

Care service inspection report

The Nursery at St. Margaret's Day Care of Children

17 Albyn Place

Aberdeen

AB10 1RU

Telephone: 01224 584466

Inspected by: Elaine McGuire

Type of inspection: Unannounced

Inspection completed on: 13 November 2013



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Service provided by:

St. Margaret's School for Girls (Incorporated)

Service provider number:

SP2003003560

Care service number:

CS2003016173

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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	4	Good
Quality of Staffing	5	Very Good
Quality of Management and Leadership	4	Good

What the service does well

Children are cared for in a safe and exciting learning environment. We saw they were motivated engaged in a range of activities. Staff provides a high level of care supporting children's individual interests. Positive relationships have been developed between staff and parents.

What the service could do better

The service should as discussed:

Continue to develop further methods of gathering parents and children's views to help plan for improvement

Develop a system to review children's written personal plans within a six month period or before if necessary

Review and update administration and storage of medication policy and procedures

Review registration procedures for after school club

Fix handdryer or provide paper towels in after school club toilet for effective hand washing

Further develop system for self-evaluation and monitoring to evidence good practice identifying areas for improvement

What the service has done since the last inspection

The service has:

New staff in post

Developed floor books and mind maps with children

Created links with Junior school to develop transition opportunities

Reviewed and updated policies and procedures

Developed nursery garden area

Involved children in risk assessment

Reviewed and updated record keeping

Purchased Promethean smart board for nursery

Conclusion

We found nursery and after school club to have a caring, inclusive and nurturing environment. Children are confident and successful learners in their environment.. We found management and staff keen to engage in professional discussions as part of the inspection process. They demonstrated a commitment to continuous improvement to ensure a quality service is offered to children and their families. Parents are confident their children are happy and well cared for.

Who did this inspection

Elaine McGuire

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.careinspectorate.com.

The Care Inspectorate will award grades for service based on findings of inspections. Grades for this service may change after this inspection if we have to take enforcement action to make the service improve, or if we uphold or partially uphold a complaint that we investigate.

The history of grades which services have been awarded is available on our website. You can find the most up-to-date grades for this service by visiting our website, by calling us 0845 600 9527 or visiting one of our offices.

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 the 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.

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

The nursery at St Margaret's and after school club provides pre-school and after school care to 61 children at any one time. A maximum of 32 of these places are for children aged 3 years to not yet attending primary school in the nursery. The after school service provides care to children from St Margaret's School for Girls. A maximum of 16 places are available during the school holidays for children aged 3 years to primary 4. The school is situated in the centre of Aberdeen City .

At the time of inspection the nursery had 25 children registered and the after school club had 37 children registered to attend. Overall manager of the service is the Head teacher with an Early Years Co Ordinator responsible for day-to-day management.

A full statement of aims and objectives is available 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 4 - Good

Quality of Staffing - Grade 5 - Very 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 0845 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. For the purpose of this inspection the nursery and after school care club was inspected. Please note the holiday club was not inspected. The inspection was carried out by Inspector Elaine McGuire. The inspection started at 3.30pm till 5.20pm on Monday 11 November 2013. Further visits took place on Tuesday 12 November 2013 from 8.20am till 5.10pm and on Wednesday 13 November 2013 at 8.20 am till 1.30pm when feedback was given to the Head teacher and Early Years Co Ordinator. 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 the service thirty five care standard questionnaires for the service to give to parents using the service. Seven were returned prior to inspection.

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

We spoke to:

- Children
- Eight parents
- Staff
- Early Years Co Ordinator
- Head teacher

We looked at:

- Registration certificate
- Insurance certificate
- Service website
- Newsletters
- Displays
- Children's information records
- Children's learning journals
- Sample of Curriculum planning records

Parent questionnaires
Children's floor books and mind maps
Cleaning schedules
Risk assessments
Quality assurance records
Staff appraisal records
Staff training records
Staff rotas
Staff meeting minutes
Policies and procedures
Development planning
Observations of children and staff working together
We looked around areas of the nursery and wrap around care service children can access and looked at toys 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 Care Inspectorate received a fully completed self-assessment document from the provider. We were satisfied with the way the provider completed this and with the relevant information included for each heading we grade services under.

