

Care service inspection report

Bantaskin Primary School Nursery Class

Day Care of Children

Bantaskin Primary School
Bantaskin Road
Falkirk
FK1 5HT

Inspected by: Jane Lynch

Type of inspection: Unannounced

Inspection completed on: 13 December 2011



HAPPY TO TRANSLATE

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Service provided by:

Falkirk Council

Service provider number:

SP2004006884

Care service number:

CS2005110091

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

What the service does well

Excellent communication within the nursery environment was effective, enabled parents/carers and children to feel relaxed and confident and able to give their views about the service and ensured that children with communication support needs were included in all aspects of the service..

We found an ethos of respect towards children and parents/carers and positive relationships between children in the nursery.

We found the service to use very good methods of evaluation to ensure very good quality of care for children attending the nursery.

What the service could do better

The service had identified the need to develop the children's profiles to ensure that there was a systematic approach to identifying next steps for children's learning.

What the service has done since the last inspection

The service has worked as part of Bantaskin Primary School and Nursery to develop the quality of the curriculum, children's learning experiences and the arrangements for self evaluation. Across the school best practice has been shared to enable the school and nursery to continue to improve resulting in good outcomes for the children attending.

Conclusion

In conclusion, the service was committed to supporting children and their families through their anti-preschool and pre-school years. Children were supported to achieve their potential in a safe, secure and stimulating environment. Care and support was delivered in line with stated aims and objectives.

Who did this inspection

Jane Lynch

1 About the service we inspected

Bantaskin Primary School Nursery Class is a service provided by Falkirk Council Education Services, providing pre-school education for children aged 3 to those not yet attending primary school. The nursery provision is an integrated part of Bantaskin Primary school. The nursery is registered to provide thirty places both in the morning and in the afternoon.

The main aims and objectives of the service was to provide a positive ethos, support children's development, work in partnership, provide an appropriate and balanced curriculum and to continuously improve the services' performance.

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.scswis.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

The inspection was carried out by inspector Jane Lynch. An unannounced inspection began on Wednesday 7 December 2011. Feedback was given to the manager and the Senior Early Years Officer on the afternoon of Tuesday 13 December 2011.

During the inspection, evidence sampled included:

- Children's profiles
- Service user questionnaires
- Minutes of meetings
- Supervision records
- Training records
- Planning records
- Information brochure
- Newsletters
- Evaluation recording
- Individual Education Plans
- Photographs of children

Discussion took place with a range of care staff including:

- The Manager
- Senior Early Years Officer
- Early Years Officers
- Specialist professional staff
- Parents and children
- Forth Valley College student

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 service submitted a fully completed self assessment document to us before we carried out our inspection. The service told us what they thought they did well, some areas for improvement and how they planned to take these forward. The sources of evidence given by the service provided a useful starting point for our inspection.

The service should continue to develop self assessment procedures to link evidence to outcomes for people and give some examples of the changes that have been made, over time, as a result of service users' involvement and participation.

Taking the views of people using the care service into account

Children that we chatted to were able to tell us about some of their favourite activities. Comments included "I like to paint; "I am helping with the snack". We observed children to be busy in a relaxed environment. They were able to access suitable activities and were confident and independent. Children were supported by staff when needed and given praise and encouragement in their achievements. Activities that children were involved in included helping with snack, making Christmas cards, sharing the books that they had written and illustrated with primary 1 children.

Taking carers' views into account

Parents and carers were given an opportunity to give their views about the service through chatting with the inspector during the inspection or through completion of care standard questionnaires that had been distributed by the service. Comments were in the main positive with 100% of parents/carers either strongly agreeing or agreeing that overall, they are happy with the quality of care that the children received in the service. Parents spoken with said "Staff are nice and easy to talk to"; "I like the 'pop in parent' it's good to see the children singing and to hear about what they have been doing"; "It's helped my child to become confident and is preparing her for school"; "Only problem is the congested cloakroom area".

