

The City Nursery Day Care of Children

47 Greenbank Drive
Edinburgh
EH10 5SA

Telephone: 0131 446 0088

Type of inspection:
Unannounced

Completed on:
12 September 2018

Service provided by:
Links Nurseries Ltd

Service provider number:
SP2007009491

Service no:
CS2009229782

About the service

The City Nursery is registered to provide a care service to a maximum of 143 children aged birth to five years of whom no more than 30 children aged 24 months to under three years are accommodated at 47 Greenbank Drive, Edinburgh, EH10 5SA and a maximum of 57 children aged birth - 28 months are accommodated at 2a Rattray Drive, Edinburgh, EH10 5TH. The services are both within walking distance of each other.

The service operates from two properties in a residential part of Edinburgh close to bus routes and local amenities. The property in Rattray Drive provides care for younger children and is known as 'Little City', and the property in Greenbank Drive which provides mainly for children over 28 months is known as 'City'. The service accommodation includes various playrooms and all children have access to garden spaces. The service works in partnership with the City of Edinburgh Children and Families Department to provide pre-school education for children between the ages of three and school entry.

Aims of the service include:

"to promote development and stimulus through activities and opportunities for learning based on the principles set down in the pre-birth to three curriculum and the curriculum for excellence."

We check services are meeting the principles of Getting it Right for Every Child (also known as GIRFEC). This is Scotland's national approach to improving outcomes and wellbeing for children by offering the right help at the right time from the right people. It supports them and their parent(s) to work with the services that can help them. There are eight wellbeing indicators at the heart of GIRFEC. They are: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI wellbeing indicators.

We carried out an unannounced inspection of The City Nursery on Thursday 23 August 2018, returning unannounced on Monday 3 September, 2018. We provided some feedback to members of the management team (in managers absence) and also sent a letter highlighting areas they should be addressing immediately. We visited again on 12 September 2018 to provide evaluations and feedback to manager and depute managers.

What people told us

Two inspectors and an inspection volunteer were available to observe and speak to children, as well as speak with parents during the inspection process. We spent time in each room, and spoke to parents as they dropped off or collected children. We provided the service with 35 Care Standard Questionnaires for distribution to parents. We received 15 completed questionnaires and we spoke to 12 parents or carers and two visiting professionals during our time in the service.

Pre-school children were settled and comfortable within their environment. They were happy to share some of their learning with us, talking about the octopus project they were undertaking and what they knew about them. They enjoyed being able to get in to the garden area, telling us being outside was fun. They said the staff were kind, and they helped them with snack, making things and played with them.

We spoke to some parents as part of the inspection process and took account of Care Standards Questionnaires completed by them prior to the inspection. Parents provided mixed reviews of the service, some happy with care provided, others highlighting areas they felt could be better. Many parents told us they were happy with the service and their children had nice relationships with staff. Many felt their children were developing well within the service and were happy to attend. Some also commented on the range of activities their children experienced, being happy with these.

Of those who completed the questionnaires, four parents disagreed with the statement:

- "Staff have worked with me and my child to develop an individual education and support plan for my child."

Three parents also disagreed with the statement:

- "Staff regularly assess my child's learning and development with me, and use this to plan next steps."

(All other parents agreed or strongly agreed with these statements).

Most parents agreed their children had regular access to outdoors and fresh air. They told us that children were taken to local parks and woods close to the service, but they would like to see more opportunities for children to visit larger parks, the library and other areas of interest. A parent felt children would have more opportunities for exploring and learning if they could make better use of adjacent woodlands and walks, and another said they would like to see babies out each morning and afternoon.

Where most parents spoke positively about staff telling us: "they found them helpful and caring", a few parents raised concerns about staff turnover commenting that: "this was resulting in broken relationships."

Most parents were happy with the verbal feedback provided by staff at the end of the day, many of those who commented said that they would like more of the E-learning journal observations to track their child's development. In addition, parents would like to see better communication around changes and developments the nursery were working towards.

We discussed comments and responses from questionnaires with the management team, who showed a commitment to share with parents the action they were taking to address any issues, and in the future improvement and development of the service.

Self assessment

We did not request a self assessment in advance of this inspection. We viewed the service's own internal improvement plan.