The provider identified what it thought the service did well, some areas for development and changes it had planned. The provider told us how the people who used the care service had taken part in the self assessment process.

Taking the views of people using the care service into account

There were twenty children present in nursery and twenty-four children in the after school club at the time of the inspection. We observed the children enjoying their play. They were fully engaged in learning through play. We joined nursery children at a gym and music lesson and we were impressed by how confidently the children joined in the activity. We saw how the children confidently engaged in all activities enthusiastic in their learning. Children were familiar with the routines telling us what was happening each day for example going to gym and going outside to play. Children were keen to talk to us throughout the inspection visit telling us what was good about their nursery and after school club. All children told us they liked coming comments included:

"I like playing with my friends"

"I like to colour in and cut out."

"I make cards for my mummy and daddy"

"Its fun playing with the toys"

"We decide what we are planning to do - we are having a disco soon"

"If you want to you can do your homework - that's okay too."

"I am extremely happy coming - I want to come every day!"

"We have lots to do"

Taking carers' views into account

Carers in this context include parents, guardians, relatives or friends. They do not include staff or other professionals. Their views should be within the relevant quality statements.

We received seven completed care standard questionnaires. All agreed or strongly agreed they were satisfied with the overall quality of the service.

A parent/carer commented "more information could be given on children's progress and development." During the visit we looked at how staff share information with parents. Further information is recorded within this report. We also discussed this with the Head Teacher and Early Years Co Ordinator when giving feedback from the inspection visit and were confident they would give this consideration when planning for any improvements.

We spoke to eight parents from nursery and after school club during the visit. All indicated they were highly satisfied with the service. Additional comments included:

"Extremely happy with service."

"Staff is fantastic very helpful and professional."

"Have nothing negative to say about service - can't really see how it can be improved"

"Learning opportunities are immense for the children."

"Very well kept up to date on how my child is developing X has made huge progress."

"I cannot speak highly enough of the nursery and school."

Further information from parents is within 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 performance for this quality statement to be 5 - Very good. We reached this decision after we spoke with eight parent/carers and read what others had written. We also spoke to the Early years Co ordinator, staff and observed the children in nursery and after school club . We looked at how the service routinely involved the children and their families in assessing the quality of care and support and found that they did this by:

Parent/carer were issued a range of questionnaires to gather feedback and help plan for improvement on an ongoing basis. We saw how parents had been asked to evaluate a recent curriculum evening and noted the positive comments placing value on this meeting to share information. Responses sampled showed overall parents/carers were very satisfied with the various aspects of the service they were asked about. The service kept parents/carers informed by sending out future dates in advance to allow forward planning for events. Stay and play sessions offered to parents/carers provided the opportunity for parents/carers to be involved seeing first hand the nursery activities. A parent/carer we spoke to at inspection commented on how much they had enjoyed this. We saw how the service had responded to parent/carer suggestions, for example, organising a weekly lending library . This confirmed working in partnership was part of every day practice.

Parent/carer also had opportunity to attend an informal coffee morning with the Head teacher and senior management of the school after an initial settling in period. Parents/carers were kept up to date with all events in the nursery and wraparound service through newsletters, notice boards and wall displays. Policy of the month was

displayed asking for views or suggestions. We observed staff chatting informally to parents/carers on arrival or when collecting children and noted the positive and friendly relationships. This helps partnerships with parents which will positively contribute to children's experience whilst in the service leading to good outcomes for both the child and their family. Parents/carers we spoke to at the visit confirmed this telling us they felt there was plenty of opportunities to be involved. Comments included:

" I have been given super information on my child's progress. I am kept informed in various ways - I found the parents evening very useful - great to see what children will be experiencing in nursery."

"I'm happy with information provided. X never wants to leave, asks to come every day afterschool. I am very happy overall."

Going at their own pace, children were encouraged to take responsibility for their own learning involved in the planning process. We saw how children were consulted in planning the activities in both nursery and after school club using floor books and mind maps to record their views and ideas. These activities allowed children to share their views, suggestions and ideas which were taken forward by staff. During the inspection visit we observed staff in both nursery and after school club offering children choices, actively listening and responding appropriately. It was clear children's involvement was part of every day staff practice. We could confirm the service placed children at the centre of their service delivery.

