

# Care service inspection report

## Ochil Tower School

### School Care Accommodation Service

140 High Street

Auchterarder

PH3 1AD

Telephone: 01764 662416

Type of inspection: Unannounced

Inspection completed on: 5 September 2014



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## Service provided by:

Ochil Tower School

## Service provider number:

SP2003002133

## Care service number:

CS2003009785

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## Summary

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

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

### We gave the service these grades

Quality of Care and Support	6	Excellent
Quality of Environment	6	Excellent
Quality of Staffing	5	Very Good
Quality of Management and Leadership	6	Excellent

### What the service does well

The school provides a wide range of opportunities for young people, parents and relatives to make comment on the quality of the service. This enhances the ethos of listening to people.

Participation is embedded in daily life and there is a sense of normality to daily routines.

Activities are planned to suit everyone's interests and the young people were engaged in a range of community activities.

The staff work very well as a team supporting each other and providing consistent care to the young people.

### What the service could do better

The service should continue to develop how they recruit staff with a range of skills and experience relevant to the work they do.

### What the service has done since the last inspection

The School has progressed with the areas for development identified at the last inspection. These areas are part of the School Development Plan and we saw a real commitment from management and staff to take improvements forward.

They have also worked hard to develop their information sharing systems and communication procedures to ensure effective strategies are in place to keep everyone informed and allow for partnership working in a meaningful way.

### **Conclusion**

Ochil Tower School is a well-managed service where young people and staff are encouraged to have their say and play their full part in day-to-day life and service developments through a range of methods.

There is an established process of partnership working between staff and parents to support young people's safety and promote consistency of care.

Young people benefit from the location of the school which allows them access to local resources and amenities.

# 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](http://www.careinspectorate.com).

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

The conditions of registration are:

- 1) Belvidere will provide accommodation to a maximum of 7 pupils.
- 2) Elmtree will provide accommodation to a maximum of 4 pupils.
- 3) Priory will provide accommodation to a maximum of 5 pupils.
- 4) Rowan will provide accommodation to a maximum of 6 pupils.
- 5) Sycamore will provide accommodation to a maximum of 6 pupils.
- 6) To comply with the current staffing schedules attached dated 12 November 2010, which must be displayed together with the certificate.
- 7) Coach House will provide accommodation to a maximum of one pupil.
- 8) 72A High Street, Auchterarder will provide accommodation to a maximum of one pupil.
- 9) From 14 August 2011 until 30 June 2012 provide a care service to a maximum of 30 pupils.

Belvidere will provide accommodation to a maximum of 8 pupils.  
Elmtree will provide accommodation to a maximum of 5 pupils.  
Priory will provide accommodation to a maximum of 5 pupils.  
Rowan will provide accommodation to a maximum of 6 pupils.  
Sycamore will provide accommodation to a maximum of 6 pupils.  
Coach House will provide accommodation to a maximum of 1 pupil.  
172A High Street, Auchterarder will provide accommodation to a maximum of 1 pupil.

Ochil Tower School is an independent, non-denominational school for children and young people with additional support needs, aged between 5 and 18 years. It provides care and education for both residential and day pupils through the curative education approach which combines social care, education and therapy and is based on the philosophy of Rudolf Steiner, adapted by Karl Konig, the founder of the world-wide Camphill movement. Day to day management is the responsibility of 4 joint coordinators who, with other experienced and permanent co-workers whose home is the school, form the core group members. Other co-workers, many from overseas, spend a year or more at Ochil Tower assisting with care and education. There is also a small number of paid care staff and ancillary workers.

The five houses and three school buildings are set in grounds located unobtrusively off the main street of Auchterarder, 14 miles west of Perth, enabling the school to be part of the local community. The grounds offer facilities for gardening, rearing animals and play activities as part of the curriculum.

Ochil Tower School's aims include:

- \* A form of community life which recognises the universality of the human spirit as an essential element in its formation and working. Expression is given to this in the celebration of festivals, concern for the environment and mutual care.

- \* Developing shared living situations which recognise the needs of individuals. The staff/client relationship is replaced by mutual relationships based on sharing daily life in all its manifold aspects, including preparation and sharing of meals, caring for the household and surroundings, creating social events and so on.

- \* Operating financially so that there is a flexible relationship between work and payment for work done.

These aims are realised through the following objectives:

- \* To live, and work together in healthy social relationships, based on mutual care and respect.

