

Care service inspection report

Cramond Primary School Nursery

Day Care of Children

Cramond Crescent

Edinburgh

EH4 6PG

Telephone: 0131 3126450

Type of inspection: Unannounced

Inspection completed on: 29 August 2014



HAPPY TO TRANSLATE

Contents

	Page No
Summary	3
1 About the service we inspected	5
2 How we inspected this service	7
3 The inspection	11
4 Other information	24
5 Summary of grades	25
6 Inspection and grading history	25

Service provided by:

City of Edinburgh Council

Service provider number:

SP2003002576

Care service number:

CS2003015849

If you wish to contact the Care Inspectorate about this inspection report, please call us on 0345 600 9527 or email us at enquiries@careinspectorate.com

Summary

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

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

We gave the service these grades

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

What the service does well

The head teacher provides strong and ambitious leadership. Children are supported very well by the nursery teachers and a committed staff team. They all share a vision and a determination to give each and every child the best possible start.

The business manager and depute head teachers are highly knowledgeable and supportive of the work staff carried out in the nursery.

The stimulating activities, toys and equipment inspire children to use their imagination and make discoveries for themselves.

What the service could do better

Cramond Primary School Nursery should continue to maintain and build upon the very good practice they carry out.

What the service has done since the last inspection

There has been changes in the management team since the last inspection. As a result many new ideas and initiatives were evolving and some has already been put in place, which included:

- The addition of a fifth toilet to accommodate the increase of children attending.

- The garden had doubled in size and the addition of new resources and equipment has enhanced children outdoor play experiences
- Staff had attended training on outdoor learning and plans were beginning to emerge on how the forest school experience could be brought to the nursery.
- Staff were better informed of legislation, good practice guidance and they were now involved in creating policies.

Conclusion

Cramond Primary School Nursery is achieving very high standards which is clearly having a positive impact on children health and well-being. There are some exceptional strengths, in particular the outdoor play experiences, staff interaction with children and the strong leadership from the Head Teacher.

1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website 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 the Regulations, Orders or conditions, a requirement must be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

Cramond Primary School Nursery is located within Cramond Primary School in the North West of Edinburgh. Children have access to a large playroom, with kitchen facilities, a large garden with adjoining woodland area. They also have access to the school gym hall, library and an additional mutli purpose play room.

They are registered to provide a service to a maximum of 40 children aged between 3 years and primary school entry. In the beginning of Spetember 2014 this was due to increase to 50 children.

Cramond Primary School Nursery aim: "To provide a happy, friendly and stimulating environment, where children feel secure, valued and confident, an environment where they can use and develop their knowledge and learn new skills."

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

Quality of Care and Support - Grade 5 - Very Good

Quality of Environment - Grade 5 - Very Good

Quality of Staffing - Grade 5 - Very Good

Quality of Management and Leadership - Grade 5 - Very Good

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

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

2 How we inspected this service

The level of inspection we carried out

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

What we did during the inspection

We wrote this report following on unannounced visit on Monday 28 August 2014. We returned the next day to complete the inspection and give feedback to the Head Teacher, Acting Depute Head Teacher, Depute Head Teacher (who was currently on maternity leave) and the Nursery Teacher.

As requested by us, the service completed an annual return and self assessment form.

We issued 25 care standards questionnaires to the service to hand out to parents. Sixteen were completed and returned to us before the inspection.

In this inspection we gathered evidence from various sources including relevant sections of policies, procedures, records and other documents including:

- Accidents/incidents recording system
- Additional support for learning policy
- Aims and objectives
- Certificate of registration
- Children's' files
- Children's' register
- Child protection policy and procedures
- Complaints policy and procedure
- Evidence from the service's self assessment and annual return
- Feedback from parents in questionnaires
- Infection control policies
- Information on parent's notice board
- Medication recording system
- Meeting minutes
- Newsletters
- Risk assessments
- Positive behaviour strategies
- Public liabilities insurance
- Standards, Quality and Improvement Plan
- Staff records

We spoke with:

- The Head Teacher
- Acting Depute Head Teacher
- Depute Head Teacher
- Nursery Teachers
- All staff
- The business manager
- Six parents
- Some children.

We examined the resources, toys, equipment and environment.

We observed:

- Children in the playrooms and garden
- Staff interactions with each other, the children and parents.

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.