All parents who returned our care standard questionnaire's agreed or strongly agreed overall they are happy with the quality of care their child receives in the service.

Areas for improvement

We suggested the service should feedback to parents and children results from evaluations for example using a display board to detail any action planned or taken as a result of parent or children suggestions.

We suggested the service should review questionnaires given to parents in the after school club to ask more open-ended questions that will help them to gather ideas and suggestions to plan for improvement.

The service identified to develop opportunities for children and parents/carers to be involved in assessing the care and support within the after school club. They should continue to build on existing methods for example developing a children's committee.

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 service performance for this quality statement to be 5 - Very good. We reached this decision by looking at children's records, discussing how the service worked with parents/carers to gather information on the children's individual needs, opportunities for development of children's health and well-being and looking at care routines.

The service had a range of policies and procedures in place that informed staff practice relating to children's health and well-being. This includes administration and storage of medication, infection control and child protection procedures. A range of children's information including health needs, likes, dislikes is recorded for each child to help staff plan to meet children's individual needs. In nursery each child has their own folder containing all about me information, observations and assessment of learning and development. Parents/carers have the opportunity to contribute recording success and achievements from home taking a holistic approach to each child's own learning journal. As a result, staff were informed to meet children's individual needs, planning next steps in learning to help children reach their potential.

Children's ideas are valued in many play contexts and taken into account when planning learning. We saw how children in the nursery had decided what resources would be best for their 'house corner'. Children regularly shop for snack helping them to understand real life settings supported by staff. After school club children contributed their ideas for a continental cafe. We found children were motivated and actively engaged in their learning experiences. They showed confidence and enthusiasm in learning and enjoyed working with their friends. They are well-behaved and respectful of each other. Children benefitted from specialist music, dancing and gym lessons. We saw how they participated enthusiastically in a music lesson linked to the autumn topic. Physical and energetic play is encouraged outdoors helping to contribute to a healthy lifestyle. We saw the children from both nursery and after school club accessing outdoor play during the inspection visit. Learning experiences were broad and balanced building on children's skills and knowledge.

Healthy eating is promoted. Children were provided with nutritious snacks. We sampled menus and saw a range of fruit was offered to children daily helping to contribute to a healthy diet. Parents we spoke to

told us they were very satisfied with the quality of the food provided. Children in the after school club commented on snacks saying:

"We have fruit every day and other things as well."

" Snacks are fabby."

Discussions with staff indicated a very good level of understanding of children's needs. We observed the staff in nursery and after school club and could confirm they knew the children and their individual needs well. As and when necessary, referrals were made to other multi agency professionals to support individual children. We noted the warm and supportive relationships between adults and children that helped the children to be secure and confident in their learning. Staff were consistent in their approach to children's behaviour.

All staff have attended child protection training. Staff we spoke to were confident in their roles and responsibilities in child protection procedures to help keep children safe. Transition to junior school takes place with the children joining in with 1 Juniors during the academic sessions. This helps children to develop knowledge and skills to operate successfully in a new learning environment

Parents we spoke to at the inspection visit told us they were satisfied their child's health and well-being needs were being met. Comments included:

" X is thriving , loves being there, has lots of activities and is always busy."

"X is always happy to come - doesn't want to leave most days."

"Lots of opportunity for outdoor and physical play"

" Friendships between the girls is encouraged. I think that is important for them."

Areas for improvement

We discussed with the Head teacher and Early Years Co Ordinator they should review accident and incident records for children in the after school club to ensure parents/ carers sign to confirm they have been given information.

Although the service has an administration and storage of medication policy they should now review and update this in line with best practice. We directed the Early Years Co Ordinator to Care Inspectorate guidance for reference. See recommendation 1

We discussed timescales for reviewing all children's written personal plans in both nursery and after school club. The service should now develop a system to review children's written personal plans within a six month period or before if necessary. See recommendation 2

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 2

Recommendations

1. The service should update administration, recording and storage of medication policy in line with current guidance. National Care Standards for Early Education and Childcare up to the age of 16: Standard 3 Health and Well Being
2. The service should develop a system to review children's written personal plans involving children and parents. National Care Standard for Early Education and Childcare up to the age of 16:
Standard 6 Support and development

Quality Theme 2: Quality of Environment

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 environment within the service.