- \* To provide care and education to children and young people with additional support needs in a nurturing and supportive environment.

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

**Quality of Care and Support - Grade 6 - Excellent**

**Quality of Environment - Grade 6 - Excellent**

**Quality of Staffing - Grade 5 - Very Good**

**Quality of Management and Leadership - Grade 6 - Excellent**

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](http://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 a Care Inspectorate Inspector. The inspection took place on Thursday 21 August. It continued with a further visit on Monday 01 September. We gave feedback to the three of the Joint Coordinators following the second visit.

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.

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

We spoke with:

- three young people
- three parents
- three Joint Coordinators
- three co-workers two senior co-workers
- three external health professionals

We looked at:

- information, including the school's plan for how they will involve people who use the service and how they can have their say including feedback from external professionals
- the school development plan
- minutes staff meetings
- activity calendars
- the schools brochure and website
- the schools electronic communication site
- young people's and relatives' feedback kept by the school
- individual care plans and information recorded about the young people

- medication recording systems
- evidence of meetings with outside health professionals
- accident and incident records
- suggestions and complaints
- the environment and equipment
- staff training and supervision records
- health and safety records

We joined the staff and young people for meals and were involved in some activities and the morning assembly.

We took all of the above evidence into consideration when writing this report. We also took into account the Public Services Reform (Scotland) Act 2010 and its associated statutory instruments, the National Care Standards for care homes for school care accommodation, and the Scottish Social Services Council (SSSC) Codes of Practice for Social Service Workers and Employers.

### **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](http://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 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 that we grade services under.

The provider identified what it thought the service did well, some areas for development and any 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**

We spoke with three young people during our inspection visits and joined others at meal times. All the young people spoke well of the school and appeared happy and relaxed within their environment. Some of the young people were able to tell us about the work they have been involved in and one young person showed us their bedroom which they were very proud of. They told us how they liked using their iPad and demonstrated to us what they could do with the programmes that had been downloaded.

## **Taking carers' views into account**

We spoke with three parents during the inspection and they all told us they found communication with the school excellent. They gave us clear examples of how well the school had supported them and their children and told us they had nothing but praise for the school with regard to the positive work they were doing with their children.

### 3 The inspection

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

#### **Quality Theme 1: Quality of Care and Support**

Grade awarded for this theme: 6 - Excellent

##### **Statement 1**

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

##### **Service strengths**

The school provides excellent opportunities for young people, their parents and relatives to give feedback and make suggestions for improving the service. We gathered evidence from discussions with the pupils, parent's feedback, observation during the inspection visits and information from the school.

Young people and parents told us they felt their comments and suggestions were listened to and that they were clear on how they could share and discuss their views. We saw that the routines within the school provided a wide range of situations where young people could express their views and staff could observe how they were feeling. These included meal times, school activities and recreational time.

Parent's told us they felt extremely welcome within the school and had regular communication with all the staff and Joint Coordinators. They said they had been supported exceptionally well, particularly in the early stages when their child moved in but also through ongoing support and advocacy. They really appreciated this and commended the whole staff team for their approach.

We saw that young people were currently working on a range of new initiatives including cycling projects and developments within the grounds. One young person told us how "staff really listen and help you do the things you want to do. I think that is good".

Parent's feedback gathered by ourselves and the school expressed satisfaction with the combination of informal regular feedback, supported by updates and phone calls. This demonstrated established communication with parents and we saw that parents and relatives could visit the school or take their children out. This was supported by staff and we could see how young could benefit from this and how this helped support them during the settling in period when they first arrive.

We found examples of the school implementing pupil's and parent's ideas. We saw how pupils could express their views to a staff team who knew them well enabling them to receive the right level of support to help them achieve. These examples showed that staff welcomed change that was beneficial to young people's individual safety and wellbeing.

Young people and parents views were supported by a strong commitment within the school to ensure participation was embedded in all areas of service delivery. During the inspection we saw evidence of staff listening and observing pupils and acting on their comments and suggestions.

Overall, the involvement of pupils, parents and relatives was an integral part of the day-to-day operation of the school. We commended the service for developing this approach.

### **Areas for improvement**

The school should continue to monitor and maintain the excellent quality of participation and engagement evident through this inspection. They should ensure they are rigorous in identifying any areas for improvement and implementing action plans to address any concerns.

