- We spoke with the playgroup team members, volunteers present during our visits, a few children and two parents.

We looked at:

- The environment and equipment.
- Communication with parents through newsletters, displays and noticeboards.

Records of:

- Personal Planning for children's care and learning needs.
- Children's learning.
- Children's involvement in planning.
- Safety measures identified through risk assessment.
- Accidents and incidents.
- Medicines given to children by staff.
- Staff training and support and development meetings.
- Quality Assurance policy.

- Photographs and pictures used to promote hand washing and playgroup safety rules.

Evidence of:

- Staff asking parents and children for their ideas and their views about improvement.
- A programme of monitoring and audits by staff.
- Development Planning.

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

What the service has done to meet any recommendations we made at our last inspection

We made two recommendations at the last inspection and we found that both of these had been met. They had developed a quality assurance policy and a programme of monitoring and audits to guide their quality assessment work. They had also introduced formal consultation with students involved in the service, meaning they were asked for their improvement ideas.

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.

We received a fully completed self assessment document from the provider before this inspection. This was detailed with relevant information for each heading that we grade services under.

They provided information about the areas of work they consider they do well, what they have improved and work they plan to further develop. They also told us how they gather the views of parents, children, staff and students to help them make improvements.

Taking the views of people using the care service into account

As each child arrived, staff greeted them personally and we could see this contributed to the children's confidence to leave their parents and join their friends in the playroom.

As each morning session progressed, the children spent time at their chosen activities, joined in games with friends, took part in daily routines like snack and readily spent short periods working with the research students.

They coped very well with this familiar mix of activities, filling their time in a purposeful and positive way.

Taking carers' views into account

Eleven parents gave us feedback through our questionnaires and we spoke with two parents while we were in the playgroup. Their comments highlighted that they considered the staff as a major strength.

"The playgroup is a fantastic facility which my child loves to attend. Staff are very caring and great at their jobs. Very happy to leave my child in this wonderful learning environment."

"An excellent, friendly service."

"The playgroup provides a stimulating environment and friendly atmosphere for the children to learn and play. I especially like how the children are given the opportunity to explore the university and grounds."

"The playgroup is both mine and my child's favourite preschool activity and social experience."

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: 6 - Excellent

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 following an excellent approach to involving parents and children.

We reached this conclusion from feedback parents gave us, from our observations of staff speaking with children and parents and from a range of evidence showing the service gathering and using parents' and children's comments.

A firmly established culture of involvement routinely gave parents a genuine say by a range of means. They could give suggestions and feedback through day-to-day conversation with staff or at planned meetings, by adding comments to interactive displays on the playgroup notice board serving both to provide information and gather feedback or by email and questionnaires they could complete in their own time at home.

We could see that the service's approach promoted parents' involvement being effectively encouraged and continuously maintained. Staff were highly approachable and skilled communicators and we could see this led to naturally flowing conversation with parents where they openly and confidently shared news and views.

The interactive displays were prominently positioned on parents' everyday route to the playroom making jotting down their contribution a quick and easy task as they passed by and we could see several suggestions added on the current displays.

Staff made a continuous habit of formally surveying parents and children for their views and ideas and this kept them potentially routinely influencing playgroup policy,

day-to-day planning, resources and wider developments. We found improving the playgroup website, extending information children had about recycling, improving information parents had about staff consultations with children and adding extra resources to story sacks for use at home were among the most recent range of developments parents' views had led to.

We could see from records that staff had long made sure they captured and showed how they used informal and formal feedback to plan development. It was routine for staff to evidence this in action plans and to advise parents through newsletters. This was diligent practice showing the playgroup staff's continuing genuine respect for the feedback they received and professionalism towards putting it to beneficial use.

All eleven parents who completed our inspection questionnaires said they were satisfied that the playgroup involved them.

We could also see that staff were committed to purposefully involving children. We heard them making effective use of informal conversation to give them choice about their time at playgroup like what to play with and what items to sample from the snack options. There was evidence of staff actively consulting children about new play resources and children's development needs and play interests influenced what staff planned for their learning.

