

Care service inspection report

Full inspection

Lomond School Nursery/Wraparound Care Day Care of Children

10 Stafford Street
Helensburgh



HAPPY TO TRANSLATE

Service provided by: Lomond School Limited

Service provider number: SP2006008097

Care service number: CS2003016882

Inspection Visit Type: Unannounced

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and set out improvements that must be made. We also investigate complaints about care services and take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

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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	4	Good
Quality of environment	4	Good
Quality of staffing	4	Good
Quality of management and leadership	4	Good

What the service does well

We found:

They were establishing a good approach to involving children and their families in the ongoing improvement and development of the service. It was clear they respected their views and valued their opinions.

Children were being given good opportunities to grow and develop and build resilience in the natural environment as part of their forest school programme.

What the service could do better

We agreed they should address the areas for improvement highlighted in this report and continue to develop in line with their current plans.

What the service has done since the last inspection

There had been significant changes to staffing and their leadership structure since the last inspection. A new manager had been appointed for the nursery at the start of the school session in August 2015.

Conclusion

We found:

They were committed to:

- Improving what they did
- Moving forward as a confident, competent and effective team
- Achieving the best outcomes they could for children and their families.

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.

Lomond School Nursery/Wraparound Care is a daycare of children service registered for up to 35 children aged from 3 years to those not yet attending primary school.

The provider is Lomond School Limited. An independent school with a board of governors. They operate from a designated space within the Claredon building of the school, located in a residential area of Helensburgh, as well as an annex in the school grounds which has an enclosed outdoor play area and garden.

The aims and objectives of the service are "To offer a high quality, flexible service, in a friendly learning environment which is loving and happy, safe and secure, stimulating and challenging, and lots of fun, our children are actively involved in a range of learning processes to enable them to develop emotionally, socially, physically, creatively and intellectually, and are encouraged to contribute and be active participants in their learning from the outset".

Recommendations

A recommendation is a statement that sets out actions that a care service provider should take to improve or develop the quality of the service, but where failure to do so would not directly result in enforcement.

Recommendations are based on the National Care Standards, SSSC codes of practice and recognised good practice. These must also be outcomes-based and if the provider meets the recommendation this would improve outcomes for people receiving the service.

Requirements

A requirement is a statement which sets out what a care service must do to improve outcomes for people who use services and must be linked to a breach in the Public Services Reform (Scotland) Act 2010 (the "Act"), its regulations, or orders made under the Act, or a condition of registration. Requirements are enforceable in law.

We make requirements where (a) there is evidence of poor outcomes for people using the service or (b) there is the potential for poor outcomes which would affect people's health, safety or welfare.

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

Quality of care and support - Grade 4 - Good

Quality of environment - Grade 4 - Good

Quality of staffing - Grade 4 - Good

Quality of management and leadership - Grade 4 - 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 two Inspectors. The inspection took place on Wednesday 20 January 2016 between 10.00am and 4:30pm and Thursday 21 January 2016 between 10:30am and 12:45pm. We completed feedback to the manager and head of the school on 21 January 2016.

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

We sent 36 care standards questionnaires to the manager to distribute to parents. Nine parents sent us completed questionnaires. We also asked the manager to give out six questionnaires to staff and we received four completed questionnaires.

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

We spoke with:

- Seven parents
- The children present
- The manager
- Four staff members.

We observed how staff work, care for and interact with the children. We discussed with the manager and staff how the following was managed in the service:

- Meeting children's individual needs
- How staff involved and communicated with children and their parents/carers
- Children's files and records
- Staff training
- Risk assessments for inside and outdoors
- Infection prevention and control procedures
- Medication administration
- Confidentiality
- Complaints
- Child protection
- Accidents/incidents
- Maintenance of the environment and their resources
- How they routinely checked and reviewed how well they were doing.

We looked at:

- Children's personal plans
- Information about participation and how they involved children and their parents/carers
- Staff recruitment files
- Health promotion guidance
- Attendance records
- Registration certificate
- Insurance certificate
- The environment and resources.

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.firescotland.gov.uk

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.

Due to significant changes to the management and leadership structure last year, the self assessment had not been submitted, as requested, for this inspection.

Taking the views of people using the care service into account

There were 33 children present at the time of the inspection, 33 children attended the morning session and 12 children attended in the afternoon. We observed the children enjoying their play and interacting confidently with staff, who were warm, caring and attentive in their approach. As a result, we were able to see the children happy, settled, reassured in their care and growing in confidence and self esteem in their learning environment.

Taking carers' views into account

Everyone who returned questionnaires and we spoke with were happy with the service their child received.