**Grade awarded for this statement:** 6 - Excellent

**Number of requirements:** 0

**Number of recommendations:** 0

## Statement 3

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

### Service strengths

At this inspection, we found that the performance of the school was excellent for this statement. The school met the health and welfare needs of the young people very effectively.

We looked at personal information, reviewed service documentation including medication records and observed the daily living arrangements and meal times to assess this statement.

We sampled individual young people's plans. These provided clear and comprehensive guidance about personal care needs and preferences. Relevant records captured meaningful information about their lives and we found that staff used this information effectively. For example, young people told us that staff cared for and knew them well and supported them to participate in school and community activities and events. This allowed them to maintain their interests and independence.

We saw young people being involved in dancing, cycling and a range of outdoor pursuits. This supported an ethos of young people being encouraged to maintain current interests and gain new ones. One young person told us about her experience of doing things she didn't think she could achieve.

Medication records indicated effective procedures were in place to support and monitor the administration and storage of medication. Records contained comprehensive guidance about the treatment of young people who had any illnesses or ailments. This allowed staff to fully understand the impact of their condition or any effects of particular medications.

We saw that staff followed a variety of approaches to support young people to have healthy lifestyles. For example, involvement in meetings to plan menus encouraged pupils to make positive choices about food. This helped the young people to take responsibility for their own health and maintain a balanced and nutritious diet.

We found sensitive and knowledgeable staff who were able to respond to health issues that affected young people using the service. Staff and pupils were aware of the procedures that could allow pupils to seek independent support and/or advice and also how to seek medical attention.

Staff promoted pupils choices and were knowledgeable about their rights and responsibilities. One young person told us what it was like to come to the school as a new pupil and we saw discussions were continually taking place about developing the information issued to new pupils starting at Ochil Tower.

The young people we spoke with were all extremely happy about the care and support they got living at the School and parents supported this view. We found that everyone felt safe and that staff worked well to ensure the young people's health and wellbeing needs were met.

### **Areas for improvement**

The school should continue to build on the excellent standard of practice shown at this inspection. They should continue to develop the new electronic systems of communication and recording which have recently been implemented and monitor how effective these are in extending discussions and information out to parent's.

**Grade awarded for this statement:** 6 - Excellent

**Number of requirements:** 0

**Number of recommendations:** 0

## Quality Theme 2: Quality of Environment

Grade awarded for this theme: 6 - Excellent

### 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 strengths noted for Quality Theme 1, Statement 1 also apply to this Quality Statement.

We saw that pupils bedrooms had been personalised to their own preferences and they could choose to bring their own belongs and effects to individualise their rooms.

During the inspection we saw that young people's art work and pictures decorated the main communal areas and young people were proud of their individual school achievements displayed in the reception hall.

We saw how the use of space was being used effectively to meet the needs of those who lived there. The young people told us how routines were clear to follow and they liked that.

We saw examples where the school had acted on feedback received and made changes accordingly. This showed a commitment to ensuring they listened to suggestions from young people, parents, relatives and staff.

#### Areas for improvement

The school should continue to monitor and maintain the quality of participation and engagement evident through this inspection. The school should ensure it is rigorous in identifying any areas for improvement and pupils and parent's should continue to be encouraged to be involved in discussions about how the accommodation is used and what activities the communal areas should facilitate.

**Grade awarded for this statement:** 6 - Excellent

**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

At this inspection, we found that the performance of the school to be excellent for this statement. The school was clean, tidy and warm. It was decorated to a good standard and communal areas were comfortably laid out for the young people.

Staff and young people worked together to keep the environment pleasant. As already stated, young people could be involved in influencing the environment of the service. This meant that they had an investment in maintaining the school and keeping it looking nice.

There was an established culture in the school of taking care of the surroundings. Broken items were quickly replaced and maintenance matters were managed well.

The school had secure systems in place and the identity of visitors was monitored by staff. The garden and grounds around the school were enclosed and access points were monitored.

The school had a range of policies and procedures in place to guide staff practice and inform the development of routines and systems to keep pupils safe while they lived at Ochil Tower.

Staff we spoke to during the inspection confirmed they had access to this information which helped them to maintain a safe environment for all who lived there. Staff were also clear about their responsibilities and we saw that tasks and checks were allocated appropriately.

Training had been provided in a range of practice areas to ensure that staff had the knowledge and skills required to keep the young people safe. These included fire safety, first aid and child protection. Regular fire drills were carried out and recorded.

