

Little Einstein's Perth Day Care of Children

4A Whitefriars Crescent
Perth
PH2 OPA

Telephone: 01738 626700

Type of inspection: Unannounced
Inspection completed on: 1 June 2018

Service provided by:
Forth Care Limited

Service provider number:
SP2014012365

Care service number:
CS2014332127

About the service

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

This service registered with the Care Inspectorate on 30 March 2015.

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). Set up by Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. Getting it right for every child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of Getting it right for every child. They are: safe; healthy; achieving; nurtured; active; respected; responsible; and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

Little Einstein's nurseries are part of a group of six nurseries, which are situated in various parts of Scotland. Little Einstein's Perth is located in a small industrial estate close to the town centre and other amenities. The nursery caters for the developing needs of children aged from six weeks to 14 years. The service also runs an after school club and offers school holiday care for those attending primary school. Children are cared for by staff in various rooms according to their age and stage of development.

The nursery operates Monday - Friday offering both full and part-time sessions between 7:00am and 6:00pm.

The service is registered to provide a care service to a maximum of 150 children aged from six weeks to 14 years, 42 children from birth to two years, 50 children two to three years and 48 children three years and over. A minimum of two staff are to be present in an operating playroom/area at any time. Numbers of children currently attending are low, there were 24 children present during this inspection.

The staff consisted of several early years practitioners, modern early years apprentices, two deputy managers and a manager, a cook and a domestic assistant. Some of these posts were currently vacant. The service had their own training and administration service.

The service stated the following principles of their service were:

- to provide a safe, secure and stimulating environment for all-round care to help children develop intellectually through a balance of directed and free choice activities
- continuity of care for all children and flexible care routines
- to create a stimulating and challenging environment, providing opportunities for learning through play and covering the five key areas
- to encourage children to develop self-control, self-direction and independence

- to develop self-expression through various activities such as drama, music, story telling, block building and other forms of play
- to provide a warm and welcome atmosphere with good staff, child and parent relationships
- to ensure a safe environment which protects children from harm, abuse and neglect
- to develop respect for individual and cultural differences
- effective use of assessment information to identify needs and plan the next steps for learning and evaluating regularly to meet changing needs.

What people told us

We spoke with children throughout the inspection, who were observed to be happy and settled in the nursery environment. We saw that they were active at play and enjoying their nursery experiences.

Their comments included:

'Look at the spider ! He's not moving but he has made a web.'

'We found more beasties - lots of them.'

'Wow - did you see me? I was running so fast.'

' We're playing tig - its hard work chasing!'

'I've got spiderman glasses.'

'We're going to get a snack now - its tasty!'

'I saw the animals - the monkeys - the tigers - mummy and daddy took me - there were no giraffes - maybe they were sleeping.'

'Hurrah - we're going to the gym hall!'

'That's my hands nice and clean now.'

'Ha ha did you see him catching me? but I ran away again.'

'Its fun at nursery.'

'We need to check that its safe.'

'I'm mixing it.'

'Its sticky - I like the green colour.'

'Messy - yuk.'

'We're not done yet- it still needs more mixing.'

'I always like going outside.'

We received completed care standards questionnaires from 10 parents and carers who spoke highly of the service. Nine of the 10 parents who returned questionnaires to us 'strongly agreed' and one 'agreed' that they were overall happy with the quality of care that their child receives in the service.

Parents comments included:

'My daughter enjoys going to the nursery. The staff always make us feel welcome and my daughter always talks about the nursery and the staff.'

'Staff are extremely pleasant. They are always involving parents. I have enjoyed attending days with my child for example, an easter party and mothers day tea.'

'Both of my children love the nursery. They are happy and safe and I feel confident leaving them knowing that they will be well-cared for.'

'My daughter loves coming to nursery. She has made lots of friends and tried new foods. She is always happy at the end of the day.'

'My daughter is always happy. I am very secure with the nursery, the staff are very supportive and always look after her.'

