

Care service inspection report

Full inspection

Kibble Education and Care Centre School Care Accommodation Service

Goudie Street
Paisley



HAPPY TO TRANSLATE

Service provided by: Kibble Education and Care Centre

Service provider number: SP2004007042

Care service number: CS2003001291

Inspection Visit Type: Unannounced

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

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

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Summary

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

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

We gave the service these grades

Quality of care and support	5	Very Good
Quality of environment	4	Good
Quality of staffing	5	Very Good
Quality of management and leadership	5	Very Good

What the service does well

Kibble Education and Care Centre provides young people with excellent opportunities to change and improve their behaviours with access to educational resources which supports young people to gain practical and formal qualifications.

The service has a fantastic range of therapeutic interventions to assist young people dealing with trauma. There is a culture of active participation which allows young people and their families to feel that they belong and can contribute to the development of the service.

The organisation is committed to having a highly trained and enthusiastic workforce who were found to be focused on young people having the best possible outcomes.

What the service could do better

There was a need to update the child care procedures to include the use of time-out that young people have. The service should continue to develop their

My Kibble Journeys so it is fully operational and fully integrates the wellbeing indicators. We look forward to examining this at the next inspection.

What the service has done since the last inspection

The service had continued to make physical improvements to many of the individual units. Young people and staff were very proud of the homely feel that existed in the units.

The service had continued to expand opportunities for young people to gain work experience with KibbleWorks and The Experience. Education had also expanded additional training qualifications that young people could attain.

There had been a review of staffing which has resulted in service managers and operations managers having a more physical presence within their services. The service had also reconfigured its middle management team to align staff with their specialism and enhance and strengthen the care team.

Conclusion

Kibble Education and Care Centre continues to operate to a very high standard with excellent opportunities for young people to gain new skills to help them move on and also for young people who are looked after. The staff group are well trained, enthusiastic and committed to supporting young people to change their behaviours so that they can move on to positive destinations.

1 About the service we inspected

Kibble Education and Care Centre is administered by a voluntary Board of Trustees on behalf of the Miss Elizabeth Kibble Trust.

Kibble is a residential school which provides care, support and education for up to 73 young people between the age of 12 and 18 years, who are experiencing emotional, behavioural and educational difficulties. Since 2010, Kibble has been registered to accommodate both boys and girls.

The service is inspected by us at least twice per year on an unannounced basis. As well as being inspected by the Care Inspectorate, the centre is also subject to joint inspections by Education Scotland at four-year intervals and is registered with the Registrar of Independent Schools.

The service is situated within extensive grounds on the north side of Paisley. The service is a campus style, with community based units, and provides a range of specialised and intensive provision. KibbleWorks which is a social enterprise initiative, is off-site and provides young people with support and assistance into employment. In addition, Kibble provides an Intensive Fostering Service which is registered separately with the Care Inspectorate.

The campus is divided into nine separate units, with all having en suite facilities. All units have sufficient space for young people in terms of sitting rooms, games rooms and dining areas. Young people have access to recreational facilities including, a swimming pool, gym and football pitches. The educational centre on campus is a modern facility providing young people with high standard equipment and an environment conducive to learning.

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

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com.

Recommendations

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

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

Requirements

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

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

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

Quality of care and support - Grade 5 - Very Good

Quality of environment - Grade 4 - 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 medium intensity inspection. We carry out these inspections where we have assessed the service may need a more intense inspection.

What we did during the inspection

We wrote this report after an unannounced inspection carried out on 10, 11, 12 and 13 August 2015 by three inspectors. We gave feedback to two executive directors and the quality assurance manager on 14 August 2015.

As requested by us, the provider sent us an annual return and self assessment form.