From this inspection we graded this service as:

Quality of care and support	2 - Weak
Quality of environment	3 - Adequate
Quality of staffing	2 - Weak
Quality of management and leadership	2 - Weak

Quality of care and support

Findings from the inspection

Children's care needs were generally met, staff ensured they were comfortable, changing them when required and providing some comfort and cuddles when they were upset. However, there were times when staff did not always support children's emotional wellbeing. Some staff were heard to use instructional language with the children, rather than guiding them. The volume, tone and interactions by some staff were, at times, loud and negative. Care routines were seen as tasks by staff and often lacked nurture, sensitivity or fun. **A requirement was made.** We made this requirement following the second visit. At the time of the final visit the service was starting to implement actions which were supporting staff to make necessary changes.

Babies were often sung to throughout the day - most children and parents were greeted warmly by staff they recognised; where staff were unfamiliar they were confident at introducing themselves to parents. Children could access a range of play resources, helping them to feel settled and get busy quickly in the playrooms.

Children within the pre-school room were provided with some nice learning opportunities which incorporated interests of the children. Children were excited to share their learning of sea creatures with us and spoke confidently about aspects of the project.

The planning within the pre-school room was helping to provide an interesting programme which challenged children and provided learning opportunities for them. However, this was not consistent throughout the nursery, in other areas children's learning was not always as well supported. Children were at times stopped from playing, investigating or learning, in order to fit in with staff routine and tasks; which disrupted their flow of play and time for deeper thinking and problem solving. Unrealistic expectations of younger children, such as expecting them to sit for extended periods of time caused them to become upset or unsettled in their rooms.

A recommendation is made.

Children enjoyed nutritious and healthy range of homemade snacks and meals provided by the service. The chef created healthy meals as well as an alternative taking account of any dietary needs and children's preferences. Within 'City' we saw improvement within meal times, children's independence was promoted as children were encouraged to help set up, pour their own drinks and enjoy the social occasion with other children and staff. 'Little City' children also enjoyed the good range of meals and snacks. However, there was still work to be done in helping them develop independence as well as self-help and feeding skills.

Requirements

Number of requirements: 1

1.

Children should experience care and support where they are respected and valued at all times. Staff should be supported to develop their understanding of child development and what children need.

Staff should consider their interactions with children to ensure they meet their emotional wellbeing. Children should at all times experience warmth, kindness and compassion from those providing care.

Regulation:

The Social Care and Social Work Improvement Scotland (Requirements for a Care Service) Regulations 2011

Welfare of users:

4-1a - A provider must make proper provision for the health, welfare and safety of service users.

4-1b - A provider must provide services in a manner which respects the privacy and dignity of service users.

References: Health and social care standards.

3- I have confidence in the people who support and care for me.

- 3.14 I have confidence in people because they are trained, competent and skilled.

Timescale: to be fully addressed by 30 September 2018.

Recommendations

Number of recommendations: 1

1.

Play and learning experiences should be consistently provided to meet needs and development stages of the children. Staff should be supported to make changes to routines, planning and the environment which is interesting and encourage children's curiosity. Children should be given time to extend thinking, as well as have undisturbed times for concentration.

References: Health and social care standards.

3- I have confidence in the people who support and care for me.

- 3.14 I have confidence in people because they are trained, competent and skilled.

4- I have confidence in the organisation providing care and support

- 4.11 - I experience high quality care and support based on relevant evidence, guidance and best practice.

Grade: 2 - weak

Quality of environment

Findings from the inspection

The service is provided from two buildings in close proximity to each other. Each building had a number of rooms where children were cared for in age and stage groups, helping contribute to children having access to appropriate play experiences.

There had been positive changes to some areas of the nursery since the last inspection. Changes to the pre-school rooms meant that children have more space to explore and move around. The continual open access to outdoors ensures that pre-school children are given plenty of opportunity to get fresh air, explore, run around and exercise. The outdoor area is used well and positive changes within it such as the development of the mud kitchen and increase in loose parts were providing good opportunities for children to explore and experiment.

Rooms within 'Little City' had also improved. Babies were provided with more opportunities to move around, climb and explore different textures. For example, there were opportunities for them to play in water and sand, as well as paint and draw, helping them develop exploration and creativity skills. Some of the older 'Little City' children were enjoying exploring the camping area helping develop imaginative play. However, there was support required to help staff build on these experiences for children.