We have used comments made by parents/carers throughout this report. There were a lot of positive comments made within the care standard questionnaires with the only issue raised being that the space available is seen as an issue for some parents/carers.

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 the service involved parents/carers and children in the assessment and improvement of the quality of care and support to a very good level. The aim of the service was to work in partnership with parents and children taking account of their views and ideas when delivering the service.

The service provided a variety of opportunities to enable parents/carers and children to give their views about the service. They included:

Questionnaires

Suggestions box

'Pop in Parents'

Daily verbal discussion

Consultation

Mind mapping

Parent/carer groups

Staff used talking and listening times, observed the children at play and used mind maps to gather information about children's needs and interests. They used these methods to help them plan learning experiences. Examples of how children's individual interests and needs were met as a result were reflected in the planning and within recording systems. An example of where consultation with the children had influenced the learning plan was when a child had suggested that they could make Christmas cards. Views were being gathered through discussion with the children about what they would need to make the cards, what colours they would need and who they would make the cards for.

We found that suggestions and comments made by parents/carers and children through consultation were taken into account in the improvement and development of the service being delivered.

We found that the service evaluated the methods that were used for gathering the views of parents/carers and children through direct consultation.

Areas for improvement

As part of the whole school development and improvement agenda the areas identified for improvement for the nursery were included in the school & nursery Improvement Plan. However, this document did not enable the nursery to include some of the improvements made directly linked to the suggestions and findings of consultation with parents/carers and children. To communicate some of the progress resulting from the involvement and participation methods used the service could provide detail through other means. An example could be to include more detail in the newsletter for the nursery.

The service could undertake a formal process of consultation with parents/carers to identify what methods of involvement and participation are most suited. This would enable the nursery to focus suitable methods that will encourage meaningful assessment of the quality of the service.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 2

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

Service strengths

We found that the service enabled children to make individual choices and ensured that they were supported to achieve their potential to a very good level.

We found that children were able to make informed choices during the play session. They benefited from the learning experiences available. The children were able to tell the inspector what their favourite activities were when in nursery. The children said:

"I like painting and gluing"; "I like reading stories".

The planning process for the service took into account best practice and direction from local and national guidance. The service displayed information about children's learning experiences to enable parents to visually see what activities children would be involved in, to see what choices and suggestions children had made to the plan and to encourage parental involvement in making suggestions as part of the planning process. We were able to see planning for the short, medium and long term ensuring that learning experiences for the children enabled them to make good progress in all aspects of their development.

Staff had a very good knowledge of the individual children. We saw that staff consulted naturally with children about everyday decisions, encouraging them to make choices about the activities they tried, the materials they used and what they had for snack. This helped children to make decisions and promoted their independence and personal choice in the nursery.

Staff involved children and parents in identifying what children could manage to achieve without support and what they needed support with. An example of how staff supported children to communicate their individual choices was the use of pictorial formats and sign language as well as verbal communication. There was a balance of peer and adult support to enable children to achieve their potential. Where it had been identified that children may have additional needs, it was clear that staff had close working relationships with parents/carers and professionals to support them. We were able to confirm that the service used a person centred approach to children's learning and development.

Progress for each child was evidenced through the development of child profiles using photographs and recorded observations.

Areas for improvement

An area for improvement identified by the service was the need to review and develop the child profile. Our inspection findings support this as an area for improvement. The child profile should be developed to systematically show individual children's progress and highlight future goals and the next steps in their development. This detail should then be used to feed into the plan of activities ensuring provision of learning opportunities that will enable each child to progress to the next stage in their development thus achieving their potential.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 4

We use a range of communication methods to ensure we meet the needs of service users.

Service strengths

We found that the service used a range of communication methods to ensure that the needs of children were met to an excellent level.

We found the service has a range of methods that enables effective communication with parents/carers and children. They include:

- Daily verbal communication
- Notice boards
- Parent handbook
- Consultation processes
- Newsletters
- Parent meetings
- Talking and listening times with children

We found that parents/carers had very good relationships with staff. They appeared relaxed in the nursery environment and able to approach staff confidently to chat about their children. Parents spoken with said:

"The staff are friendly, helpful and approachable"; "I find the staff to be friendly and approachable whilst remaining professional"; "I have always found the nursery staff very approachable yet professional at the same time".