We also requested information and evidence from various sources, including relevant records and other documents, including:

- case files (from five units)
- complaints records
- staff training records, including planned training
- staff supervision timetables
- staff meeting records
- young people's meetings
- school council meetings
- Family Network minutes
- health and safety monitoring sheets
- premises risk assessments
- accident/incident records
- Physical Intervention Monitoring (PIM) minutes
- PIM recording audit within units
- Child Protection records
- Child Protection policy
- School Improvement Plan 2015-16
- individual unit development plans
- Board meeting minutes

- good practice gathering
- exit and end of stay questionnaires
- maintenance records
- Certificate of Registration
- insurance details
- quality assurance information
- self assessment.

We spoke with the following people:

- twelve young people
- two parents
- two social workers
- twelve staff
- executive director
- two duty managers
- three operations managers
- three service managers
- three night staff
- service manager (nights)
- head of education
- member of Specialist Intervention Service (SIS) team
- human resource manager
- training manager
- quality assurance manager
- the KibbleWorks manager.

Grading the service against quality themes and statements

We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

Inspection Focus Areas (IFAs)

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

Fire safety issues

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services' responsibilities for fire safety at www.firescotland.gov.uk

The annual return

Every year all care services must complete an 'annual return' form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

Annual Return Received: Yes - Electronic

Comments on Self Assessment

Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

The service had completed a self assessment form as requested by the Care Inspectorate. This document had fully incorporated all stakeholders' opinions, which included staff, family representatives and young people. This self assessment contained information on what the registered manager, staff and young people thought that they did well and how they thought some things should be improved.

Taking the views of people using the care service into account

We interviewed 12 young people, individually and during meal times. Inspectors had meals with young people in several of the units. We observed young people at break times and also taking part in recreational activities, such as playing in the skate park, basketball court and also the large games hall.

Most young people indicated high levels of satisfaction with the care and support that they received from staff. We received several comments about the quality of the food. These were passed on to the management team. There is a process where young people can comment on the menu and the quality of the food.

The majority of the comments regarding the centre were extremely positive. Comments included:

- "I feel very safe."
- "Staff go the extra mile, they have helped me maintain my clubs in the community."
- "This place has transformed me; I have great opportunities."
- "I now love going to school."
- "I love the drama at the school."
- "Staff encourage me to try new things."

Taking carers' views into account

We interviewed two families during their visit to the campus. The parents indicated that they were extremely satisfied with the service. The parents stated that communication with the service was very good. They also indicated that they had just started family work with the SIS which had given them better insight into their child's difficulties.

We also reviewed parental comments from questionnaires and consultations that the service had provided. Again, parents' comments were very positive about the care that they received. This feedback included the comment:

- "I started by going to the family group. At first I had no confidence but the other parents and workers made me feel so welcome and made me realise it just wasn't me who had difficulties with my son."

Parents, through the Family Network Group, had requested a resource that families could use when they visit their children. The service was planning on creating a family venue with a kitchen, living room and learning centre where they could access advice and training. We are positive about the service that they received.

We spoke with two social workers who had young people who had been in both the open and secure settings. Both social workers indicated that they had open

communication with the service and that they were provided with regular updates of the young person's progress in education and with the SIS. They commented that staff were particularly good at engaging with young people. Comments included:

- "The service had provided excellent opportunities for young people to have workplace experiences."
- "The service keeps me up-to-date with the young person's progress."

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

All aspects of this Quality Statement were met, some aspects were exemplary and the performance of the service was graded as excellent. This is characterised by consistent mechanisms and strategies that the organisation had implemented to engage young people and carers in evaluating and developing the service provision.

Young people and their carers were actively involved in care planning, risk assessments and behaviour support plans. One young person said: "we have regular meetings with staff where we give them our opinions on [our] care plan." Young people were supported to attend Looked After and Accommodated Children (LAAC) reviews and Children's Hearings and were supported to present their opinions about their future plans. The service had made very good use of external advocacy services to ensure that young people's voices were heard at these meetings.

Young people had the opportunity to have their comments recorded on their personal plans. These plans reflected the targets and areas where young people had identified areas for improvement.