One parent expressed some concerns about staffing levels and told us that; 'We feel the service could do with more staff, so that they are not pulling staff from other rooms to cover breaks.' This viewpoint was shared with the service to help inform their improvement plan for the nursery.

Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We looked at their own improvement plan and quality assurance systems. These demonstrated the service priorities for development, providing some information about how they were monitoring the quality of the provision within the service.

From this inspection we graded this service as:

Quality of care and support	4 - Good
Quality of environment	3 - Adequate
Quality of staffing	4 - Good
Quality of management and leadership	4 - Good

Quality of care and support

Findings from the inspection

There was a welcoming and positive atmosphere in the nursery. Families were greeted warmly as they arrived and staff made time for any parents who wished to discuss their child's needs. Staff were more enthusiastic and confident in their roles which was impacting positively on outcomes for children. We found children throughout the nursery to be happy, secure and to be enjoying their nursery experiences. They were active and focused at play and had formed good relationships with staff and other children. They had made friendships, were sharing and working well together on shared projects and activities. The more inclusive and respectful atmosphere was conducive to children feeling involved and valued in the nursery.

Staff knew children well and were more aware and responsive to children's needs. Our discussions and observations confirmed that staff took account of children's likes, preferences and personalities. For example, one member of staff told us that a child always needed a cuddle when they woke up to reassure them and they needed a few quiet minutes before they were ready to play. This was one example of more nurturing care and support for children and we saw that staff were more supportive of children's emotional well-being. This more caring and responsive approach was evidently improving outcomes for children and we saw that they had more formed trusting attachments with staff. Staff were more open and approachable, they used gentle and encouraging language with children and showed interest in them and their achievements. Staff engaged in conversations with children that extended their vocabulary, ideas and learning. Staff were having fun with the children. For example, running around the garden playing 'tig' with children, which generated much laughter from the children. We were delighted to see significantly improved staff interaction with children at this inspection, the more caring and respectful approach was supporting children to thrive. Outcomes were good, children were confident, secure and developing positive self-esteem.

The SHANARRI wellbeing indicators were now being better supported through improved staff engagement. We saw that children were respected and nurtured, they were active and independent.

The nursery felt settled, calm and much better organised. Children arrived eagerly at nursery and settled quickly to play. Sessions were mostly free-flow and organised in a manner that enabled children to make choices, develop interests and revisit their learning. Children were suitably motivated by the learning environment, they were inquisitive and keen to explore and experiment. Responsive planning had been introduced that took account of children's ideas and interests. This approach was still at an early stage of development and some staff needed further support and training to further embed practice and strengthen their recording skills, however we saw some good examples of how topics had evolved from children's ideas and interests. We suggested that responsive planning is further embedded and that staff consider developing a 'learning wall' that could note and display children's ideas and learning. This would be a valuable way to involve children more in their learning and to create a space for them to take some ownership and pride in their learning and achievements. **(See recommendation 1)**

We felt that the service needed to extend challenge for children, particularly for those older children attending the service and to broaden experiences and opportunities for learning. **(See recommendation 2)**

Children's profiles had improved but were still of a variable quality. Some staff would benefit from further support, training and guidance to improve the quality of their recording, development of observation skills and skills to effectively identify achievable next steps in learning. **(See recommendation 3)**

Meals were healthy, varied and well-balanced. We saw that menus included very regular fruit and vegetables meals and were supporting children to develop healthy eating habits .

We concluded that there was significant improvement to outcomes for children, the nursery was much better organised and staff were more motivated and confident in meeting children's needs. As a result children were

happy, secure and confident. They were achieving and developing skills through an improved learning environment and a more nurturing and enabling atmosphere.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 3

1. Planning that actively considers children's ideas and interests should be further embedded and additional ways sought to involve children in their learning.

Referring to Health and Social Care Standards which state 'As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open-ended and natural materials.' (HSCS 1.31)

2. The service should extend challenge for children and broaden experiences and opportunities to enhance learning.

Referring to Health and Social Care Standards which state 'As a child, I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling.' (HSCS 1.30)

3. Recording to support children's needs and progress should be improved, with better observations and identification of next steps in learning that are achievable and revisited.