Comments we got back included:

"Lomond nursery provides outstanding service.... I cannot promote Lomond enough !"

"My child is very happy at Lomond Nursery. He/she talks about his/her day, learns new skills, songs, facts and makes lots of friends"

"We are new to the school so have not been involved in developing the service yet. I am sure that in due course our feedback will be asked for and acted upon"

"Huge improvement all round since start of the new session 2015/16 in August 2015..... Massive change since August 2015. Very positive about what the nursery offers, far more communication and social involvement with parents. Early days but all good so far !"

We have included further views from parents throughout this report.

Any issues raised were discussed fully with the manager as part of the inspection.

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: 4 - 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

The service's performance was good for this statement.

We decided this after we spoke with the manager, staff and parents, looked at children's files and records along with responses from questionnaires and other documentation. For example the service's improvement plan, children's participation and assessment information, newsletters and information displayed for parents.

Also see comments under quality theme 1, statement 2 and quality theme 4, statement 4 of this report.

We found:

They were establishing a good approach to involving children and their families in evaluating the quality of the service.

They were focussing on making everyone feel:

- Respected; given a voice and involved in decisions that affect their wellbeing
- Responsible; taking an active role within their nursery and community
- Included; accepted as full members of the community they live and learn in.

As a result, we were able to see and evidence that:

Parents felt welcome, listened to, involved and well informed. They thought staff were approachable, easy to talk to and conducted themselves in a professional manner. They were confident about raising any concerns they might have and felt sure they would be quickly acted upon.

They had asked staff, children and their parents for their views about how well they were doing so they could use this information to improve what they were doing. It was clear they respected their views and valued their opinions.

They were holding parents' days to get everyone involved in what they were doing and to share any developments or information specifically about the nursery. They had plans in place to develop children's learning walls and to improve the information displayed for parents at the entrance to the nursery. This was to keep everyone up to date with what was happening, raising the profile of what children were learning and give parents the opportunity to put forward their ideas and feedback about the service.

They were making use of photographs, mind mapping and circle time, to encourage children to express their thoughts, views and feelings and make choices. They also had plans in place to develop their floorbooks more effectively as planning and evaluation tools. This was to help children to become more independent and confident about planning and reviewing their own play and learning and working out for themselves what their next steps should be.

They understood the importance of having meaningful and relevant information readily available for parents about their child's progress. As a result, they had started to develop and review children's personal plans with their

parents. Parents spoke positively about the e-learning journals that had recently been introduced as a way to participate more fully in their child's development and learning, celebrate their progress and achievements and help to identify their next steps.

They knew about the "7 Golden Rules for Participation"; developed by Scotland's Commissioner for Children and Young People (through consultation with children and young people from across Scotland). We discussed how our "Involve to Improve" self-evaluation tool which can be found at "THE HUB" (our online knowledge, innovation and improvement resource hub.careinspectorate.com) could also be used to help further inform and improve their practice.

Everyone who returned questionnaires to us thought:

- Their child experienced and could choose from a balanced range of activities
- Staff shared information about their child's learning and development with them
- They were kept well informed about what was happening through newsletters and information boards.

Areas for improvement

We agreed they should:

Implement their plans to encourage participation and involvement in the service and embed these into their day-to-day practice, to strengthen their working partnership with parents and support and further improve children's learning experiences and outcomes.

The manager confirmed they would continue to develop in line with their current plans which were outcome focussed and had relevant and appropriate priorities for improvement.

Grade

4 - Good

Number of requirements - 0

Number of recommendations - 0

Statement 2

“We enable service users to make individual choices and ensure that every service user can be supported to achieve their potential.”

Service Strengths

We selected this statement to focus on how the service was supporting children to make choices and achieve their potential. In particular to observe how staff worked to help ensure children are active, nurtured, achieving, respected and responsible and included.

The service's performance was good for this statement.

We decided this after we spoke with the manager, staff and parents and observed how well staff worked with the children. We looked at children's files and records along with responses from questionnaires and other documentation.

Also see comments under quality theme 1, statement 1 and quality theme 2, statement 3 of this report.

We found:

Staff knew children and their families well and were warm, caring and sensitive in how they worked with them.

They knew the importance of embedding the key principles of the rights of the child, relationships, responsive care and respect into their practice to enable children to be nurtured and well cared for.

Staff had a good understanding of children's care, learning and development needs. They understood the importance of providing plenty of choice and challenge in their play and learning to help develop their skills.

Each child had their own key worker.