We found that the service provided opportunities for parents/carers to have discussion about their child's progress on a one to one basis. These opportunities were organised taking account of the need for privacy and confidentiality. Examples of the opportunities found included:

- 1:1 meetings
- appointments to look at child profiles
- Induction into nursery

One parent said "As a parent I feel I am always kept well informed of my child's personal progress along with nursery information in general".

Where it had been identified that children have additional communication support needs, it was clear that staff work closely with parents/carers and professionals to support them. We found that there was a holistic approach to encouraging effective communication throughout the school. Excellent examples included staff and children communicating using both sign language and verbal communication. This meant that children with communication support needs were included in all aspects of the service.

Areas for improvement

The service could involve other professionals attending the nursery in the assessment of the quality of the service. This would give an external focus on the quality of the service being delivered.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

Statement 1

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

Service strengths

As previously identified in Quality Theme 1, Statement 1 under service strengths, the service provides good opportunities for children and their parents/carers to participate in assessing and improving the quality of the service including the quality of the environment.

We found that there had been opportunities for children and parents/carers to assess and improve the quality of the nursery environment. Recent examples had included consultation about the outdoor area. We found that staff had used mind mapping with the children to gather their views about how they wanted the outdoor area to be set up. The views and suggestions from the children had been used in the development of the outdoor area and that children had been involved in evaluating the effectiveness of the area.

Areas for improvement

The Areas for Improvement found in this statement were similar to those identified in Theme 1 statement 1 so should be considered.

We found that the space available in the nursery was tight and that the staff needed to be creative with the layout as well as undertaking risk assessment on a regular basis. One issue that is raised regularly by parents/carers is the congestion during dropping off and collection times in the cloak room area. The service could consult further with parents/carers about this to identify any solution to the problem and provide information about previous attempts to improve this.

Parents said: "I would add that the nursery is very small and gets a bit congested when parents arrive to drop off and pick up children"; "The nursery is very small for the amount of children. They are cramped in a small area".

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 children are cared for in a safe environment and that they are protected. The range of policies and procedures, the recording systems and observation of the environment confirmed that the service was performing to a very good level.

We found that policy and procedure guided staff in how to maintain a safe and secure environment for children attending the nursery. We sampled a range of records that were maintained by nursery staff to show that they regularly monitored the safety of the environment to minimise any risks to the children attending. Examples included:

- Fire drill records

- Risk assessments

- Cleaning records

- Infection control recording

- Food handling records

Observation of the environment including the outdoor area confirmed that it was safe and that children were protected.

We sampled staff personal development files and found that staff had received training and development opportunities to ensure that they were knowledgeable about best practice in all aspects of health and safety linked to early education and childcare. Training opportunities included:

- Child protection

- Food handling

- Fire training

- First aid

- Infection control

As part of the education of the children attending the nursery, there were opportunities for children to learn about personal safety. They did so through access to activities and discussion with staff. An example of an opportunity for children to learn about personal safety was during a visit from a community policeman.

One parent said:

"I feel the nursery provides a safe, secure, stimulating environment for my child..."

Areas for improvement

An area for improvement could be to extend the level of participation in assessing the safety of the environment as part of the quality assurance process.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 5

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

Service strengths

We found that the accommodation and resources were suitable for the needs of the children to a very good level.

The layout of the accommodation ensured a range of appropriate experiences for the children taking account of best practice guidance. Although the space available meets input standards within the National Care Standards, early education and childcare up to the age of 16, the space available is compact. We found regular evaluation, planning and risk assessment being undertaken by staff to ensure that children were safe and protected.

We observed the nursery environment and resources available and found children to use all areas of the nursery well. We found children being creative in the art and craft area, sharing their stories with pupils in the school and using their imagination in the house corner. Displays enabled children to explore and experiment building their knowledge and understanding of the world that we live in. Children said that they enjoyed the art and craft activities.