We received an electronic self assessment from the service. They had completed this to a good standard which demonstrated an understanding of continuous evaluation of their work. During the inspection we found evidence to support the areas of strengths that they had identified in their self assessment. We also found that many of the planned areas of improvement had been carried out.

Taking the views of people using the care service into account

Children arrived happily into the nursery, confidently saying goodbye to their parents and carers. They received a warm welcome from staff who then immediately engaged them in conversations about how they were feeling that day. Children were confident in showing us around and telling us what they liked to do at nursery. Their comments included:

"This is where we have snack".

"I like playing in the garden".

"The teachers help me".

Taking carers' views into account

Parents and carers were complimentary of the work the staff did and the service they and their child received. Their comments and feedback have been included in this report under the relevant themes and statements.

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 that Cramond Primary School Nursery had very good standards in the areas covered by this statement. This was confirmed in our questionnaire as all parents strongly agreed that they were happy with the quality of care their child received in the service.

Working in close partnership with parents was an important part of the work in the nursery. As a result, staff and parents worked together to make sure children had the best possible start in life. From speaking with parents, talking to staff and watching staff practice we saw that having healthy and nurturing relationships with parents/carers and children was part of their every day practice. A parent told us, "I am very happy with the continuous feedback I receive about my child. On some occasions it has been something as simple as a quick chat with the teachers about something funny that happened that day with my child - but it re-assures me that they all pay real attention and care".

Children benefitted from a calm, respectful approach and were encouraged by staff to make their own choices, express their views which helped them feel relaxed and valued. The curriculum was delivered through exciting, child-led play and as result children were actively involved in their learning. For example, with pride and enthusiasm a group of children put on an impromptu show for staff.

The home to nursery transition, not only helped staff to get to know the children and their needs, but also helped families to find out about the nursery and prepare their child for going there. Transition visits were happening during our visit and we saw

staff providing parents with reassurance whilst showing their child around the nursery.

Staff were enthusiastic and committed to offering parents/carers opportunities to become involved in the life of the nursery and the care and support of their child. For example parents/carers could attend stay and play sessions to spend time with their child in nursery. A parent told us, "The team at Cramond Nursery class are fantastic. They fully support the children and families. Children and parents are regularly consulted and we have seen new ideas implemented as result of the consultation".

Regular care planning meetings meant that parents/carers, staff and other professionals, where appropriate, were able to discuss children's care and support needs and how the nursery could help the family as a whole. This practice helped make sure that families were getting the right help at the right time.

Each child had a Personal Learning Plan folder (PLP). These provided a very good record of children's progress and also illustrated a wealth of activities the child had experienced. These had recently been replaced with on-line learning journals and staff were enthusiastic about and confident of the benefits this would bring.

Photographic displays, notices, leaflets and minutes of meetings were all displayed in the large hallway. This meant that parents/carers were told about what was happening in the nursery and local community.

The overwhelming majority of parents and carers who responded to the inspection questionnaire confirmed their satisfaction with the care and support their child received and this view was supported by inspection evidence. For example:

"We cannot thank all at Cramond for everything they do for our daughter or us as a family".

"I could not be happier with the care and service that Cramond Primary School Nursery provides. Both my sons have attended and found it a happy and fulfilling environment".

Areas for improvement

In our questionnaire a parent told us "It would be nice to see their profiles". The management team were confident that the introduction of online learning journals was a positive step towards further involving parents in their child's learning. We will check the progress of this at our next inspection.

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 that Cramond Primary School Nursery had very good standards in the areas covered by this statement.

Children were clearly very happy to be at the nursery and this was confirmed by a parents who told us, "I feel Miss X is an excellent teacher and has developed a good relationship with my son and has a friendly caring nature which gives my son confidence and contributes to his enjoyment of nursery".

The promotion of health and wellbeing was an important part of the work carried out in the nursery. Staff knew that children and families emotional wellbeing could be positively developed through nurturing relationships. A range of programmes were on offer to help staff in promoting healthy lifestyles and supporting parents in their role as their child's first educator. For example PEEP (Parents Early Education Partnership) groups and therapy inclusion programmes.

Personal learning plans were currently mainly around health and wellbeing to help support new children settling into the nursery. Staff told us that this was important as it helped them to get to know the children and introduce them to nursery life.