All units had weekly young people meetings where young people could discuss day-to-day issues of care. We saw examples of young people being involved in discussing the holiday timetable and identifying activities that they wished to take part in. This was also used to gain the views of young people regarding improvements to the environment. We were able to see that many of the units had recently been redecorated to take account of the preference of the young people in these units. Young people were also involved in choosing the colour schemes for their room and there were high levels of personalisation throughout the service.

There were regular school council meetings which had external representatives from Who Cares? Scotland. Young people indicated that these individuals were extremely useful at identifying areas for improvement. A constant area which young people ask to be examined is that of the quality of the food. The organisation had regular representation from the catering department at these meetings to discuss this recurring issue.

The service continued to invest in their Family Network meeting. This group has been brought together to ensure that families have an opportunity to raise any issues with senior management and the Board. They had developed their own constitution and had an annual budget. A representative from this group is involved in providing feedback to the sub-committee Board meetings. The service is looking at developing a learning space for parents and also a family space as a direct response to areas which parents thought could improve. The service was continuing to look at innovative ways to ensure that they have the right mechanisms to support parents' involvement in the service. There was a continued commitment to the creation of positive events and open days to ensure that whole families can come together to celebrate their child's successes.

A number of parents we interviewed commented directly on the positive communication with the service and also the transformation change the service had brought about in their children.

The service had strengthened their relationship with Who Cares? Scotland and had increased the levels of support that young people had with workers from this organisation. All young people interviewed knew who their Who Cares?

worker was and also indicated that this service had a very visible presence in the service. There was high level of external advocacy, including legal representation, across the whole organisation.

All young people were found to be aware of the complaints systems and their complaints were investigated and outcomes were fed back directly to the complainant. Most young people were satisfied with the organisation's response to their complaints.

The service had well developed questionnaires which were reviewed and updated annually. These were issued to young people, parents, staff, and stakeholders on an annual basis with the results being analysed and used to inform the improvement plan. The service used a number of methods of consultations systematically throughout the year which were also used to inform the future direction of the service.

The organisation placed a high value on disseminating information with parents and also affirming young people's progress and achievements. We found many examples in the Kibble Bugle. This newsletter (the Kibble Bugle) was also a way to share the new developments that the school was embarking on and to share information about future parents' events.

The organisation was committed to aligning itself with the 7 Golden Rules for Participation produced by the Scottish Commissioner of Children and Young People. These best practice statements were used in the service to ensure that young people and their families' opinions were recorded and encouraged. Overall, there were excellent structures in place which ensure active participation in this organisation.

Areas for improvement

The service should continue to explore opportunities for young people and their carers to be involved in the assessment of the service.

The service is in the process of reviewing the policies on self harm and suicide. This has been informed with research based on the experiences of young people within the service.

The internal staff team were also exploring innovative ways that young people could also participate and enhance staff unit development days.

Grade

6 - Excellent

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

There was very good evidence that young people were able to make individual choices so that every young person was supported to achieve their potential. We graded this Quality Statement as very good as there were major strengths.

Young people are supported to achieve in a variety of settings which are contained within the overall service. Young people have a lot of choice in their day-to-day lives, for example in choosing how they look, what they wear, what leisure activities they participate in, and how they personalised their own bedroom. They are well supported to make sensible choices and decisions on how they will spend their time and we observed young people planning their summer activities.

Young people were involved in their personal planning (My Kibble Journey) and their Individual Learning Plan (ILP). This included young people actively identifying targets in both care and education settings. The service had reviewed the personal plans for all young people which were informed by the Scottish Government initiative Getting It Right For Every Child (GIRFEC) paperwork. These incorporated the SHANARRI (safe, healthy, achieving, nurtured, active, respected, responsible, and included) wellbeing indicators. These had yet to be fully completed in the new format. There were also further development opportunities identified to include a recording system of a

wellbeing matrix which incorporate parental and young people scoring of their outcomes.