Individual pupil's files contained information relating to any concerns or risks and highlighted any areas which could lead to them being vulnerable to harm. These documents sought to advise staff of ways to keep the young people safe and detail ways in which support could best be provided.

The young people we spoke with told us that they felt safe and protected within the school and understood that some rules and procedures that were in place were to increase aspects of their safety.

### **Areas for improvement**

The school should continue to build on the excellent standard of practice shown at this inspection. They should continue to develop the work they are looking at in relation to supporting young people with their transitions into adulthood.

**Grade awarded for this statement:** 6 - Excellent

**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 strengths noted for Quality Theme 1, Statement 1 also apply to this Quality Statement.

We saw that young people were offered effective opportunities to express their views with regards to staffing and that their views were taken into account during staff supervision and recruitment processes. This meant that pupils felt confident that they were cared for by a staff team who considered their views and acted in their best interest.

The young people we spoke with told us that although they had key staff in each house, they could speak any staff on. One young person stated:

"Staff at Ochil Tower have helped me, I don't want to leave".

We reviewed evidence that supported the school's commitment to ensure young people are cared for in a safe way and any concerns regarding staff practice are managed with this in mind. We are confident that if young people were to express concerns about staff practice this would be taken seriously by the school.

### Areas for improvement

The school should continue to monitor and maintain the quality of participation and engagement evident through this inspection. The school should ensure they are rigorous in identifying any areas for improvement and continue to develop opportunities to include young people and parent's where appropriate in the staff recruitment process.

**Grade awarded for this statement:** 6 - Excellent

**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

At this inspection, we found that the performance of the school continued to be very good for this statement. The school encouraged staff to be professional, well-trained and motivated within the areas outlined in the National Care Standards, legislation and best practice.

In discussion, the Joint Coordinator confirmed that all staff were appropriately registered with the Scottish Social Services Council (SSSC). Any concerns in relation to staffing had been managed effectively in accordance with the SSSC Codes of Practice and there was an awareness of best practice guidance.

We spoke individually with some members of staff and informally with others. We found that they were clear about their roles in providing care for the young people at Ochil Tower School. In discussions, they were able to demonstrate a very good understanding of the range of needs of the pupils and were clear about the ways in which young people could be supported to achieve aims and goals.

We found that individual members of staff were committed and dedicated to the work they were engaged in and worked hard to help the young people achieve their aspirations. One young person told us how staff had helped them achieve things they thought they couldn't do.

Staff told us that they could access a range of appropriate training and were encouraged to expand their knowledge and skills. Formal supervision sessions were used to ensure that members of the staff team were able to achieve their potential as well as following individual interests.

For new staff and volunteers, ongoing assessment and review starts with a comprehensive induction followed by individual support and supervision. This enabled on-going discussion of development and training needs which are informed by the member of staff reflecting on their own work and information gathered through their supervisor.

Team meetings took place with regular meetings for senior staff, Joint Coordinators and Board Members. Meeting minutes viewed evidenced a commitment to encourage staff to continually develop their knowledge and skills. We saw how staff were encouraged to take on additional responsibilities and develop areas of interest.

Staff who had lead responsibilities for particular areas such as health and child protection were knowledgeable about their roles and responsibilities. They were actively involved in multi-agencies forums and gathered up to date, current information which they shared with the full staff team.

There was a system for all staff to have an internal communication system as a means of distributing information and new policies and procedures. This allowed staff to access new or updated information quickly and effectively throughout the school.

### **Areas for improvement**

The school has recently reviewed their support and supervision policy in accordance with their procedures. They should continue to monitor and evaluate this area to ensure it continues to be effective for all staff.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

## Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 6 - Excellent

### 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 strengths noted for Quality Theme 1, Statement 1 also apply to this Quality Statement.

We saw that the Joint Coordinators were involved in working in different ways with young people. This included attending meetings, reviews and working directly with the pupils. This allowed them to have a clear understanding of the support young people required and how the staff team worked to meet their overall needs. This also provided opportunities for young people to express opinions and make comments about their care and support, directly to them.

The young people we spoke with told us that the Joint Coordinators knew them well and they were always around the school.

### Areas for improvement

The school should continue to monitor and maintain the quality of participation and engagement evident through this inspection. The school should ensure it is rigorous in identifying any areas for improvement and pupils and parents should continue to be encouraged to be involved in discussions with the Joint Coordinators.