Staff had received training on Getting It Right For Every Child (GIRFEC). This Scottish Government document helps staff to focus on achieving better futures for children, with their needs at the centre. Children's records and staff practice took account of the principles of GIRFEC.

When needed, children and families were helped by a variety of professionals and support groups. All of these helped towards encouraging and supporting children and families to enjoy a high standard of physical and mental health. In care plans we saw that with the child's parents/carers, service staff and other professionals a plan had been made to support the children's development and well-being. This meant that everyone involved in the child's care was working together to make sure the child was reaching their full potential and getting the right help and support. Where needed staff worked alongside and received training from a Visiting Teacher Support Service (VTSS). This included training in a variety of issues to meet the needs of children such as developing gross motor skills, turn taking, and strategies to support elective mute children.

In our questionnaire, a parent gave us an example of when staff had noticed changes in a child's behaviour. The parent told us how 'astute staff had been in their observations' which gave the parent 'complete reassurance that my children are in the right place'.

Children were cared for in a secure and stimulating environment, which enabled them to play and learn safely. They were able to move freely between the indoor and outdoor environments throughout the day as their play evolved. The well-planned curriculum built successfully on children's skills and experiences across all areas of their learning.

A significant strength was the very warm and supportive relationships between staff and children that helped them feel secure and confident to learn. We saw that staff were calm and reassuring in their responses to children who were very new to the nursery. A parent told us, "The staff are approachable, friendly and take a holistic view of the child and their circumstances".

Children had made friends and chatted to each other whilst they played. Children's independence was developed as they were free to choose what and who they played with. A parent told us "My child has been encouraged to form friendships and to take part in many different activities. It is a safe, caring and happy nursery environment".

The well thought out transition to school programme provided children with many opportunities to spend time in the school and meet their new teacher. Staff included the parent and child in completing a detailed report which showed a partnership working. A parent told us "I am extremely happy with the running of this nursery and how well it supports children with their transition to school".

The outdoor space, rich in variety, provided opportunities for active learning and the further plans that were in place will widen children's experiences enormously. We saw children negotiating and taking risks on the climbing frame and skillfully ride the bikes around the garden.

Children had access to a woodland area in the school grounds. This, coupled with the opportunities in the nursery garden, played a significant role in developing children's appreciation, awe and curiosity about the natural world.

In the play room and outdoor play area children were provided with plenty of opportunities to develop their early writing and reading skills. For example, clip boards and notebooks with pens were placed in each play area and the writing areas was well resourced with crayons, pencils, paper and a variety of books. They concentrated well when listening to favourite stories and eagerly joined in with singing and talking at group time. Every opportunity was taken to foster children's numeracy skills with resources such as puzzles, building bricks, number lines, interactive displays, measuring tapes and purses with money.

Children were able to increase their understanding of technology through the use of a computer, Ipads, a smart board, walkie talkies and talking phones. These opportunities helped children to develop skills for the future.

Through the celebration of Eid, Divali and Chinese New Year, children developed an appreciation and understanding of different cultures and faiths.

Children were encouraged to follow good hygiene routines and knew when to wash their hands. There were very good arrangements in place to care for children if they became ill and all staff were trained in administering first aid.

Children were supported by staff to make healthy choices regarding food. We observed snack time to be a positive experience. Staff and children sat down together to eat snack which provided an opportunity for children to increase their independence and learn good social skills associated with mealtimes.

Children were encouraged to do things for themselves, for example put on their own coats and tidy up when they had finished with toys. This encouraged respect and independence in children.

Children's self-esteem was enhanced by the praise they received from staff for good behaviour, effort and achievement. Staff used positive behaviour strategies which helped children learn about sharing and taking turns. Staff's consistent approach in their expectations for children's behaviour, helped children to learn what was acceptable. The nursery rules were easily understood, achievable and helped children to understand the effect of and take responsibility for their actions.

Areas for improvement

Staff agreed that children's learning experience could be enhanced by making changes to the way in which snack was prepared and organised. For example by creating opportunities for children to:

- Be more involved in deciding on what they would have for snack
- Shopping for the ingredients
- Use a table instead of the low-level work surface thus providing more space for children to choose their snack.

In our questionnaire, three parents shared their concerns about the pending increase of the number of children attending the nursery. In particular the space available. At this inspection we were satisfied with the floor measurements provided by the City of Edinburgh Council.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

Statement 1

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

Service strengths

The areas of strength noted in theme one, statement one also apply to this statement.