There was high attendance levels within education and young people were able to access a range of national qualifications. Staff work in partnership with education to ensure that each young person maximises their attendance. In some instances there is support from the SIS, identify strategies which will help young people gain confidence to attend. There were excellent opportunities for young people to have a flexible timetable which incorporated practical and work based experiences. Young people could access KibbleWorks which was an accredited facility for City and Guilds. There has been the creation of The Experience where young people can have access to apprenticeships and placements. Staff expressed pride in the achievements of the young people and offered continual encouragement and support to allow them to develop their interests, skills and confidence.

Young people were assessed by the SIS and a programme was identified to provide additional support to allow young people to alter their behaviours. The service had a range of highly trained professionals which provided programmes, such as family therapy, art therapy, smoking cessation education, one-to-one work on self harm, cognitive behavioural therapy, and individual trauma counselling. These support programmes were intrinsically linked with work carried out within the unit by staff or at home with parents.

Young people's leisure interests were sought and encouraged, with staff supporting young people to develop new interests. Young people are involved in sporting activities, such as swimming, football and going to the gym. They had been supported to develop previous interests, such as playing in local football teams and attending boxing clubs. We found that all were encouraged to have positive plans for their future and to pursue the interests which would enrich their lives when they moved on.

Young people were supported to develop self care skills, such as cooking and laundry. There was a programme of activities which promoted young people to gain skills of being a responsible citizen and able to contribute effectively to society. Young people were well supported to achieve these skills with an effective planned programme of activities in the units based in the community.

Staff were aware of the importance of positive family contact and worked hard to help young people to sustain and foster positive relationships with the family members who are important to them. Some parents were involved in the direct family work which was helping to build bridges with their children and enabling them to gain skills which would help them understand and manage their child's behaviour when they move on.

Staff were exceptional at developing trusting relationships with young people. Most young people stated that they had an adult that they could talk to and all indicated that staff value and respect them.

Areas for improvement

The senior staff team acknowledge that there was further work to be carried out with the My Kibble Journeys. They identified some key areas that would be developed and rolled out throughout the whole campus. We look forward to examining these at future inspections.

The service identified that they will continue to enhance the links with community groups to enable young people to have a range of opportunities to take part in community life.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 4 - Good

Statement 2

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

Service strengths

There was very good evidence that the environment was safe and young people were protected. We graded this Quality Statement as good as there were major strengths. Most young people stated that they felt safe.

The organisation had appropriate policies and procedures and risk assessments in place to ensure the safety of young people, all of which were tailored to meet individual needs. Discussion was key to raising the awareness of risk and there were numerous opportunities for staff to discuss these issues at supervision, team meetings and shift changeovers. Staff were found to be knowledgeable in the numerous strategies which they implemented to reduce risk.

A high staffing level on every shift ensured young people received very good levels of support and supervision. Appropriate risk assessments were in place for activities, trips and meetings which took into account the experience and qualifications of staff. These ensured staff were aware of their responsibilities and that suitable checks and safeguards were in place to ensure the safety of young people. Young people who were involved in activities, such as playing football and the use of the gym, had been appropriately inducted and supervised by staff. Young people who had work placements had health and safety inductions and were aware of the need to wear appropriate clothing or safety equipment for the activity they were involved in and why this was necessary.

Staff were vigilant to any repairs and the premises was maintained to a very high standard. At the time of the inspection, the premises were observed to be

in a good state of repair and offered a warm, attractive and comfortable environment.

Young people had safe internet access with secure firewalls, ensuring their safety while using the internet. Young people's computer usage was supervised by a member of staff and young people had an input in education about the safe use of the internet.

The service had a rich culture of supporting staff training. All staff had completed online training on Child Protection and were aware of who to contact in the event of a referral. This ensured young people could access the necessary support and advice at the right time. All staff had up to date Safe Crisis Management (SCM) training and the service was accredited to provide training to outside providers through the British Institute of Learning Disabilities (BILD). The service had continued to improve the completion of Life Space interviews and debriefing for staff and the statistics showed that they had carried out 100% of these interviews. We acknowledged that the service was regularly reflecting on the improvement and that they had continued to reduce the use of physical intervention within the service. On occasion the service used other support strategies, such as single separation. These practices were well informed and compliant with procedures and the registered manager oversaw and quality assured all incidents of single separation.