As a result we were able to see and evidence that:

They were working hard to be responsive when planning for children's individual development and learning, offering plenty of praise and encouragement and a range of opportunities for children to grow and develop and be active and independent in their play and learning. For example, children were confident about self selecting from the range of resources within the nursery, helping to prepare, decide and set out their table for snack and socialising together. They enjoyed getting themselves ready to go outside to play and listening to stories together. This was helping them to be more independent and learn about being responsible, use their numeracy, literacy and language skills and also practise their fine motor skills.

There was space for children to move around freely and a good balance between outdoor and indoor play. Children were motivated and interested in the activities they had chosen to do. Staff knew the important role they played in extending children's development and learning through sensitive and well judged interaction.

Staff knew about the "Getting it Right" for every child (GIRFEC); the Scottish Government's approach to making sure that all children and young people get the help they need when they need it. They had started to use the wellbeing indicators to be; safe, healthy, achieving, nurtured, active, respected, responsible and included (SHANARRI) in their work with the children and their families to gather the information they needed to develop and review each child's personal plan with their parents. We discussed, where appropriate risk assessments should be carried out for individual children, in consultation with their parents, using the SHANARRI wellbeing indicators.

There were no children receiving support with medication. The service had clear information available for parents about the administration of medication. We discussed how the Care Inspectorate's guidance "Management of Medication in Daycare and Childminding Services" could be used to help review and further inform their policy and procedures.

They had started to involve children in planning activities and reviewing their successes through their "learning journey's" as well as making floorbooks and mind mapping together. This was to help children record their own ideas, preferences and achievements, and give them the opportunity to influence the direction of future activities and next steps in their learning. We discussed how they should now pick up the pace of children's learning (after a period of settling in for staff and children), following changes made to incorporate the new playroom into the service.

Staff knew what to do should they have any child protection concerns and who to pass the information on to. They understood the importance of routinely refreshing their knowledge and understanding of this area of their work.

They also knew about and had started to reflect on the Scottish Government's National Practice Guidance on Early Learning and Childcare: Building the Ambition, to assess positive outcomes for children.

Almost everyone who returned questionnaires to us thought:

- Staff worked with them and their child to develop an individual education and support for their child
- Staff regularly assessed their child's learning and development and used this to plan their next steps
- Where necessary, staff helped them access specialist services such as physiotherapist, speech and language therapist, psychological services or other services.

Areas for improvement

We agreed they should continue to:

Develop how they use the Building the Ambition document to assess positive outcomes for children and plan their learning.

Develop how they plan responsively and track children's progress effectively with their parents.

To nurture and further promote children's health, wellbeing, development and learning.

Grade

4 - Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 4 - Good

Statement 3

“The environment allows service users to have as positive a quality of life as possible.”

Service Strengths

We selected this statement to focus on how the service organised the environment and their resources to help make sure children are safe, healthy, nurtured, achieving, respected and responsible and included.

The service's performance was good for this statement.

We decided this after we spoke with the manager, staff and parents, looked at the environment and resources and how effectively they were being used by children and staff along with health and safety information, risk assessments, their nursery handbook, forest school information, photographs, displays and responses from questionnaires.

Also see comments under quality theme 2 - statement 5 and quality theme 1 - statement 1 and quality theme 1 - statement 2 of this report.

We found:

Staff were working hard to create an environment that was nurturing, supported children's learning and development, where they could achieve, feel respected and responsible and included.

We were able to evidence that:

Children were being encouraged and supported to be active and independent in their play and learning. For example, in their forest school and outdoor play

where they could have fun playing with a range of different organic materials, tools and sensory resources.

The parents we spoke with told us they were happy that their children were getting regular access to outdoor play and how important this was to their child's learning, development and sense of wellbeing.

Staff knew the importance of giving children the time, space and opportunity to deepen their learning and create an environment where they could explore, discover, experiment with and enjoy making their own. We discussed how staff could at times be more responsive to children's interests to challenge, stimulate and deepen their learning further.

Children had some opportunities to make decisions about what resources they would like to play with, and where they would like them to be located within their learning space. We discussed how staff could promote choice for the children in a more meaningful way. For example, with planning boards, resources being better labelled and resource catalogues being available for children in the book area.

Areas for improvement

There had been recent changes to the environment with a designated playroom now available in the Claredon building as well as the annex.

They should continue to monitor and evaluate how they timetable and use both spaces effectively, with a view to implementing the changes necessary to minimise the impact of (and potential disruption to) children's play, the quality of their learning experiences and outcomes.

Also see comments under quality theme 2, statement 5 of this theme.

Grade

4 - Good

Number of requirements - 0

Number of recommendations - 0

Statement 5

“The accommodation and resources are suitable for the needs of the service users. ”

Service Strengths

The service's performance was good for this statement.