Moreover, we found there was deeper consultation happening which helped accustom children to being consulted, helped them think for themselves and learn some new facts at the same time. Examples included "What makes you happy", "Why do we brush our teeth", "What did you like playing with today", "How do we know when it is autumn" and "How do we stay safe on the climbing frame".

Making this part of each playgroup session gave the children valuable practice in working out and expressing their views at their young age. Talking regularly about current things they were seeing and experiencing for themselves made the consultation meaningful to them. Routinely recording their responses and using these to make plans and changes children could witness helped children see their ideas and views mattered and that it was worthwhile having their say again.

Areas for improvement

The provider should continue to involve parents and children in improvement through a wide variety of means. This would include the provider's intention to involve them in the inspection self assessment.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 3

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

Service strengths

The playgroup staff promoted children's health and wellbeing to an excellent standard.

We reached this conclusion after we sampled children's personal plans, looked at photographs and records of children's experiences and took account of information from parents and staff.

Children's experience at playgroup was highly nurturing of their individual needs. The staff worked intentionally very closely with parents gathering information about their child, keeping in regular contact for updates and regularly planning and reviewing their care and support. This promoted the staff devising and developing plans precisely detailed to the child's current needs and their parents' wishes for their care and learning.

We saw from records that on a day-to-day basis, the staff made thorough use of the information they gathered about each child to provide properly for health matters such as food allergies and intolerances and for conditions and illnesses requiring medicines.

Staff based planning for children's learning on national approaches like Pre-Birth to Three and Curriculum for Excellence and they were also in the early stages of incorporating the health and wellbeing outcomes of the Getting It Right For Every Child approach - safe, healthy, achieving, nurtured, active, respected, responsible and included. This range of guidance was helping them follow a well-considered approach to assessing children's progress and planning what they needed to learn next.

We found too that children benefitted from the extensive childcare experience of both staff. For example, their accumulated knowledge led to them responding to children in fully considered, balanced ways. They managed one child's increasingly boisterous behaviour with calm maturity. They capably moved the child on to constructive activity, staying wholly positive with the child and showing them no sign of disapproval or criticism. This meant the child's experience stayed positive and they enjoyed praise for what they went on to achieve which further boosted their confidence and their positive behaviour.

Staff provided well-rounded activities for children with depth of learning and challenge. For example, one piece of work promoting healthy eating went further than the usual tasting experiences by giving children opportunity for discussion about different vegetables and their uses in home cooked foods. The children also had opportunity to practice skills, cutting vegetables safely.

The tooth brushing routine in the playgroup developed into an experience of tooth care in different languages for the children when staff displayed words like tooth decay, teeth and toothbrush in the first languages of children attending the service who came from abroad. This was inclusive for these children and provided new words for everyone to learn and use.

Staff reinforced good hand washing procedures with children by taking on their suggestion of using photographs of them disposing of used towels. In this way, children led their own learning about the correct bin to use.

Challenge for children also involved activities out with playgroup hours.

Children and parents were regularly set nature detective challenges where they were given tasks like finding natural objects or landmarks in their local natural surroundings. This extended learning for the children beyond the playgroup environment, helped raise children's outdoor awareness and encouraged development of skills in reporting back their findings to their playgroup friends.

Resources developed for sharing between playgroup and home were also providing meaningful learning for children about wider wellbeing habits they could follow. One member of staff had developed a number of story sacks containing a book, relevant props, activity ideas and guidance for using the story resource. Sacks themed on recycling and road safety were particular examples of the learning for children about good lifestyle habits which were usefully taking place between home and playgroup.

Areas for improvement

The playgroup should continue to monitor and maintain their excellent range of practices in promoting children's health, wellbeing and development.

They identify in the inspection self assessment the following area of work they intend to take forward:

Ensure supply staff are aware of policies and procedures especially regarding allergies, infection control and the administration of medicine.

Grade awarded for this statement: 6 - Excellent

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

In this section of the report, we consider the service's approach to helping parents and children have their say about the environment and resources staff provide.

From our findings we are confident that the service's performance in this area of work is very good. Parents may use any of the methods we outlined in Quality Theme 1, Statement 1, Service Strengths to comment on the environment. Children have their say about the toys and play materials through staff observation of how they use activities and resources and through staff directly consulting with them about new resources.