There were premises risk assessments and Control of Substances Hazardous to Health (COSHH) data sheets. These advised staff of the safety information. There was also a system for reporting of accidents and incidents and all of which was reported to the health and safety manager who had an organisational overview. Health and safety was a standing agenda item for team meetings and there was regular health and safety checks carried out by a range of staff. These were monitored by both senior managers and the Board.

The organisation had recently entered into partnership with Scottish Police Authority where they have police liaison officers based on campus. This additional support had been positive for both young people and staff. They have been constructive in enabling additional training for staff but more significantly by building positive relationships with young people.

The senior management team were in the process of completing a new policy regarding how it deals and learn from critical incidents. This would provide a robust and consistent approach to any major events, to ensure that they were properly investigated, that any findings would inform the learning of the organisation and also that the organisation would be sharing this knowledge with the residential community.

Areas for improvement

There was a need for the Child Protection policy to be updated to include the new national guidance and also reflect the current best practice. This should be implemented immediately to ensure that young people are safe at all times.

The service was in the process of updating its critical incident review to ensure that all learning from incidents are appropriately investigated and so that staff can take account of the learning. This is welcomed.

The service was aware of some gaps in the initial Youth Assessment and Screening Instrument (YASI). This was due to them developing a new tool which would better meet the needs of the service. We look forward to examining this new assessment tool at the next inspection.

Grade

4 - Good

Number of requirements - 0

Number of recommendations - 0

Statement 4

“The accommodation we provide ensures that the privacy of service users is respected.”

Service strengths

There was very good evidence that the environment allowed young people to have a positive quality of life. We graded this Quality Statement as very good as there were major strengths.

Kibble Education and Care Centre is a purpose-built school which is surrounded by a pleasant campus with residential units. The campus has a range of facilities. This includes:

- gym
- theatre
- indoor games hall
- basketball court
- skate park
- outdoor football pitch
- SIS
- fully resourced school (home economics, IT suite, science class, and technical class).

As previously stated, the service continues to explore opportunities and enhance the environment to be comfortable and homely. The service had improved and redecorated the public areas in many of the individual units. Many had all been upgraded and redecorated within the last six months. Young people were actively consulted and included in the colour schemes and soft furnishing for these areas. Young people who had attained a certain level within the incentive scheme were able to personalise their bedrooms. The communal areas were nicely furnished and well used by everyone to share meals and also take part in social activities, like playing table tennis and pool.

Every unit on campus has access to a range of on-campus facilities. Those units in the community all have well maintained gardens for young people to have access to fresh air. They had an outdoor seating areas which young people could choose to access.

Young people had access to the safe use of the internet which they were able to use through computers. The service was in the process of rolling out internet access across the whole campus which will enable young people to use equipment that has Wi-Fi. This would allow young people to have contact with their families on Skype and FaceTime.

Many young people had work experience within the organisation, accessing work placements and training at KibbleWorks. Due to the close proximity of the

centre to Paisley city centre, young people were able to go on home leave and or shopping. Staff and young people were also able to access local shops and community facilities and spend time together doing both recreational activities and practical tasks. Young people's friends and family were able to visit and access a well maintained family room where they could have private family time with each other.

The service had well developed systems to ensure that units on the main campus and within the community were maintained to a high standard. There was a maintenance department within the organisation which ensured that any issues with regard to repairs in the service was prioritised. There was also a regular system in place for safety and security checks of the building.

Areas for improvement

We had a discussion with the management team around the merits of a small unit and whether this could be enhanced, as there were some limits with space which hampered some aspects of privacy.

Grade

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 2

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

Service strengths

There was very good evidence that staff were recruited and inducted in a safe and robust manner to protect service users and staff. We graded this Quality Statement as very good as there were major strengths.