Referring to Health and Social Care Standards which state 'My care and support meets my needs and is right for me.' (HSCS 1.19)

Grade: 4 - good

Quality of environment

Findings from the inspection

We found there to be generally improved standards of hygiene and organisation throughout the nursery. Although the service was slightly let down at this inspection by some areas that had been overlooked. The pre-school room toilets had not been flushed, some floors had clearly not been cleaned by 9:15am, and we did not feel that all areas had been sufficiently cleaned and checked prior to children arriving. There was a stained and grubby sheet on the camp bed in the home corner and small piles of disorganised resources were seen gathered on shelves and other areas. There were a range of cleaning and other environment related checklists, some of which had not been fully completed to confirm if tasks had been completed and by whom. If the service is to use such measures to monitor the condition of the environment, they should be audited to ensure that these systems are robust and effective. Further attention and monitoring is needed to ensure consistency to the cleanliness of the environment. **(See recommendation 1)**

These areas were brought to the attention of the manager and she promptly ensured that areas were cleaned and the issues raised were rectified. However, it was disappointing to see that the environment was not in the same very good condition as previously seen in recent monitoring visits to the service.

We found that children had ample space to play in this large building, where there were spacious and bright rooms with very good natural light and ventilation. The nursery entrance was uncluttered and welcoming and there was a secure entry system that enabled staff to see who was at the door before allowing them access to the building, this kept children safe. The office was situated by the main entrance which enabled the manager to have contact with families as they arrived.

We saw that children had ample space for active play, both inside and outdoors. Children were excited to use the gym hall, where they had access to a range of resources and activities included opportunities to climb and balance. Children enjoyed using the climbing wall, where they were encouraged and praised for their achievements. Children had very good access to the outside areas during this inspection, where they were seen to be busy and focused at play. They had access to different floor surfaces, played creatively with 'loose parts' materials, climbed, ran, played games and enjoyed looking for bugs, watering plants and waving to the trains that passed. Children were developing a range of physical skills, were learning to problem solve, learn about nature and to work together with peers. We saw that children helped staff to carry out risk assessments and they used language like 'we need to check its safe' and 'make sure it's not dangerous' before playing outside. This was supporting children to be responsible and to develop their awareness of managing risk.

The outside area was spacious and offered great potential for outdoor learning. Staff acknowledged that the area still needed significant development to further enhance opportunities for children. Staff had fed back their views and ideas for service development to the management team to inform the nursery's improvement plan. The team had agreed that developing their outdoor learning environment was a key feature of their current improvement plan. They had already started to introduce some changes and had plans to introduce more grass into the outdoor area to replace the damaged man-made surfaces. We were supportive of these plans that would introduce more natural elements into the outdoor environment.

We saw that children were generally comfortable and secure in the nursery. Sleep routines for younger children had been reviewed and had been significantly improved. This had been a poor area of practice at the last inspection. We now saw rest times to be calm, very well organised and children were given much more individual support. Children looked comfortable with cosy blankets in a peaceful and calm space, they were supported very well as they awoke, enjoying a cuddle and reassuring words from staff. This was helping children to feel secure and nurtured and was developing trusting relationships with staff.

The approach to mealtimes had also been improved, we now saw relaxed and enjoyable shared, sociable meals where children were supported to make choices and to be independent. Staff supported children well at mealtimes, engaged in conversations with the children and helped those children who required extra support. Children had a choice of food and confidently served themselves. There was a much more relaxed and comfortable atmosphere at mealtimes.

We found that there was a very good approach to hand-washing and that children were learning to be responsible for their own safety and were learning good hygiene habits to support their health. Even very young children understood the routine to wash their hands before eating and were gently reminded by staff when needed.

There was a suitable range of resources, with greater emphasis being placed on providing open-ended and natural materials that encouraged children to investigate, experiment and to be creative. We saw that children were generally motivated by the resources on offer and suggested that the range of resources continues to be

extended. Resources were generally well organised and displayed in a manner that enabled children to make choices and to see what was available to them. We did find home corners to be rather uninviting and to offer very limited play opportunities, as a result children spent little time in these areas.