Areas for improvement

The staff should continue to maintain their very good practices in involving parents and children in shaping the playgroup environment through active consultation, evidencing the changes they influence.

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 consider that the service was providing a very good environment in terms of arrangements in place for keeping the children safe and protected.

We reached our conclusion by looking at the accommodation, equipment and play materials, viewing policies and records, by talking with staff and from information parents gave us.

All parents who gave us feedback said they considered that their child was safe at playgroup.

We found staff suitably preparing the accommodation for children's arrival. They checked for hazards according to current risk assessments, making sure that identified safety measures remained in place. They set up the main activity areas in advance meaning that major movement of equipment and resources happened before children were in the playroom. As a result children were able to settle safely at their chosen activity.

Staff appropriately monitored adults accessing the playgroup during the course of each session. For example they held information about adults who could collect each child, meaning children did not leave their care unless with an authorised person. Staff monitored students' research work with individual children through the CCTV network in place and doors to rooms used staying open and written parental permissions were among the other procedures in place which safeguarded children further.

We found the playgroup accommodation and equipment well maintained and clean. Staff took appropriate account of current published Infection Prevention guidance in their cleaning routines for the environment and in procedures they followed for children's personal care. As a result they promoted themselves and the children staying well. We were present during an unannounced inspection by an officer from Stirling Council's Environmental Health department. Their advice contributed further to staff maintaining a hygienic playgroup environment in line with current legislation and guidance.

Staff provided a well-ordered environment for children. Separate activity areas were designed to allow children access without obstacles with potential to cause them harm. Play materials were neatly stored, keeping main floor space tidy while still allowing children to help themselves to items they needed for their play. This kept children safe while still enabling opportunity for independent choice. There were clear rules for children playing kindly with others and for using play equipment responsibly. We could see that children were following these guidelines and that added to them staying safe.

Areas for improvement

The provider says in the inspection self assessment that they will devise a checklist for staff to further ensure they know what to do if they suspect child abuse. They also intend to put in place a visitor book which will help them further monitor adults at playgroup at any given time.

We discussed with the playgroup manager the Care Inspectorate's guidance on nappy changing facilities. This is not yet being implemented for existing services unless they make a variation application. However, we asked her to bring this to the attention of

the management committee should they be considering developments to the premises at any time.

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

In this section of the report we consider the opportunity parents and children have to influence staffing in the service.

From our findings we are confident that they currently have very good opportunities to comment using the methods we listed in Quality Theme 1, Statement 1, Service Strengths.

Areas for improvement

We encourage the provider to keep evidencing the following practices:

- Parents/children being able to contribute to staff/volunteer recruitment through consultation about qualities they would like in staff/volunteers or by suggesting a question they would like asked at the interview.
- Staff consulting children about who they like to help them in different activities which then helps decisions about staff/volunteer deployment in general.
- Parents and children giving feedback as a contribution to staff job reviews and training plans.

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

The playgroup has an excellent staff team.

We reached our conclusions from parents' feedback, by speaking with the playgroup

staff, by observing them at work and by looking at records showing staff development, learning and involvement.

All parents and carers who provided us with verbal and written feedback were highly satisfied and confident in the skills and experience of staff to care for and support their child.

Two parents emphasised their satisfaction with the following comments:

"Staff are very caring and I am confident (child) is well looked after in their care."

"Fantastic staff providing individualised, personal, caring and stimulating environment within an academic setting. I am really impressed by their ability to run the group so smoothly while also enabling the research to happen."

We found the staff highly effective at delivering both a professional service meeting current practice standards and a wholly nurturing service delivered with warmth and genuine caring. Their approach reassured parents and children that the Department of Psychology Playgroup was a safe and positive place to be.

We could see that the management committee both held the playgroup staff accountable for providing a quality service and supported them in their development.

The committee expected the staff to report on their work and contribute to planning for improvement. Both permanent nursery team members also had opportunity for annual "Achieving Success" meetings where they reviewed their work and set personal development goals. These processes helped support development of both the service and its staff.

Of particular note, however, is the continuing dedication of the staff to furthering their own development. It is clear that even after their long childcare service, they remain highly self motivated to thoroughly research current childcare initiatives and practice developments and apply these to keep the work of the playgroup up to date.