We found the service to make the best use possible of the outdoor area and the local community to ensure that children had opportunities for fresh air and exercise.

Planning records examined confirmed that the resources available enabled suitable activities to be planned that supported children with their progress and development. We could see clearly how the service implemented curriculum for excellence and found evidence of children's experience and learning through observation recording and photographs.

Areas for improvement

As part of the self assessment the service identified that they wished to continue to develop the outdoor area.

Parents commented on the minimal space available in the nursery. They said "I think Bantaskin Nursery needs more space for the children and know that there is space available within the after school care as they do not use their premises until 2.30 during week days". The service should continue to consult with parents/carers about this issue.

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

As previously identified in Quality Themes 1 and 2, Statements 1, under service strengths, the service provides good opportunities for children and their parents/ carers to participate in assessing and improving the quality of the service including the quality of staffing.

Photographs and a description of the roles and responsibilities of the staff team displayed on the notice board ensured that parents/ carers were aware of who to approach with any issue regarding the quality of staffing in the nursery. The complaint policy procedure was also displayed to inform anyone that wished to formally raise an issue.

We observed positive relationships between key working staff and parents/ carers with daily opportunities for open discussion. Parents/ carers said: "The staff are very open and approachable & have my children's interest at heart"

The manager of the nursery highlighted the importance of parental involvement from all areas of the school including the nursery.

Areas for improvement

Consideration should be given to areas for improvement identified in Quality Themes 1 and 2, Statements 1.

The service could communicate staff development opportunities i.e. training opportunities to parents/ carers.

The service could involve external professionals in giving feedback about staff practice.

Grade awarded for this statement: 5 - Very Good

Number of recommendations: 0

Number of requirements: 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 that the service had a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice to a very good level.

We found that there was a satisfactory recruitment policy and procedure that ensured appropriate recruitment of staff that took into account legislation and best practice.

We observed staff training files to find that staff had accessed a wide range of training to support them in their roles. There was an awareness and understanding of the Scottish Social Services Council (SSSC) codes of practice and of best practice guidance in early childcare and education such as the curriculum for excellence. We found staff to access training that related specifically to the individual needs of the children that they supported. A very good example was staff trained to level 2 in British Sign Language to enable them to support children with communication difficulties.

The staff team was able to share best practice through informal and formal team meetings both in nursery and as part of the whole school. Regular personal development reviews enabled staff to look at their personal training needs and development. Staff worked closely with external professionals to ensure that children were supported using a team approach.

We observed the staff team to be caring, enthusiastic and encouraging towards the children they were caring for. Staff respected children's views and encouraged independence.

Areas for improvement

An area for improvement is the involvement in a pilot scheme for a new Personal Development Review that is outcome focused.

Consideration could be given to staff using reflective practice as part of their on-going personal development. This will enable monitoring of the effectiveness of training and staff practice.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 4

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

Service strengths

We found that everyone working in the service had an ethos of respect towards children and parents/carers and each other to an excellent level.

Respect and shared values were evident throughout policy and procedure that underpinned practice within the nursery. An example was the level of fundraising undertaken within the service. Children learned about the charities that were being supported and the positive effects that their fundraising achievements could have on others.

Staff adhered to SSSC codes of practice.

We found relationships within the nursery environment to be positive and respectful. Staff made good role models for the children through their positive relationships. Respect was shown by staff towards one another, to the children that they cared for, to parents/carers who were observed to be relaxed in the nursery environment and to students that they supported in their learning.

We found that the plan of activities, child observations and photographs showed a variety of multicultural activities promoting a positive ethos and celebration of diversity.

One parent said: "...Staff all have a strong relationship and work well with each other and the children."

Areas for improvement

Areas for improvement identified through the self assessment were to identify opportunities to promote team building, for staff meetings to be co-operative and for staff to be more involved with school staff.