We sampled staff files to assess how effectively the provider implemented safer recruitment. We found that applicants were supplied with information relevant to the post applied for and about the organisation and its values and objectives. The recruitment procedure included seeking two suitable references for each candidate, one of which was from the candidate's immediate previous employer. There was a system in place to ensure that the relevant person from that organisation was best placed to provide a reference. The candidate then had to undertake two interviews; one with a young person and a member of staff then an additional interview with an interviewing panel with a member of human resources (HR).

On appointment there was a system in place to ensure that candidates were physically and mentally fit for the post for which they were being employed. There was a robust system in place to ensure that they were a member of the Protecting Vulnerable Groups (PVG) Scheme. These were carried out by the HR department and securely recorded. The service had a protocol to ensure that all staff were rechecked in the PVG Scheme every three years.

We found that all staff who were on the register prior to commencement of employment had this examined. Those who were not registered or were in the

process of registering with the Scottish Social Services Council (SSSC) were supported to process their registration document and were asked to confirm that they had completed this prior to being in their post for six months.

Discussion with staff and examination of documentation evidenced that staff had received an induction. There was a HR induction carried out with a specific procedure, this covered areas such as employment and support. Unit inductions were carried out within all the individual units. All staff had an opportunity to shadow more experienced staff to gain confidence and so that there was a foundation to their learning within the service.

A training programme was in place to ensure all achieved qualifications relevant to their posts. Core training was provided for all staff within the first few months. Staff had very structured support for their initial year and had regular quarterly meetings with their line manager as this was a probationary year. Supervision and informal support was in place for all staff.

Areas for improvement

The service acknowledged that they could strengthen their induction for all staff. They were developing a programme where all staff would be fully inducted and trained in elements of the core training prior to commencement of employment. The induction process was being fully developed to include an introduction to social pedagogy which is going to be a validated pathway to the residential degree.

Grade

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

All aspects of this Quality Statement were met, some aspects were exemplary and the performance of the service was very good.

The service had a rich learning culture which ensures staff have the opportunities to undertake training. This resulted in a proactive, professional and trained workforce. All staff had access to mandatory training which ensured that they could meet registration requirements of the SSSC. The service have 297 staff of whom 246 have already completed training to be registered. All staff were found to be registered within six months of employment. There was a strong ethos of encouraging essential and further training within the organisation. The essential core training included:

- allergen training
- Applied Suicide Intervention Skills Training (ASIST)
- Child Protection
- Data Protection
- fire safety
- food hygiene
- infection control
- manual handling
- safeTALK
- Skills-based Training on Risk Management (STORM)
- SCM training
- emergency first aid at work
- developmental assets
- introduction to social pedagogy
- Life Space Crisis Intervention (LSCI).

The service was also at the forefront of developing a pathway into the residential child care degree in partnership with Strathclyde University. The service had already created and delivered an introduction to social pedagogy to over 120 staff. This would be an element to the first year of a specific degree. The service was also developing a variety of training streams which would be the equivalent of year two of the degree. This included LSCI (37 completed) and Scottish Vocational Qualification (SVQ) level 4 (90 completed). The service is

also piloting mental health and wellbeing modules and looking at developing a social pedagogy two module.

We found that several staff and young people had been involved in presenting at national and local conferences to share and promote learning within the residential environment.

The service was continuing to develop their new online training system where they are able to support learning in a virtual classroom. This was well received by staff and the service was looking at adding first aid to their online Child Protection and manual handling training.

Staff were able to confirm that there were many opportunities for support and supervision. These included team meetings and handovers. Staff indicated that they received regular effective supervision and had annual appraisals based on the Continuous Learning Framework. The individual units had also continued with their team development days. Night staff had a new structure of support and they had recently introduced development days for all staff. They had been beneficial and staff stated that they felt listened to and valued.

The service also had additional support mechanisms for staff, with one-to-one interviews with HR coupled with occupational health and an independent counselling service. Staff also commented that the support that they received from the SIS team was intrinsic to them feeling well supported.