In some areas we saw that there was a lack of resources, which limited play and exploration. For example: some home corner and role play areas did not have many suitable or natural resources to excite or raise children's curiosity. There was also a lack of literacy and numeracy opportunities particularly for the younger children. The staff should consider how they ensure all rooms remain interesting and rich environments which encourage children to further explore and develop, make sense of the world, and develop life-long learning skills. **A recommendation is made.**

Issues identified with regards to the environment during the last inspection had been addressed. Areas where children accessed had been made safe and work to repair or replace equipment had been done. This contributed to the health and safety of children attending.

Parents felt some areas were tired and needed updating, one commenting that:

"the place looks and feels unloved".

There was little pride in some areas of the environment with broken resources being left in rooms, and pieces of furniture needing cleaned.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. Resources should be available and provided to help extend and develop children's curiosity and exploration. An increase of challenging and interesting resources, as well as numeracy and literacy opportunities throughout the nursery will help create rich environments which will encourage child learning and development.

References: Health and social care standards.

1 I experience high quality care and support that is right for me.

- 1.30 As a child I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling.

Grade: 3 – adequate

Quality of staffing

Findings from the inspection

Recruitment and induction procedures had been developed since the last inspection and children were being cared for by staff who had undergone a safer recruitment process and where new staff were becoming knowledgeable about their role. There had been a large turnover of staff in the past couple of years and parents felt this was at times disruptive for their children. Many parents spoke positively about their children's relationships with staff and found them to be helpful and knowledgeable about their children.

A new learning programme provided staff with opportunities to up skill and keep training and learning up to date. Staff should be encouraged to find suitable training and development opportunities which could help them to develop their skills and help improve outcomes for children throughout the service. We had asked the provider to help staff familiarise themselves with national policy and best practice guidance during the last inspection. Although we found that in most rooms displays were helping link best practice with planning this was still at an early stage and there was little evidence that it was having any impact on outcomes for children as yet.

A recommendation was made in 'Care and Support'.

Staff knew children well and were trying to ensure that each child was kept safe. Children who required additional support and help were known to the staff and they were trying to ensure these were met, along with the needs of others in the room. To provide continuity and better support for all children the setting needs to improve systems to ensure a consistent approach to collation and disseminate of information to staff.

Due to many staff changes some information and support guidance provided by other organisations was lost and staff knowledge of best support was limited. In order to ensure all children are supported appropriately information should be appropriately recorded, agreed and shared with all parties. **A requirement was made.** We made this requirement following our second visit.

In some rooms staff were under a lot of pressure due to the demands and needs of the children in their care. Staff need to be supported in promoting positive behaviour. On occasion, negative consequences and suggestions of removal of resources were used. At times staff used commanding language at a raised level to instruct the children to complete tasks and follow routines. **A recommendation is made.**

Requirements

Number of requirements: 1

1.
Appropriate health, welfare and safety measures, as well as the learning needs of all children should be in place. Management should ensure staff are supported to record, understand and implement appropriate support measures. Management should ensure this information is shared consistently and understood by all staff.

Regulation:

The Social Care and Social Work Improvement Scotland (Requirements for a Care Service) Regulations 2011

Welfare of users:

4 1a - A provider must make proper provision for the health, welfare and safety of service users.

Timescale: to be fully implemented by 31 October 2018.

Recommendations

Number of recommendations: 1

1. 2. The provider should support staff to improve behaviour management techniques.

Reference: Health and social care standards.

1 - I experience high quality care and support that is right for me.

1.6 I get the most out of life because the people and organisation who support and care for me have an enabling attitude and believe in my potential.

Grade: 2 - weak

Quality of management and leadership

Findings from the inspection

The management had made some positive changes to some areas of the service in particular the quality of pre-school provision and the learning environment of the youngest children's area. However, there was significant gaps in the development of the service which were having impacts on the quality of learning and care throughout many areas. Quality assurance systems in place were largely ineffective.

Since the last inspection the management team had set up a programme of quality assurance measures, for example room reviews and overseeing of e-learning observations. Although there had been some quality assurance undertaken this has not been intensive or thorough enough to make any improvements to the quality of provision and therefore outcomes for children. The monitoring is not sufficiently detailed enough to provide clear expectations. Monitoring procedures should be thorough enough to identify weaknesses and areas for development quickly. **A recommendation is made.**

Some staff were task orientated and occasionally the needs of staff were given priority to those of children. Staff numbers met the minimum required for each age group. However, there were times that there were not enough staff to meet the needs of children, particularly around break times and during some of the routine tasks required to be carried out. In addition in order to meet the needs of children we found at times resources and activities were restricted as there were insufficient staff to oversee safety and welfare issues. This reduced all children's experiences within the room.