Service strengths

This quality statement was not assessed at this inspection. We have applied the grade awarded for quality statement 1.1

Areas for improvement

Please see quality statement 1.1

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

The grade achieved on the evidence sampled was 4 - Good. We reached this decision after viewing the children's environment and available toys/equipment. We also looked at risk assessments, wall displays, policies/procedures and staff training.

Entry into the school is secure. We were asked to sign in the building on arrival and given a badge to identify us to staff, children and parents as a visitor. A staff member welcomes parents and children when they arrive at nursery. Parents and carers sign children out of nursery and after school club at the end of the day. This ensured no unauthorised entry to the building and children could not leave the building unnoticed.

Accommodation is clean, bright, welcoming and in a good state of repair. Cleaning rotas for all playrooms is in place. Children can access various rooms within the school environment for example gym hall, music room and computer suite. Playrooms are organised to allow children to move around safely, play on their own or within groups. Toys and resources were maintained, well organised and labelled for

children to choose and select promoting independence. We found all areas we observed to be clean and organised for children to make choices safely.

Infection control policies and procedures are in place including supervising of handwashing and use of protective clothing. Children were encouraged to wash hands before eating and after using the toilet. Pictorial signs for hand washing were in place reinforcing the importance of handwashing to help limit the spread of infection. Staff are trained in first aid .

Staff had displayed useful information for parent boards including staff photographs, newsletters and policy of the month. Children's work was attractively displayed in both nursery and after school club. Children proudly showed us their work. This resulted in children having a sense of ownership and belonging.

Nursery children have access to school playground as well as a reasonably sized garden area. We saw how the after school club children accessed the school playground for physical and energetic play. Risk assessments are in place for activities and local outings and are reviewed on a regular basis. We saw how nursery children were formally risk assessing play activities, for example when making soup. This allows children to be offered challenge within a safe environment, developing responsibility for their own safety.

Seven responses from our care standard questionnaires strongly agreed and two agreed that the environment was a safe ,secure, hygienic, smoke free, pleasant and stimulating environment. Parents we spoke to at the inspection visit also agreed the environment was welcoming safe and clean.

Areas for improvement

Children go from their class or extra curriculum activities to the afterschool club. The club has a procedure in place if a child does not arrive as expected where they will initially make contact with the class teacher within the school before following their procedures for a missing child. We discussed with the Early years Co ordinator ways to improve registration at the after school club to ensure staff/child ratios are maintained in the event of this occurring. See recommendation 1

We noted the hand dryer in the toilet children access from after school club was not working. This should be fixed or replaced with disposable paper towels kept within the toilet for effective hand washing. See recommendation 2

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 2

Recommendations

1. The service should review registration arrangements for the after school club to make sure of the safety and security of children and young people, inside and outside. National Care Standards for Early Education and Childcare up to the age of 16 - A safe environment
2. The service should ensure appropriate facilities for children in the after school club to dry their hands after hand washing to help control the spread of infection. National Care Standards for Early Education and Childcare up to the age of 16 - A safe environment

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

This quality statement was not assessed at this inspection. We have applied the grade awarded for quality statement 1.1

Areas for improvement

Please see quality statement 1.1

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 service's performance to be 5 - Very good in the areas sampled for this statement. We reached this decision through observations, discussions with staff and after we looked at staff training information, annual appraisal records and minutes of staff meetings.

All staff members required to were registered with the Scottish Social Services Council which is the body that regulates the care workforce in Scotland. We found the staff team worked well together. New staff had integrated well into the existing team. In each of the playrooms staff were clear in their roles and responsibilities contributing to the effective teamwork we observed. We found staff role modelling created a nurturing environment for children in their care.