We decided this after we spoke with the manager, staff and parents, looked at the environment and resources and how effectively they were being used by children and staff along with health and safety information, risk assessments, photographs, displays and responses from questionnaires.

Also see comments under quality theme 2, statement 3 and quality theme 1, statement 1 and quality theme 1, statement 2 of this report.

We found:

The environment was bright and warm (with cosy areas in the annex) and plenty of natural light. Resources were clean with a programme of ongoing maintenance in place. The door entry system was secure. There was a visitor's book and risk assessments in place, that were being regularly reviewed to help keep children safe. Toilets were well placed for children to use with hand washing facilities easily accessible to help promote their independence.

Staff were encouraging children to make their own decisions about keeping themselves safe and helping them to understand the risks they might encounter in their different play activities. As a result, we were able to see children confidently and safely negotiating their learning environment.

Children were being given opportunities to be creative, make discoveries and participate in activities that developed their sensory and tactile functions. They were being encouraged to express themselves through art, drama and music as well as having fun experimenting with sand, water and technology. Staff had identified that resources could be improved upon and that children's access to certain resources were dependent on the area/room they were playing in.

Everyone who returned questionnaires to us and we spoke with thought:

- The service had a suitable range of equipment, toys and materials for the children
- The service was safe, secure, hygienic, smoke free, pleasant and stimulating.

Areas for improvement

The manager agreed the recent changes they had made to the accommodation had impacted on their use of resources. However, they did have plans in place to develop, replace and replenish them.

We agreed with this area for improvement they had identified to support and further extend children's learning and development.

Also see comments under quality theme 2, statement 3 of this theme.

Grade

4 - Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 4 - Good

Statement 2

"We are confident that our staff have been recruited, and inducted, in a safe and robust manner to protect service users and staff."

Service Strengths

We selected this statement to focus on how the service's recruitment of new staff was achieving positive outcomes for children and their families.

The service's performance was good for this statement.

We decided this after we spoke to the manager, staff and parents, looked at their recruitment and selection procedures, induction programme, responses from staff questionnaires and carried out an audit of their staff recruitment files.

We found:

The manager was taking into account the needs of children and their families, the skills mix of the team and their aims and objectives statement when making decisions about recruiting, deploying and maintaining staffing levels.

They had recently recruited three new members of staff. Their files were viewed in order to assess how effectively they were implementing safer recruitment.

As a result, we were able to see and evidence:

They were developing appropriate procedures to recruit new staff safely and fairly.

For example:

- A policy that outlined their approach to recruitment and selection with information on their induction process
- A recruitment pack with relevant information on the post applied for and the service's aims and values
- An application form and interview process that was skills and competency based with a checklist that would ensure equal opportunities and consistency for all the candidates
- A contract of employment
- A checklist to ensure the necessary checks and references had been carried out. This included at least two references, one of which was from the candidate's immediate employer, and checks of professional registers such as the Scottish Social Services Council (SSSC)
- PVG scheme record checks with a process being implemented to update the record when staff's SSSC registration was due for renewal.

Staff knew about the service's whistle blowing policy and were confident about what to do should they have any concerns that they felt were not being dealt with properly.

Everyone who returned questionnaires to us and we spoke with were confident:

There was always enough staff on to provide a good quality of care.

Areas for improvement

The manager explained they had plans to:

- Review and update their induction programme to make sure it reflected key changes to legislation and incorporated relevant new guidance. For example, Building the Ambition (National Practice Guidance on Early Learning and Childcare Children and Young People (Scotland) Act).
- Develop a policy for the nursery on adult protection and raise staff's awareness of adult support and protection legislation.

We agreed with these areas for improvement which should further improve staff's practice and their induction procedures.

Grade

4 - Good

Number of requirements - 0

Number of recommendations - 0

Statement 4

“We ensure that everyone working in the service has an ethos of respect towards service users and each other.”

Service Strengths

We selected this statement to focus on how staff interacted to help make sure children and their families felt respected and responsible and included.

Also see comments under quality theme 1 - statement 1 and quality theme 1 - statement 2 and quality theme 2 - statement 3, quality theme 2 - statement 5 and quality theme 4 - statement 3 of this report.

We found:

Staff were positive role models for children acting in a polite, courteous and respectful manner.

The recently appointed manager was establishing clear lines of communication, responsibility and accountability within the service along with an atmosphere of mutual trust and respect.

Staff treated children and their families with dignity and respect. Parents felt communication had improved recently helping everyone to express their views and feel respected, valued and included. Their child was happy and confident with staff and that they treated them fairly and with respect.