Management should ensure that staffing levels are such that meet the care and support needs of all children at all times. **A requirement was made following visit on 3 September.** At the time of feedback steps had been taken to address this.

We made a recommendation at the last inspection about staff enhancing leadership skills. This had not been met. In addition staff did not always understand their roles within the team and the importance of, where appropriate, leading the team. In order for staff to support and assist with the sharing of skills and improvement of outcomes for children, management should promote the development of leadership skills throughout the service.

Requirements

Number of requirements: 1

1. The providers should ensure there is an appropriate number of skilled and competent staff available to meet the needs of all children.

Regulation:

The Social Care and Social Work Improvement Scotland (Requirements for a Care Service) Regulations 2011.

Staffing 5 a

A provider must, having regard to the size and nature of the care service, the statement of aims and objectives and needs of service users ensure that at all times suitably qualified and competent persons are working in a care service in such numbers as are appropriate for the health, welfare and safety of service users.

Timescale: to be fully addressed by 24 September 2018.

Recommendations

Number of recommendations: 2

1. Quality assurance processes should be improved to ensure that there is effective evaluations of children's experiences and information gathered will assist in identifying any weaknesses and supporting improvement to make outcomes for children better throughout the service.

Reference: Health and social care standards.

4 - I have confidence in the organisation providing my care and support.

4.19 I benefit from a culture of continuous improvement with the organisation having robust and transparent quality assurance processes.

2. Promotion of leadership skills for all staff will support the development of the workforce and contribute to improved outcomes for children. We recommended the manager further promote leadership skills at all levels within the workforce by using the Scottish Social Services Council's Step into Leadership pathway online resource. Staff should now access and use this resource to support improved outcomes for children and their own professional practice.

More information can be found at URL: <http://www.stepintoleadership.info/>.

Reference: Health and social care standards.

4 - I have confidence in the organisation providing my care and support.

4.11 I experience high quality care and support based on relevant guidance and best practice.

4.23 I use a service and organisation that are well led and managed.

Grade: 2 - weak

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

The provider should ensure lunch time experiences for children are reviewed and enhanced to be more nurturing and flexible to meet children's needs.

Attention should be given to the following areas:

- The process to indicate allergies and dietary needs through use of photographic cards should be reviewed. To ensure an easier and homely strategy for children which still ensures their health.
- Children should not be contained or kept seated whilst waiting for lunch. They should be seated when lunch arrives.
- Children's rights should be respected and they should be able to leave the lunch table when they or their own table have finished and not be expected to wait for a very large group to finish together.
- Staff should interact, sit with children, engage them in conversation and even eat with them.
- All foods should be served on a plate or in a bowl.
- Children should be encouraged to be independent according to their stage of development. They could begin to feed themselves, select foods, pour drinks and prepare foods dependent on their capabilities.

Making these changes would enhance the meal times for children; encourage conversations and socialising; show children respect and ensure hygienic procedures to compliment their health. It would also help children to become independent, eat at a pace that suits them and develop skills for life.

National Care Standards early education and childcare up to the age of 16. Standard 3, health and wellbeing, standard 5, quality of experience, standard 14, well-managed Service, standard 12, confidence in Staff.

This recommendation was made on 15 March 2018.

Action taken on previous recommendation

Meal times had been enhanced. Children generally enjoyed a more relaxed and inclusive meal time experience. Systems in place to support children with allergies were clear and helped staff identify any possible issues. Children were able to leave the table when they were ready, and children needing a longer time to finish were supported to do so. Some staff sat with the children, helping promote independence and making it a nice social experience. Older children were becoming confident in setting up and pouring their own drinks.

Recommendation 2

The provider should support all staff and management to increase their knowledge and skills to better identify, log and consider the individual learning and development of each child. Observations should demonstrate the child's progress and where relevant appropriate next steps should be planned. Management should assure the recording of children's learning experiences and outcomes is clear, of a high quality, meaningful and evaluated well. This will help to ensure children are appropriately supported to challenge themselves and reach their full potential.