We sampled staff training records and saw staff attended a range of training to update their knowledge and skills. We spoke to some staff and asked how this had impacted on their practice. Staff in the nursery told us attending Getting it Right for

Every Child - a national practice model had given them confidence in supporting all children. Staff in the after school club attended attachment training advising us how it extended their knowledge of child development and the importance of positive relationships. During these discussions with staff we found them to be motivated and enthusiastic.

Early Years Co Ordinator meets with staff on a 1:1 basis to offer support and plan for improvement. Annual professional development reviews take place. Individual development needs were identified and supported by management who encouraged staff to attend training. Staff we spoke to told us this supported them in their work. This provided a valuable opportunity for management and staff to recognise achievement focus on practice to further develop performance helping to make sure children receive a quality service.

A range of staff meetings take place in both the nursery and after school club. This includes weekly management meetings with the Headteacher and Early Years co ordinator. We saw how all staff had the opportunity to contribute recorded in meeting minutes. During the visit we observed staff in both nursery and after school club interacting with the children. Staff listened to and responded to children's ideas and interests. We saw how staff offered children encouragement to extend their learning. As a result children were confident and supported well.

Parents we spoke to at the inspection visit spoke highly of staff. All returned care standard questionnaires to us either agreed or strongly agreed I am confident staff have the skills and experience to care for my child and support their learning and development. additional comments from parents included:

"Staff are very good"

"I find staff kind and patient. They are very open and helpful."

"I am very confident in staff and how they develop numeracy and pre literacy in the younger children."

"Staff are great. X wants to come every day after school."

Areas for improvement

We suggested the Early years Co Ordinator should record 1:1 meetings with staff to identify any action taken to support formal annual reviews.

Staff should continue to develop knowledge of Getting it Right for Every Child - national practice model to support daily practice.

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: 4 - 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

This quality statement was not assessed at this inspection. We have applied the grade awarded for quality statement 1.1

Areas for improvement

Please see quality statement 1.1

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 the service's performance for this quality statement to be 4 - Good. We reached this decision following discussion with early years co ordinator, staff and after we looked at the service policies, questionnaires and quality assurance systems.

We saw the service offered a range of opportunity for parents and children to comment on the quality of the service as discussed in quality statement 1.1

The Early Years Co Ordinator was visible throughout the inspection to children, parents and staff. We saw how this provided the opportunity for informal monitoring of daily practice. As a result any action for improvement could take place immediately.

An improvement plan for the nursery identified targets with a success criteria. Outcomes were monitored on a regular basis to ensure progress has been made. We saw where last years improvement plan had impacted on children's transition to Junior school. As a result

children experienced quality early learning experiences helping them to fulfil their potential as successful learners.

Staff teams self-evaluate their own practice and discuss at weekly staff meetings. Classroom observations gave feedback on how improvements could be made in daily practice for example developing areas of play. The Head Teacher advised us she has a programme of lesson observations for the whole school with the nursery included in this planned for next term .

Staff contribute to the self assessment returned to the Care Inspectorate as part of quality assurance systems. Policies and procedures are reviewed and updated regularly to make sure they are meeting best practice and legislation. We saw that reflecting on practice supports the service to improving outcomes for children and their families whilst in the service.

Areas for improvement

We suggested to the Early Years Co ordinator the after school club could develop an action plan to help create a shared vision for improvements and monitoring of quality.

We discussed with the Early years Co Ordinator ways to monitor and self evaluate within both nursery and after school club to gain an overview of practice relating to outcomes for children. The service should further develop their system for self-evaluation and monitoring to evidence good practice identifying areas for improvement . See recommendation 1

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 1

Recommendations

1. The service should further develop monitoring systems and self evaluation processes, in order to monitor quality and plan for improvement. National Care Standards Early Education and Childcare up to the age of 16, Standard 13 - Improving the Service.

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

6 Inspection and grading history

Date	Type	Gradings
3 Feb 2011	Unannounced	Care and support 5 - Very Good Environment Not Assessed Staffing Not Assessed Management and Leadership Not Assessed
20 Apr 2010	Unannounced	Care and support 4 - Good Environment Not Assessed Staffing 5 - Very Good Management and Leadership Not Assessed

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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Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iarrtas.

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