Some two year old children wanted to make 'breakfast.' There were limited pans, plates, utensils and no play or real foods available to them, so the activity ended very quickly as they lost interest. One child found a card from a game to make 'toast' in the toaster but soon lost interest in the area. These areas were seen to be more inviting and better organised at previous visits and it was disappointing to see that this had not been sustained and further developed. Staff should review how the environment and resources offer improved opportunities for role play, heuristic play and promote imagination. Staff could provide puppets and other props to further support creativity and expression. Staff should make use of the document 'our creative journey' to help develop this aspect of practice.

We did suggest that some of the wall displays could be made more relevant and inviting to children. For example some of the detailed information about planning and good practice was meaningful to adults but not to children and some of the photographs would have more impact if they were larger for children to see and revisit some of their experiences.

Children were seen to be comfortable in the environment and to be busy and active at play. They particularly enjoyed the freedom, space and exploration of the outdoor space, and it was positive to see that better use was being made of this area.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. The service must ensure a consistent high standard of hygiene and cleanliness is provided throughout the nursery to ensure that the environment is safe and healthy for children.

Referring to Health and Social Care Standards which state 'I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment.' (HSCS 5.22)

Grade: 3 - adequate

Quality of staffing

Findings from the inspection

An extensive staff development programme had been introduced since the last inspection with the aim of improving standards throughout all aspects of the service. We found that this programme of internal training, modelling of good practice and individual and group support had been most effective in delivering change and improvement to staff practice and the quality of provision. Staff were clearer of their roles and expectations of their performance, they had extended their knowledge and skills and there was more consistency to the quality of care being provided. There now seemed to be a shared and clear vision for the service and an enthusiasm to

deliver a better quality service. The strong, yet approachable and supportive management had set clear expectations for staff performance. This was well supported by mentoring and support mechanisms to address identified areas for development. Staff were more motivated and committed to their jobs and there had been limited staff turnover and reduced staff absence. Staff were taking a pride in the service and were working together effectively as a team to improve standards.

Individual rooms had established teams that were developing their practice and sharing ideas for improving children's experiences. Leadership had improved in both rooms and we saw that this had provided staff with more direction and clarity about their roles and responsibilities. Senior staff led by good example and were positive role models for staff. These roles had played an important part in improving staff practice.

We were very pleased to see that staff were more cheerful and approachable, they were kind, nurturing and attentive towards the children. We noted considerable improvement to the quality of staff engagement, which resulted in improved outcomes for children through the stronger relationships and attachments.

We saw that staff had good relationships with children and were seen to be open, friendly and more professional in their contact with parents.

Staff had completed a range of internal training and had staff discussions that extended their knowledge and understanding of current childcare frameworks and good practice guidance. Knowledge in some areas was still at a basic level and the staff development programme should continue to further embed key principles of good practice, including GIRFEC (Getting it right for every child) and 'building the ambition' into daily practice. Implementation of current guidance should further inform the service's improvement agenda. The effective staff development programme should continue with additional focus on; responsive planning, quality recording of children's needs, observation skills, developing reflective practice and further embedding good practice guidance. **(See recommendation 1)**

Staff felt well supported by the management team and colleagues. They had good opportunities to express ideas, views and to contribute to the development of the service. Team meetings and individual support sessions provided staff with good opportunities to discuss their work, seek guidance and identify training and support needs.

We found staff to be more confident, open and engaged in the inspection process, demonstrating more confidence in discussing their work and seeking guidance.

Overall, we found there to be considerable improvement to the quality of staffing, which had already impacted positively on outcomes for children. We felt that some members of the team were now more able and confident to take on some leadership roles in the service. They could take responsibility for leading some projects and areas of improvement within the service, for example leading the development of outdoor learning. We felt that staff could benefit from visits to other services to see examples and aspects of good practice, to have broader opportunities to gather and share ideas to further support their development.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. The staff development programme should continue with additional focus on; responsive planning, quality recording of children's needs, observation skills, developing reflective practice and further embedding good practice guidance to further enhance outcomes for children and extend learning opportunities.