Areas for improvement

The areas for improvement noted in theme one, statement one also apply to this statement.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 2

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

Service strengths

We found that Cramond Primary School Nursery had very good standards in meeting the areas covered by this statement. This was confirmed in our questionnaire as all parents confirmed that the service was a safe, secure, hygienic, smoke free, pleasant and stimulating environment.

The equipment, furnishings and resources were right for the age and stage for the children attending the nursery. Staff planned appropriately to ensure a variety of challenging resources were on offer for the children.

The well thought out and ever evolving garden allowed children to enjoy the natural environment, use their imagination, be adventurous and physically active.

The nursery was in a very good state of decoration and repair. Playrooms were suitably ventilated, bright and attractive. It was clearly important to staff that playrooms were organised and well planned, thus providing children with a stimulating and exciting space to play, be active and to learn. Toys and equipment

were laid out to allow children to access them easily which helped develop their sense of independence. By spending time playing with and observing children we were able to see just how successful the environment was in allowing children to lead their own play.

Children's work was displayed attractively around the nursery. These were linked to themes, children's interests and current projects. Children had their own pegs, bags and were in colour groups. Even the newest of children knew which colour group they were in.

Children learned and worked out how to keep themselves and others safe by assessing the risks in their play. Visits from the police, local doctor and fire services helped children learn how to keep safe in the world around them.

The rolling programme of staff training meant that staff knowledge in first aid, child protection and food hygiene was current and meeting best practice. Policies linked to best practice and legislation. Risk Assessments were currently being updated, showed a commitment to keeping the environment safe.

All staff were trained in Child Protection. The nursery policies told staff what they should do in the event of having a concern about a child's welfare. Staff were able to tell us about what steps they would take. In our questionnaire, all parents confirmed that: They felt confident that the staff would protect their child from harm, abuse, bullying and neglect.

Areas for improvement

Staff agreed with the two parents who, in our questionnaire, told us they disagreed that the service made good use of resources in the community for example library and parks. Staff told us they intended to explore how they can get children out in the community more. We will check the progress of the as the next inspection.

Plans were in place for the nursery to get involved in the work the school was doing towards achieving an Eco Schools Green Flag. We agreed that this work would be helpful in children learning about environmental concerns such as water, waste and energy.

Staff had devised their own recording system for when they gave children their daily medication. At feedback it was agreed that staff would be issued with the forms from the City of Edinburgh Council to record this.

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

The areas of strength noted in theme one, statement one also apply to this statement.

Areas for improvement

The areas for improvement noted in theme one, statement one also apply to this statement.

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

It was clear that the staff team were highly skilled and competent professionals who knew how important their work was in improving the lives of the children and their families. The relationship they had with each other helped to create a friendly, professional, happy place for staff to work and children to be cared for. The team spirit and shared determination meant that staff worked well to provide children with a safe, nurturing and inclusive environment. In our questionnaires, all parents confirmed that they were confident that the staff had the skills and experience to care for their child and support their learning and development.

Before starting to work in the service, new staff went through an 'induction'. This meant that they were given lots of information about their job and in particular what their role was in protecting children.

Staff shared their learning and ideas from training with the rest of the team following training events. This helped to ensure all staff were aware of up to date and current good practice.

All staff were registered with Scottish Social Services Council (SSSC) or the General Teaching Council (GTC). Staff knew about their responsibility to follow the codes of practice that aim to raise standards of care and increase the protection of children.

The policies and procedures told staff about many documents and how they were important to work they did. The business manager had devised new systems to ensure staff were aware of good practice guidance and was beginning to get them involved in devising policies. This included the National Care Standards, The Curriculum for Excellence and The SSSC Codes of Practice.

All staff attended regular team meetings and frequent reviews. These enabled them to identify their own future training needs and developments for the nursery. Records of staff annual Performance Review and Development (PRD) demonstrated its success in giving staff the opportunity to set targets, formally reflect and assess their own performance. Staff spoke highly of the headteacher and told us she was 'inspirational', 'very supportive' and 'determined to do her best'.

The head teacher was extremely proud of her team. It was clear that she valued and recognised the work staff in the nursery did in promoting children's development, meeting their care needs and enhancing their education. She equally appreciated the work of the management team. We saw that the business manager and depute head teachers were fully supportive of the school vision and were a great asset to the service.