Children were being kind and caring towards each other and playing well together. They were having fun sharing and enjoying helping each other. They also enjoyed playing and sharing their views with the inspectors.

Areas for improvement

We agreed they should continue to develop the good practice they were establishing for this statement.

Grade

4 - Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 4 - Good

Statement 3

"To encourage good quality care, we promote leadership values throughout the workforce."

Service Strengths

We selected this statement to focus on how developing staff's leadership skills was impacting on their practice and improving outcomes for children.

The service's performance was good for this statement.

We found:

Individual staff were involved in the day-to-day management of the service. They were working well together as a team to ensure the smooth operation of the service. Senior staff had added responsibilities which were clearly defined. This ensured that everyone was aware of their roles and responsibilities.

The manager knew the importance of recognising staff achievements and promoting their confidence in taking on further responsibilities. She was planning to develop lead roles for staff throughout the nursery, for example in numeracy, literacy and health and wellbeing. As part of this process, staff would feedback on progress and development of these areas to their colleagues, supporting everyone to learn and develop, extend their understanding and knowledge and support positive outcomes for children.

Management and staff were aware of the "Step into Leadership" programme developed by the SSSC to promote leadership values and how this could be used to build further capacity within the staff team.

Staff were confident about contributing to the service and taking forward their own ideas for improving experiences for children. For example, staff spoke enthusiastically about the work underway with children and their families to further develop children's outdoor learning experiences and their e-learning journals.

Areas for improvement

The manager should develop, as planned, lead roles for staff (with the SSSC Step into Leadership programme) to further develop their practice, build capacity within the new staff team and improve outcomes for children.

Staff should continue to reflect on their work and include the impact that training has had on their practice in their post registration learning and achievement records.

Grade

4 - 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 selected this statement to focus on how the service's quality assurance processes and procedures were achieving positive outcomes for children and their families.

The performance of the service was good for this statement.

We decided this after we spoke with the manager, staff and parents, looked at children's files and records along with responses from staff questionnaires and other documentation. For example the service's improvement plan, monitoring and evaluation folders, accident and incident reporting and the nursery's handbook.

We found:

The vision, values and aims of the service were clearly outlined in the nursery's handbook.

The recently appointed manager knew the importance of being rigorous in how they monitored and evaluated the service to achieve the best outcomes they could for children and their families.

As a result, they were in the process of developing effective procedures to routinely check and review how well they were doing. For example:

- Action planning to meet priorities
- Regular observations of how well staff were working with children and their families
- Audits to check files and records were being kept up to date

- Audits to check policies and procedures were being regularly reviewed and updated in line with current best practice
- Incorporating the "Getting it Right" for every child wellbeing indicators to be safe, healthy, achieving, nurtured, active, respected and responsible and included (SHANARRI) into their procedures to improve how they measured outcomes for children and their families.

They knew the importance of reviewing and updating their improvement plan using contributions from children and their families.

This was to make sure:

- What they were doing was leading to improvement
- Any improvements they had made were being maintained
- Positive outcomes were being achieved for children and their families.

They were holding regular staff meetings to plan, share their ideas and practice and to discuss children's progress.

We also discussed the Care Inspectorate guidance on "Records that all registered care services (except childminding) must keep and guidance on notification reporting". The manager understood her responsibilities in relation to this and notification reporting to us.

Areas for improvement

The manager confirmed:

They would include audits of their accident and incident reporting, as part of their quality assurance procedures, to ensure that any issues were identified and dealt with appropriately.

They were now ready to review and that staff would be involved in completing the self assessment for us. We discussed the importance of the document being outcome focussed, with children and their families at the centre of the decision making process, and everyone's views fully reflected in it.

The self assessment would be shared with parents to agree and verify the grades and involve them more fully in their quality assurance processes and procedures.

They would continue to:

Ensure they were rigorous in how they monitored and evaluated the service to achieve the best outcomes they could for children and their families.

Grade

4 - Good

Number of requirements - 0

Number of recommendations - 0

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

Previous requirements

There are no outstanding requirements.

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

Previous recommendations

There are no outstanding recommendations.

6 Complaints

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

7 Enforcements

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

8 Additional Information

There is no additional information.

9 Inspection and grading history

Date	Type	Gradings	
31 Jan 2013	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 4 - Good 4 - Good 4 - Good
10 Sep 2009	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good 4 - Good 4 - Good
5 Mar 2009	Unannounced	Care and support Environment Staffing Management and Leadership	3 - Adequate 3 - Adequate 3 - Adequate 3 - Adequate

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Tha am foillseachadh seo ri fhaighinn ann an cruthannan is c?nain eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

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