National Care Standards early education and childcare up to the age of 16. Standard 5, quality of experience, standard 14, well-managed service, standard 12, confidence in staff.

This recommendation was made on 15 March 2018.

Action taken on previous recommendation

Although we saw some progress in planning and provisions within pre-school room, and activities within the baby room this progress was not consistent throughout each room. We discussed with management and sent a letter following our visit on 3 September asking them to ensure children's play and learning experiences throughout the service met the needs and stages of the children.

See Care and Support.

Recommendation 3

The provider should ensure the play and learning environment for children is improved to be more reflective of, and responsive to, children's needs and interests.

This may include:

- Consideration of the spaces used for children under three including layout.
- Systems to allow children access to the outdoor play areas more responsively.
- Consideration of children's individual needs.
- An increased understanding of how to recognise the wishes of non-verbal children.
- Increased provision of core and varied resources to stimulate children's senses.
- Increased provision for heuristic, open-ended, natural, real life and creative play.
- Increase in quality and quantity of play resources to enable children to create and play cooperatively.
- An increased understanding of child development.

National Care Standards early education and childcare up to the age of 16. Standard 5, quality of experience, standard 11, access to resources.

This recommendation was made on 15 March 2018.

Action taken on previous recommendation

Changes made within pre-school room and babies with layout and resources had increased core provision providing these children with more challenge and opportunities to explore. Outdoor play was available to pre school children with open access to the garden being available to them throughout the day. Some children also had more opportunities to explore and be creative through better provision of heuristic, open-ended and natural resources.

Although there had been some positive changes to play and learning opportunities this was not consistently applied throughout the nursery. **We will make another recommendation in relation to this. See environment within the body of the report.**

Recommendation 4

The provider should ensure the following issues are rectified to ensure children health and safety:

- Ensure hall and walk way radiators that children pass are covered to prevent them getting burnt.
- Butterflies toilet seats should be replaced and fixed where needed.
- System in place to ensure regular flushing of covered toilet does take place.
- The large, heavy wooden board to block off WC is not attached to anything and so should be fixed securely (Butterflies room).
- Management of dummies - these should be in small sealed tubs, not open to the air.
- Travel cots should be cleaned regularly and checked for any rips to mattress or netting.
- Mud area out-of-bounds, should be restored.
- Maintenance request sheets do not seek date the request was made. This makes it difficult to see how long it has taken for repairs to be made.
- Health and safety issues should be standing agenda at every team meeting.

National Care Standards early education and childcare up to the age of 16: Standard 2, A safe environment.

This recommendation was made on 15 March 2018.

Action taken on previous recommendation

All action had been taken with regards to this recommendation, contributing to improving the health and safety of the children whilst in the premises.

Recommendation 5

We recommend the provider supports staff to further develop their interactions with all children, particularly those under three, to help them achieve their full potential. Specifically, staff should be supported to:

- Consider how they interact with children to meet their emotional wellbeing needs and stage of development.
- Consider how they can challenge children's thinking and extend their learning in their interactions with children.
- Respect children's choice and reduce interruptions to their play.
- Use best practice documents such as: Building the Ambition, Pre-birth to Three curriculum and How Good Is Our Early Learning and Childcare in order to support them in planning appropriate and effective experiences for children.
- Enhance their knowledge of the benefits of self-directed and prolonged play and how this links with early childhood development.

This will enhance opportunities for children to reach their full potential at every stage of their development.

National Care Standards early education and childcare up to the age of 16. Standard 4, engaging with children, standard 12, confidence in staff, standard 5, quality of experience, standard 14, well-managed service.

This recommendation was made on 15 March 2018.

Action taken on previous recommendation

There was still work to be done throughout the nursery. We were concerned about some staff interactions and staff knowledge of child development. We raised our concerns with the management team on 3 September and made a requirement at this time. We saw some of the measures put in by management to meet this during our visit on 12 September and will continue to monitor and follow up.

A requirement was made. See staffing.

Recommendation 6

We recommend the provider supports staff to update their knowledge and further familiarise themselves with national strategies and policies that should inform their practice. This includes the National Care Standards, Building the Ambition, and Getting it Right for Every Child and the role of the named person.