For example, over recent years they have developed personal planning for children to incorporate the Curriculum for Excellence and Personal Planning requirements in legislation and they continue to refine this to meet children's individual needs more effectively and to now make sure they also take account of the Getting it Right for Every Child approach to planning.

Through discussion and planning records, we could see that they are continuously evaluating and developing their approach. As a result of adjustments they have made, there is now a clearer focus for individual children's learning at any given time and learning records now provide parents with more detailed information about children's progress and further learning goals. This in turn helps parents when contributing to

and commenting on the plans as they are better informed.

The depth of work staff undertake is shown too in the development of story sacks as a home resource for children. The member of staff responsible has made this a wholly meaningful project for children's learning, parent's involvement in their learning and parent's say in improving and developing these learning materials further. She has devoted significant time to researching, gathering or making purposeful resources to include in the bags. She has taken account of parents and children's feedback to improve existing story sacks and to add new ones. She has developed a display explaining the purpose and use of the bags and to gather more ideas and feedback.

This is typical of the significant care and attention the playgroup staff are motivated to give to their day-to-day work and developments they undertake. The consequence of this for children are particularly rich and purposeful experiences which help them learn.

Areas for improvement

The provider says in the inspection self assessment that they will continue to develop training and support for supply staff.

This includes:

- Keeping a record of their training and discussing their development needs with the manager.
- Ensuring supply staff are invited to committee meetings and contribute to Agenda.

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

In this section of the report we consider how well the provider helps parents to have their say about how the service is managed and led.

From our findings we conclude that their performance in this area of work is very good. Parents may use any of the methods we outlined in Quality Theme 1, Statement 1, Service Strengths to comment at any time. They are also directly consulted about management matters including policy development.

Areas for improvement

We encourage the provider to continue to evidence how they make use of formal and informal feedback from parents and children to review and develop management of the playgroup, service policy and written systems the service uses in children's care and learning.

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

In this section of the report, we consider the methods the service uses to check the quality of their work and how well they use the assessment results to make improvements.

We conclude that they are continuing to strengthen their very good approach.

We based our conclusion on our discussions with the playgroup manager, policy and records we viewed and parents' feedback. Contributing to this is the development of a quality assurance policy and an annual programme of monitoring activities following our recommendation at the last inspection of the service. This was previously not written down and now their organised plan for promoting continuous improvement in the playgroup is clearer for everyone. The management committee, playgroup staff, parents and children all contribute to the improvement information the service gathers through self-evaluation and audit processes, monitoring and review and a range of meetings and consultations. Fire Safety and Organisational Development staff from the university also assist the committee and staff with quality improvement and development matters as do outside agencies like Stirling Council Environmental Health department as we mentioned earlier. This provides a range of viewpoints and expertise on what needs improved, promoting a potentially fair and balanced approach. The playgroup has also been developing the quality assessment contribution of supply staff, volunteers and students carrying out research with children attending the playgroup. This has enabled different perspectives on improvements which would help their work with children such as visual aids for remembering all the children's names and strategies for managing challenging behaviour in children.

Other improvements have been led by staff like the development of personal planning for children which we described in Quality Theme 3, Quality Statement 3, Service Strengths and parents' comments have triggered things like redevelopment of the playgroup website with a view to better representing the range of work in the service including the research element.

Areas for improvement

We encourage the playgroup staff to continue to embed the range of quality assurance work they have programmed. Furthermore, they should show the service Improvement Plan which results from their work and the improved outcomes for children, parents and staff which arise from implementing the plan.

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 - 6 - Excellent	
Statement 1	6 - Excellent
Statement 3	6 - Excellent
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	
14 Nov 2012	Announced (Short Notice)	Care and support	6 - Excellent
		Environment	6 - Excellent
		Staffing	5 - Very Good
		Management and Leadership	5 - Very Good
8 Oct 2010	Unannounced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	Not Assessed
		Management and Leadership	Not Assessed
23 Jun 2009	Unannounced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	5 - Very Good
		Management and Leadership	4 - Good

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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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অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

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ی.رخأ تاغل بو تا قیسن تب بل طلا دن ع رفاو تم روشنم اذہ

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