Referring to Health and Social Care Standards which state 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes.' (HSCS 3.14)

Grade: 4 - good

Quality of management and leadership

Findings from the inspection

The manager had an open, approachable and professional manner that instilled confidence. She had led significant change and improvement to the service since the last inspection and enforcement action, with valuable support from the area manager, other nursery managers within the nursery chain and key staff in the service. The manager had established very good relationships with staff without shying away from addressing poor practice. The management team had worked effectively to deliver change at a pace that staff could respond to, ensuring that all staff were included and supported to manage changes to their working practice. The time taken to embed change and support staff had been effective in ensuring that the improvements made were sustainable. The management team had done very well to bring staff on board with the improvement agenda and with the changing ethos of the service. We acknowledged how hard the whole team had worked in achieving so much change and improvement to the quality of the service, whilst recognising that there was still further scope for improvement.

The management style had set a more mutually respectful atmosphere, set clear goals and expectations and built confidence within the team, even those who had started the process with low confidence levels. The continuous staff development programme and monitoring was delivering change and a more skilled and informed workforce, whilst recognising the process needed to be ongoing and that staff were at different stages of their professional development.

The manager had a regular presence in the play rooms, getting to know staff, children and parents well and was able to informally monitor and address practice issues as they arose. She was also able to model good practice and provide staff with constructive feedback about their practice, including any new initiatives and areas of good practice.

We suggested that the manager continue to extend effective quality assurance systems to help monitor and measure the nursery's work and to inform their improvement agenda, focusing on developing quality within the service. We also suggested that the service make greater use of self- assessment to measure performance and support improvement, including introducing the how good is our early learning and childcare framework to influence improvement. **(See recommendation 1)**

The service was now well led by a committed manager and management team who had pride and ambition for the service. The manager was driven to deliver and sustain improvement and to work in positive and open partnership with the Care Inspectorate. We were very pleased to see such significant improvement to the service and to the quality of children's experiences.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. The manager should extend and develop effective quality assurance systems to help monitor and measure the nursery's work and to help establish higher quality standards within the service.

Referring to Health and Social Care Standards which state 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance systems.' (HSCS 4.19)

Grade: 4 - good

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

There are no outstanding requirements.

What the service has done to meet any recommendations we made at or since the last inspection

Previous recommendations

Recommendation 1

Lunchtime routine should be reviewed to offer children more positive and sociable mealtime experiences that promote independence.

National care standards for early education and childcare up to the age of 16;

Standard 3: Health and well-being.

This recommendation was made on 24 May 2017.

Action taken on previous recommendation

This recommendation has been met, we observed improvement to children's mealtime experiences.

Recommendation 2

Recording and planning for children should improve to better inform individual care needs, including review of profiles, personal plans and child welfare and protection recording.

National care standards for early education and childcare up to the age of 16;
Standard 4 : Engaging with children, Standard 5 :Quality of experience, Standard 11 : Access to resources and Standard 12 : Confidence in staff.

This recommendation was made on 24 May 2017.

Action taken on previous recommendation

We noted some improvements to recording and suggested further improvement during this inspection.

Recommendation 3

All playrooms should be reorganised and furnished to offer children more comfortable areas to relax ,enjoy private space and quiet time.

National care standards for early education and childcare up to the age of 16;
Standard 2 : A safe environment and Standard 3: Health and well-being.

This recommendation was made on 24 May 2017.

Action taken on previous recommendation

There was improvement to the organisation and layout of rooms which should continue to be reviewed and improved.

We were satisfied that this recommendation had been met.

Recommendation 4

The service should develop their approach to risk assessment to increase safety and involve children more in risk management.

National care standards for early education and childcare up to the age of 16;
Standard 2 : A safe environment and Standard 14 : Well-managed service.

This recommendation was made on 24 May 2017.