Areas for improvement

We had a discussion with the management team around the expansion of learning for staff with regards to new psychoactive substances to enable staff to be more confident in dealing with this issue.

The service had made some changes to the management structure within the service to ensure that there was a balance and skill mix across the campus. This will inevitably result in a period of adjustment when roles of responsibility have been affected.

Grade

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 3

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

Service strengths

All aspects of this Quality Statement were met, the performance of the service was very good.

The organisation had a positive culture where there was a commitment to guaranteeing that all staff had the opportunities for training and professional development which was in keeping with best practice. Staff had professional development opportunities within the organisation at all levels and there were many examples where staff had been supported to achieve additional professional qualifications, gaining the highest degrees, such as Masters and PhDs, on top of the high levels of staff who had achieved qualifications to meet registration status with the SSSC.

The organisation had appropriate policies, procedures and opportunities for staff to be involved in relevant national working groups, conferences and networking opportunities. These provided opportunities for the professional development of staff. A practitioners group called the Good Practice Gathering had been developed to encourage discussion and dissemination of best practice. Staff shared information following training events and shared any research which was occurring on campus. This was disseminated wider through individual team meetings and also within the staff newsletter. This helped enable staff to be reflective practitioners.

Staff were encouraged and supported to lead research and develop project plans for the organisation. These were essential tools in underpinning the

future direction of the service. This has recently resulted in the staff being involved in the reviewing practice for self harm and suicide and the setting up of a new therapeutic service Dialectic Behaviour Therapy (DBT).

Staff were found to have a positive attitude to being part of a professional team who were empowered to make appropriate decisions. There was experiential learning where staff were identified to take on key leadership tasks within individual units. Staff gained confidence in these roles which enabled them to lead individual shifts. This resulted in staff being assured in the planning and delivery of daily tasks which met the needs of young people within the education centre.

Recently there had been a review of the middle manager provision which was designed to ensure that there were more senior managers on shift to share their knowledge and skills with staff and ensure consistent practice. This had strengthened the role modelling which occurred where senior staff work alongside their colleagues, mentoring them to gain new skills. There were effective structures, such as supervision, changeover and team meetings, which allowed ongoing discussion about and to challenge effective decision-making. Staff were observed to lead these discussions and enhance their leadership skills. All of these contributed to effective learning and leadership opportunities for staff and a safe, consistent environment for young people.

Areas for improvement

The senior management team had undergone some significant changes in the last year. There was a need for senior managers to continue to share their vision for the service to ensure that all members of staff are fully informed of the direction of the service.

The service could consider introducing the SSSC's Step into Leadership online training to support staff to gain further skills in leadership.

Grade

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

All aspects of this Quality Statement were met, the performance of the service was very good.

The service had a well developed approach to quality assurance which covered all aspects of the service. There was an extensive range of questionnaires that gleaned the comments and opinions of young people, families, staff, and other stakeholders. These were integrated and used to inform the development of the service at unit and organisation levels.

There was a clear commitment that all stakeholders took part in the self evaluation of the service and there was a range of opportunities that supported everyone within the organisation to be involved in the development of the service.

There was structured opportunities for staff to contribute to the direction of the service within supervision, team meetings, training evaluations, development days, and quality assurance checks. These informed senior manager meetings and at Board level.

All of these aspects informed the Kibble annual plan. The organisation had also developed smaller meaningful plans, such as the School Improvement Plan, and also individual units plans. These highlighted audits that were carried out, aspects of consultation, You said, We Did, and reviewed the targets that had been set out that year. These also identified the action points for the future improvement of the service.

The organisation had a quality assurance manager who had developed a number of mechanisms which ensured that there was a complete overview of the service. This incorporated a structured approach to auditing all aspects of the day-to-day working of the organisation. These systems were carried out at regular intervals and were cross-checked by a number of staff, which included night shift service managers, service managers and operations managers. These audits were linked with the outputs of the organisation and included case file audits, medication audits and health and safety checks. These documents then informed the management team and Board of any areas where they require development and improvement.