Grade awarded for this statement: 6 - Excellent

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

As previously identified in Quality Themes 1, 2 and 3, Statements 1, under service strengths, the service provides good opportunities for children and their parents/ carers to participate in assessing and improving the quality of the service including the quality of Management and Leadership.

The service operated an effective 'partnership with parents' policy. This included meetings, newsletters and information boards and displays that enabled the service to share information and involve parents in making decisions about improvements to the service. Examination of service improvement and development plans confirmed parental involvement. Local and National information about delivery of education services was displayed to inform parents. This included Care Inspectorate literature and guidance.

We found good inclusion of nursery parents/ carers in the school through involvement in parent groups including an outdoor learning group and 'pop in parents' group.

Parents spoken to during the inspection visit confirmed that they were aware of the management team. Parents were positive about the approach to managing the service and felt that they were encouraged to speak to staff about any concerns. Parents spoken to felt confident that the management team would listen to their views and are pro-active in approaching them to update them and ensure that they are happy with any support offered.

Areas for improvement

Consideration should be given to areas for improvement identified in Quality Themes 1, 2 and 3, Statement 1.

The service should concentrate some of the involvement and participation of parents and children to assess and improve specific aspects of the service. An example could be to assess the introduction and settling in process of the service. This would ensure that related policy and procedure captured the experiences of service users and that any suggestions can be taken forward to improve the process.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 3

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

Service strengths

We found that the service promoted very good leadership values throughout the workforce to encourage good quality care.

The nursery service was an integral part of the school with opportunities for staff and children to be involved in school initiatives.

To enable staff to take a lead role in the delivery of the service the management team had fostered a culture where there was an awareness of individual strengths, personal development, inclusion and a team approach. Staff were supported through team meetings and one to one opportunities that enabled them to reflect on their own personal development and training needs.

We found that staff were clear about their individual and shared roles and responsibilities to ensure the smooth operation of the nursery service. Examples of specific leadership roles included the training and assessment of students, reflecting on the outcomes for children in the various areas of the nursery, inputting detail of child development in their profiles, communicating with parents/carers about their child's progress as part of their key working roles and linking with external professionals to ensure a holistic approach in supporting children.

Areas for improvement

We found that the service evaluated and improved the service on a daily basis. The service could use their auditing and evaluation processes to build a history of what has been successful and where improvements have been needed. This information could be used to inform future planning and development of the service.

As highlighted in Quality Theme 3, statement 3, the service could give consideration to staff using reflective practice as part of their on-going personal development.

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 that quality assurance systems and processes that involved children and parents/carers were used to a very good level to assess the quality of the service provided.

The range of methods described in Quality Themes 1, 2, 3 and 4, Statement 1, enable parents/carers and children to contribute their views. We found continuous use of evaluation methods that enabled children to indicate what they liked and what they didn't like. An example was the use of photographs of children giving thumbs up or down to evaluate activities. The outcomes were recorded and informed what activities would be continued or re-visited in the future. These methods enabled children to inform the planning and delivery of the service.

We found that the staff team continuously evaluates the service to ensure that it meets children's needs. The use of 'Child at the Centre' enabled an evaluation of child development, planning, the environment and the views of parents/carers and children. They also continue to have the opportunity to have their say about improvements during individual discussion with the management team at staff meetings. Links with other schools, a recent HMIE inspection and attendance at training events have helped the staff to reflect on their own practice and what they can do better. The nursery is included in the school assessment and development process. Details of areas identified for improvement are included in the school and nursery improvement plan.

Areas for improvement

As highlighted in Quality Theme 1, statement 2, the service should review and develop the child profile to highlight how the knowledge of individual children's progress would lead to future goals and the next steps in their development.

As part of the quality assurance process the service could evaluate the systems being used to involve and encourage participation in the assessment of the quality of the service to ensure that they are fit for purpose.

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

N/A

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 SCSWIS re-grading the Quality Statement within the Management and Leadership Theme as unsatisfactory (1). This will result in the Quality Theme for Management and Leadership being re-graded as Unsatisfactory (1).

5 Summary of grades

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

6 Inspection and grading history

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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