Staff told us that they were able to request training to meet the needs of the children and development of the nursery. Such as training in Autism and strategies to support children's learning.

From our conversations with staff, it was evident that they felt valued and motivated to improve their skills and knowledge with positive outcomes for themselves and the children they looked after.

The 'whistle blowing' policy told staff about the importance of being confident to report any concerns they might have about other staff practice or behaviour. Staff confirmed to us that they would feel able to speak to the head teacher about anything they were concerned about.

Staff awareness of good practice was being maintained through regular training,

meetings with other professionals and updates in staff meetings. This led to staff being confident in the work they did in the playroom with children.

Parents spoke highly of the staff team, for example they told us:

"The teachers are wonderful" "I am extremely happy with the service provided at Cramond Nursery. The staff have been amazing at helping my daughter settle into nursery and prepare her for starting Primary School. Her Key worker, Miss X goes above and beyond her job and her care and enthusiasm come through strongly in all that she does".

"My child has been made to feel very happy by the staff at Cramond Primary Nursery".

Areas for improvement

The service should continue to maintain and develop upon the existing very good practice carried out in relation to this statement.

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

The areas of strength noted in theme one, statement one also apply to this statement.

Areas for improvement

The areas for improvement noted in theme one, statement one also apply to this statement.

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

Many systems and processes were in place along with the introduction of new strategies to make sure there was a systematic approach to evaluation, reflection and assessment of quality. As a result, the monitoring of teaching and learning was beginning to take place consistently, and naturally, each day.

The nursery Standards, Quality and Improvement plan was a concise, clear, manageable working document that highlighted appropriate areas for development. The objectives (what was planned to improve upon) in this plan were discussed at meetings to make sure that they were getting done. This helped the head teacher to keep a very close check on the nursery's progress in achieving its goals.

Parents and children were encouraged to give regular feedback about the service. A

summary of action taken by the service was shared with parents. This helped instill confidence that suggestions and comments would be taken on board.

Regular staff meetings meant that there was continual evaluation and discussion of what was happening in the service.

The head Teacher and depute head teacher were in the nursery on a daily basis and therefore recognised and known to all. They were able to observe staff practice and offer guidance for continuous improvement. Regular audits to assess the quality and effectiveness of staff practice were carried out. This included observation in the playrooms and an oversight of records in matters such as health and safety checks, outdoor play experiences, risk assessments and planning for children's play.

The business manager was highly supportive and knowledgeable in staffing and human resource issues.

The service used Child at the Centre as a tool for self-evaluation. This demonstrated a commitment to use on-going self-evaluation to provide high quality care. An annual plan was in place for monitoring and evaluation to ensure that everyone was involved in the self-evaluation process.

A parent was complimentary of the management of the service and its overall quality, " The school has a very genuine and enthusiastic Head who really cares - 10/10".

Areas for improvement

The service should continue to maintain and develop upon the existing very good practice carried out in relation to this statement.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

4 Other information

Complaints

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

Enforcements

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

Additional Information

Action Plan

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

5 Summary of grades

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

6 Inspection and grading history

Date	Type	Gradings	
24 Aug 2011	Unannounced	Care and support	5 - Very Good
		Environment	Not Assessed
		Staffing	5 - Very Good
		Management and Leadership	Not Assessed
20 Mar 2009		Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and Leadership	4 - Good

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

To find out more about our inspections and inspection reports

Read our leaflet 'How we inspect'. You can download it from our website or ask us to send you a copy by telephoning us on 0345 600 9527.

This inspection report is published by the Care Inspectorate. You can get more copies of this report and others by downloading it from our website: www.careinspectorate.com or by telephoning 0345 600 9527.

Translations and alternative formats

This inspection report is available in other languages and formats on request.

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

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

ہے بایتسرد می ونابز رگی دی روا ولکش رگی دی رپ شرازگ تعاشا ہی

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

ی.رخأ تاغل بو تا قیسن تب بل طلا دن ع رفاو تم روشنملا اذه

本出版品有其他格式和其他語言備索。

Na życzenie niniejsza publikacja dostępna jest także w innych formatach oraz językach.

Telephone: 0345 600 9527

Email: enquiries@careinspectorate.com

Web: www.careinspectorate.com