Action taken on previous recommendation

There was an improved approach to risk assessment that involved children more in managing risk.

We were satisfied that this recommendation had been met.

Recommendation 5

The outdoor play area should be further developed to offer children more challenge and opportunity.

This recommendation was made on 24 May 2017.

Action taken on previous recommendation

This area had been identified as an area for development in the service's improvement plan and is an ongoing project. Some changes had already been introduced and we were confident that the process had started and would continue to progress.

Recommendation 6

The service should develop a robust written induction plan, which allows staff to record their progress during induction periods. In doing so the managers will be able to assess and evaluate performance, offering staff guidance and support.

This recommendation was made on 24 May 2017.

Action taken on previous recommendation

There had been little staff recruitment and staff induction processes should continue to be extended.

Recommendation 7

Staff training, development and support should be extended to improve the quality of children's experiences and enhance outcomes.

National care standards early education and childcare up to the age of 16, Standard 5: Quality of Experience and Standard 12: Confidence in Staff.

This recommendation was made on 24 May 2017.

Action taken on previous recommendation

There had been an effective staff development programme that had significantly improved staff practice and outcomes for children.

We were satisfied that this would continue and therefore this recommendation had been met.

Recommendation 8

Staff should develop greater awareness of and implement key childcare frameworks like Building the Ambition, Pre-Birth to Three and GIRFEC to support practice development and improve outcomes for children.

National care standards early education and childcare up to the age of 16, Standard 3: Health and Wellbeing, Standard 5: Quality of Experience and Standard 12: Confidence in Staff.

This recommendation was made on 24 May 2017.

Action taken on previous recommendation

This area of practice could still be improved and a further recommendation has been made in this inspection report.

Recommendation 9

Staff recruitment policy and procedure should ensure that suitably qualified, skilled, competent and motivated staff are employed and deliver care that is responsive, nurturing and improves children's experiences.

National care standards early education and childcare up to the age of 16, Standard 3: Health and Wellbeing, Standard 5: Quality of Experience, Standard 12: Confidence in Staff and Standard 13: Improving the Service.

This recommendation was made on 24 May 2017.

Action taken on previous recommendation

There had been little staff recruitment but those appointments made had met this recommendation and had a positive impact on the quality of the service. We were satisfied that this recommendation had been met.

Recommendation 10

The service should ensure strong and effective leadership and robust quality assurance systems that deliver improvement and better outcomes for children.

National care standards early education and childcare up to the age of 16, Standard 13: Improving the Service and Standard 14: Well-Managed Service.

This recommendation was made on 24 May 2017.

Action taken on previous recommendation

The management structure had been effective in improving the service. We suggested further development of quality assurance processes to monitor and improve the service.

We were satisfied that this recommendation had been met.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Enforcement

Please see Care Inspectorate website (www.careinspectorate.com) for details of enforcement action taken against the service.

Inspection and grading history

Date	Type	Gradings
4 Sep 2017	Announced	Care and support Environment Staffing Management and leadership
		Not assessed Not assessed Not assessed Not assessed
3 Jul 2017	Unannounced	Care and support Environment Staffing Management and leadership
		Not assessed Not assessed Not assessed Not assessed
24 May 2017	Unannounced	Care and support Environment Staffing Management and leadership
		2 - Weak 1 - Unsatisfactory 2 - Weak 2 - Weak
30 Nov 2016	Unannounced	Care and support Environment Staffing Management and leadership
		2 - Weak 2 - Weak 2 - Weak 2 - Weak
14 Jul 2015	Unannounced	Care and support Environment Staffing Management and leadership
		4 - Good 4 - Good 3 - Adequate 4 - Good

To find out more

This inspection report is published by the Care Inspectorate. You can download this report and others from our website.

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and help services to improve. We also investigate complaints about care services and can 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.

You can also read more about our work online at www.careinspectorate.com

Contact us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

Find us on Facebook

Twitter: @careinspect

Other languages and formats

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

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

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۔

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

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

本出版品有其他格式和其他語言備索。

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