**Grade awarded for this statement:** 6 - Excellent

**Number of requirements:** 0

**Number of recommendations:** 0

### **Statement 4**

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

### **Service strengths**

In Quality Theme 1, Statement 1, we identified a range of ways that the service involved pupils, parents and relatives in giving their views. These are also relevant to this Quality Statement.

The range of methods used contributed to the overall evaluation of the schools operation and accommodation and informed positive progress and change. This ensured that a broad spectrum of views were taken into account, including those of visiting professionals and external stakeholders.

The school had in place range of audits and monitoring systems including; financial checks, budget monitoring, human resources records and property audits. The premises were subject to regular checks in terms of the safety and fitness for purpose. Regular reports were completed by Joint Coordinators to inform the Board about the way the service was working to meet its stated aims.

Staff told us that formal supervision was regularly provided and contributed to staff development, as well as monitoring training needs and performance. We were also told by staff that they felt supported by the House Coordinators and the Joint Coordinators who they could approach at any time to discuss issues and raise concerns.

We found evidence that the whole staff team worked collectively and all staff worked together and attended events, meeting with parents to discuss progress. This meant that young people and parents knew the whole staff team well.

A range of meetings, as previously mentioned took place regularly which allowed the whole staff team to be consulted and informed about all aspects of the school. The staff team could access all the necessary policies and procedures and used these to inform practice.

There were quality assurance systems in place which were used to monitor areas such as accidents, incidents, medication records and daily recordings. This provided an overview of practice and ensured recording systems were being maintained accurately. We saw that these systems were used effectively and placed responsibility on staff to ensure that they carried out the duties expected of them.

Feedback from young people, parents and external professionals all contributed to developments and the information gathered was used to inform progress. We spoke to external professionals during the inspection and they told us that they were kept well-informed about the work the school was doing in regards to the young people. They also commented on how communication with staff was regular and they were kept up to date with any developments.

The school had a good history of informing the Care Inspectorate of incidents and accidents and these records were kept on file and used to map out any areas of concerns.

### **Areas for improvement**

The school should continue to monitor and maintain the quality of progress and development evident through this inspection. They should ensure they continue to be rigorous in identifying any areas for improvement and take forward areas of improvement as detailed within the schools development plan.

**Grade awarded for this statement:** 6 - Excellent

**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

None noted.

### 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

<b>Quality of Care and Support - 6 - Excellent</b>	
Statement 1	6 - Excellent
Statement 3	6 - Excellent
<b>Quality of Environment - 6 - Excellent</b>	
Statement 1	6 - Excellent
Statement 2	6 - Excellent
<b>Quality of Staffing - 5 - Very Good</b>	
Statement 1	6 - Excellent
Statement 3	5 - Very Good
<b>Quality of Management and Leadership - 6 - Excellent</b>	
Statement 1	6 - Excellent
Statement 4	6 - Excellent

## 6 Inspection and grading history

Date	Type	Gradings
18 Nov 2013	Unannounced	Care and support 5 - Very Good Environment 5 - Very Good Staffing 5 - Very Good Management and Leadership 5 - Very Good
30 May 2013	Unannounced	Care and support 5 - Very Good Environment 5 - Very Good Staffing 5 - Very Good Management and Leadership 5 - Very Good
20 Nov 2012	Unannounced	Care and support 6 - Excellent Environment 5 - Very Good Staffing 6 - Excellent Management and Leadership 5 - Very Good



## Inspection report continued

9 Mar 2012	Unannounced	Care and support Environment Staffing Management and Leadership	6 - Excellent Not Assessed Not Assessed 5 - Very Good
17 Nov 2011	Unannounced	Care and support Environment Staffing Management and Leadership	6 - Excellent Not Assessed Not Assessed 5 - Very Good
12 Jan 2011	Unannounced	Care and support Environment Staffing Management and Leadership	6 - Excellent Not Assessed Not Assessed Not Assessed
13 Oct 2010	Announced	Care and support Environment Staffing Management and Leadership	6 - Excellent Not Assessed 5 - Very Good Not Assessed
19 Mar 2010	Unannounced	Care and support Environment Staffing Management and Leadership	6 - Excellent Not Assessed 5 - Very Good Not Assessed
2 Oct 2009	Announced	Care and support Environment Staffing Management and Leadership	6 - Excellent 6 - Excellent 5 - Very Good 5 - Very Good
4 Sep 2008		Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good 5 - Very Good 4 - Good

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

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### Translations and alternative formats

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

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

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