Reporting and monitoring was a feature at all levels in the organisation with the Board and its sub-committee providing exceptional governance for the organisation.

The service had well structure questionnaires which sought feedback from young people, parents, social workers, and other stakeholders. A review of a sample of these showed that there were high levels of satisfaction with the service. Where feedback was not entirely positive, we saw that the service had responded positively to these suggestions and, if required, made necessary adjustments to ensure continual development. Evaluations were carried out when young people leave their respective units. These are reviewed internally by individual units and there is also an overview by the quality assurance manager.

The self assessment process involved staff, young people and parents. There was a culture that encouraged and supported meaningful involvement in the service. This included annual development plans where staff had two development days in the year which allowed them the opportunity to identify goals which they wished to address in the future. These were monitored and reviewed and we found that many of the goals had been achieved by the staff group. These development plans had been signed off by staff and young people in the units, again evidencing that all plans were a collaboration of the main stakeholders.

The service had continued to achieve external recognition for the advancement of the service and had gained awards from Scotland Excel for Excellence in our Communities and Excellence in Innovation. These were in recognition of the innovative approach to integrating their work in the wider community and also for the development of the employment and training services.

We were able to visit The Experience and KibbleWorks. Both social enterprise initiatives had supported broader links with the local community but had been transformative for some of the young people in the secure service. The service had also had been awarded the Investors in Young People Gold Accreditation in recognition of their excellence in recruitment and retention of young people, helping them gain skills and find meaningful employment.

The service had also maintained its accreditation with the following:

- Investors in People maintaining their Gold Award
- European Foundation for Quality Management (EFQM) Stage 2
- BILD
- Approved provider for City and Guilds training
- SVQ centre
- Duke of Edinburgh Awards Centre
- Gold Award for Healthy Schools
- Eco-Schools Bronze Award.

The service had a thorough complaints procedure where young people's complaints were investigated by a senior manager and the complainant informed of the outcome. These were audited and reported on to the Board.

The service continues to work with the Care Inspectorate and had very good reporting systems to ensure that they are compliant with all necessary notifications.

Areas for improvement

We identified a number of areas for improvement in Quality Theme 2 which we are ensured by the management team will be rectified and progressed prior to our next inspection.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

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

Previous requirements

There are no outstanding requirements.

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

Previous recommendations

There are no outstanding recommendations.

6 Complaints

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

7 Enforcements

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

8 Additional Information

There is no additional information.

9 Inspection and grading history

Date	Type	Gradings	
29 Jan 2015	Unannounced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	5 - Very Good
		Management and Leadership	5 - Very Good
14 Aug 2014	Unannounced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	5 - Very Good
		Management and Leadership	5 - Very Good
24 Jan 2014	Unannounced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	5 - Very Good
		Management and Leadership	5 - Very Good
21 Jun 2013	Unannounced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	5 - Very Good
		Management and Leadership	5 - Very Good
19 Mar 2013	Unannounced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	6 - Excellent
		Management and Leadership	6 - Excellent
3 Sep 2012	Unannounced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	Not Assessed
		Management and Leadership	Not Assessed

28 Feb 2012	Unannounced	Care and support Environment Staffing Management and Leadership	6 - Excellent 5 - Very Good Not Assessed Not Assessed
8 Feb 2011	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good Not Assessed 5 - Very Good Not Assessed
9 Aug 2010	Announced	Care and support Environment Staffing Management and Leadership	5 - Very Good Not Assessed Not Assessed 5 - Very Good
22 Feb 2010	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good Not Assessed 5 - Very Good Not Assessed
9 Oct 2009	Announced	Care and support Environment Staffing Management and Leadership	4 - Good 4 - Good 4 - Good 4 - Good
24 Feb 2009	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good 4 - Good 4 - Good
3 Sep 2008	Announced	Care and support Environment Staffing Management and Leadership	4 - Good 4 - Good 4 - Good 4 - Good

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অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

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

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

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