National Care Standards early education and childcare up to the age of 16. Standard 3, health and wellbeing, standard 12, confidence in staff, standard 5, quality of experience, standard 14, well-managed service.

This recommendation was made on 15 March 2018.

Action taken on previous recommendation

We could see that there was some linking of national strategies and best practice guidance to experiences they are providing the children. However, there was still work to be done in increasing and updating staff knowledge.

This will remain a recommendation within their report.

Recommendation 7

We recommended the manager further promote leadership skills at all levels within the workforce by using the Scottish Social Services Council's Step into Leadership pathway online resource. Staff should now access and use this resource to support improved outcomes for children and their own professional practice.

More information can be found at URL: <http://www.stepintoleadership.info/>.

They should also ensure that staff leadership opportunities are increased in the service. This would help staff to focus on key areas, share best practice and, as a result, promote further positive outcomes for children.

National Care Standards early education and childcare up to the age of 16. Standard 13, Improving the service, standard 14, well-managed service, standard 12, confidence in staff.

This recommendation was made on 15 March 2018.

Action taken on previous recommendation

This was yet to be implemented. We spoke to the service about how they could use more experienced and confident staff to help support improvements required to be made.

This will remain a recommendation.

Recommendation 8

We recommend the provider ensures the recruitment, induction and mentoring system is improved to make sure it is more robust and consistent.

This should include:

- To follow timescales and procedures for all employees (follow-up telephone references and complete induction on time).
- Induction process for new staff members should be more robust .
- A designated room mentor should be formally arranged to guide staff in best practice.
- Professional development should take into account different levels of staff knowledge and experience, it should be tailored to meet the staff needs and nurture them into becoming more confident and skilled.
- The service should check that any agency staff used have a relevant PVG number and issue date.

This will help to ensure staff are fit to practice and help ensure the health, wellbeing and protection of children within the service.

National Care Standards early education and childcare up to the age of 16. Standard 12, Confidence in staff.

This recommendation was made on 15 March 2018.

Action taken on previous recommendation

A sample of files and discussion with some newer staff members evidenced that safe recruitment processes were followed and staff were supported to get to know the service, children and their role during the induction time.

Recommendation 9

We recommend the provider ensures the overall quality assurance system is effective in ensuring a high quality service for children.

This could include:

- Peer review systems could be introduced in the future to support staff in their development and practice.
- Monitoring of staff practice and children's experiences to improve outcomes for children.
- Monitoring of the learning environment and quality and quantity of resources.
- Visits to other settings to allow staff to observe high quality practice and discuss findings and a way forward.
- Achievable tasks to support meaningful change and consistency.
- Management need to consider systems in place for managing e-journals where the focus is quality and giving a real sense of each child's progress.
- Effective methods of updating knowledge of best practice and using these within their work were needed.

National Care Standards early education and childcare up to the age of 16: Standards 13, Improving the service and standard 14, well-managed service.

This recommendation was made on 15 March 2018.

Action taken on previous recommendation

Management had introduced additional quality assurance system, however these were not effective enough to make the changes and improvements necessary. See management and leadership.

Complaints

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

Enforcement

No enforcement action has been taken against this care service since the last inspection.

Inspection and grading history

Date	Type	Gradings
29 Jan 2018	Unannounced	Care and support 3 - Adequate Environment 3 - Adequate Staffing 3 - Adequate Management and leadership 3 - Adequate
19 Nov 2015	Unannounced	Care and support 5 - Very good Environment 5 - Very good Staffing 4 - Good Management and leadership 4 - Good
3 Feb 2015	Unannounced	Care and support 5 - Very good Environment 4 - Good Staffing 4 - Good Management and leadership 3 - Adequate
1 May 2013	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and leadership 3 - Adequate
12 Jul 2012	Unannounced	Care and support 3 - Adequate Environment 2 - Weak Staffing 2 - Weak Management and leadership 2 - Weak

Date	Type	Gradings	
22 Nov 2011	Unannounced	Care and support Environment Staffing Management and leadership	3 - Adequate Not assessed 3 - Adequate 3 - Adequate
16 Nov 2010	Unannounced	Care and support Environment Staffing Management and leadership	Not assessed Not assessed 5 - Very good Not assessed
28 Jan 2010	Unannounced	Care and support Environment Staffing Management and leadership	5 - Very good 5 - Very good 4 - Good Not assessed

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