Kirknewton Primary School Nursery
Day Care of Children
21 Station Road
Kirknewton
EH27 8BJ
Telephone: 01506 881461

Inspected by: Lesley Thomson
Type of inspection: Unannounced
Inspection completed on: 27 November 2012
Contents

Summary
1 About the service we inspected  5
2 How we inspected this service  7
3 The inspection  11
4 Other information  25
5 Summary of grades  26
6 Inspection and grading history  26

Service provided by:
West Lothian Council

Service provider number:
SP2003002601

Care service number:
CS2003017496

Contact details for the inspector who inspected this service:
Lesley Thomson
Telephone  0131 653 4100
Email  enquiries@careinspectorate.com
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

<table>
<thead>
<tr>
<th>Area</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Care and Support</td>
<td>5</td>
<td>Very Good</td>
</tr>
<tr>
<td>Quality of Environment</td>
<td>5</td>
<td>Very Good</td>
</tr>
<tr>
<td>Quality of Staffing</td>
<td>4</td>
<td>Good</td>
</tr>
<tr>
<td>Quality of Management and Leadership</td>
<td>4</td>
<td>Good</td>
</tr>
</tbody>
</table>

What the service does well

The staff and head teacher had developed effective ways of gathering the views of the children and their parents. They had assessed comments and suggestions made and taken action to make relevant changes and improvements.

Children’s development and well being was encouraged by the provision of quality activities, experiences and staff who engaged in high quality interactions with the children and each other.

What the service could do better

The methods in place for promoting positive behaviour could be improved to ensure staff follow latest best practice and guidance.

What the service has done since the last inspection

Since the last inspection a new nursery teacher had been appointed. The service had spent time assessing and improving the daily routine, for example they had introduced group time. This meant the children were able to experience activities in smaller groups at certain times throughout the session.
Conclusion

The head teacher and staff of Kirknewton Primary School Nursery were committed to supporting families to become actively involved in the nursery. Families were kept up to date with relevant information about the service and the development progress of their child.

The experiences and activities on offer reflected the children’s interests and development needs. Staff demonstrated a desire to continually support the children’s overall well being.

Who did this inspection

Lesley Thomson
1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Prior to 1 April 2011, this function was carried out by the Care Commission. Information in relation to all care services is available on our website at www.careinspectorate.com.

The Care Inspectorate will award grades for services based on findings of inspections. Grades for this service may change after this inspection if we have to take enforcement action to make the service improve, or if we uphold or partially uphold a complaint that we investigate.

Requirements and recommendations
If we are concerned about some aspect of a service, or think it could do more to improve its service, we may make a recommendation or requirement.
- A recommendation is a statement that sets out actions the care service provider should take to improve or develop the quality of the service but where failure to do so will not directly result in enforcement.
- A requirement is a statement which sets out what is required of a care service to comply with the Public Services Reforms (Scotland) Act 2010 and Regulations or Orders made under the Act, or a condition of registration. Where there are breaches of the Regulations, Orders or conditions, a requirement must be made. Requirements are legally enforceable at the discretion of the Inspectorate.

Kirknewton Primary School Nursery is registered to provide a care service to a maximum of 30 children between the ages of three years and entry into primary school at any one time. The service is registered to operate between the hours of 8:00am and 6:00pm Monday to Friday.

On the day of the inspection 25 children, two nursery nurses, a nursery teacher and a student were present. Overall there were 54 children enrolled to use the nursery each day, between the two daily sessions.

The service operates within Kirknewton Primary School with access to a large playroom, kitchen area, gym hall and toilets. The children also had use of an enclosed garden area accessed through the playroom.
The written aims and objectives of the service included the following:

- To create an attractive, secure, friendly and supportive environment in which all adults and children will feel valued and comfortable
- To plan an appropriate curriculum which follows children’s interests and provides opportunities for development and growth
- To promote caring for each other, care of the local environment and the wider world.

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

**Quality of Care and Support - Grade 5 - Very Good**
**Quality of Environment - Grade 5 - Very Good**
**Quality of Staffing - Grade 4 - Good**
**Quality of Management and Leadership - Grade 4 - 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 0845 600 9527 or visiting one of our offices.
2 How we inspected this service

The level of inspection we carried out
In this service we carried out a low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

What we did during the inspection
We wrote this report after an unannounced inspection that took place between 9:00am and 1:30pm on 9 November 2012. A second visit was made to the service on 27 November 2012 to provide feedback to the head teacher and nursery teacher. The inspection was carried out by Inspector Lesley Baxter.

As requested by us, the provider sent us an annual return. The provider also sent us a self assessment form.

We issued twelve questionnaires to parents of children who attended the nursery. Eight completed questionnaires were returned to us before the inspection.

In this inspection we gathered evidence from various sources, including the relevant sections of policies, procedures, records and other documents:

- observing the children
- observing how staff work
- evidence from the service’s most recent self assessment
- development plans for the people who use the service
- training records
- health and safety records
- accident and incident records
- complaint records
- questionnaires that had been requested, filled in and returned to the care service from people who use the service
- discussions with various people, including the children, staff and the head teacher
- examining equipment and the environment.
**Grading the service against quality themes and statements**

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

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

**Inspection Focus Areas (IFAs)**

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

**Fire safety issues**

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services’ responsibilities for fire safety at www.firelawscotland.org
What the service has done to meet any recommendations we made at our last inspection

We made one recommendation at the last inspection. Appropriate action had been taken to address the recommendation.

The annual return

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

Annual Return Received: Yes - Electronic

Comments on Self Assessment

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

The Care Inspectorate received a fully completed self assessment document from the service provider. We were satisfied with the way the service provider had completed this and with the relevant information they had given us for each heading that we grade them under.

The service provider identified what they thought they did well, some areas for development and any changes she had planned. The service provider told us how the people who used the care service had taken part in the self assessment process.

Taking the views of people using the care service into account

Children were happy, relaxed and confidently chatting to each other, staff and the inspector. They were engaged in a variety of activities which were appropriate to their age and development stage. This included role play such as a fire station and house corner, drawing, writing, gluing, looking at books, sand, water, play dough, puzzles and an interactive smart board.

When asked about the nursery the children told us:

“It’s good”, “Because I like all the toys” (age 4 years). This child also told us their favourite activity was the computer.
Another child age 4 years told us they liked playing outside with the buggies.

A group of children chatted to us and told us what they were going to do at nursery that day. They planned to dress up.

**Taking carers’ views into account**

In the returned questionnaires the parents made the following written comments:

“The nursery is a wonderfully warm, welcoming, educational, stimulating, fun environment. The staff are approachable, friendly, well-informed and highly competent. The facilities and range of resources and activities are varied, well maintained and organised, interesting and age appropriate . . . . I can’t fault it - I think it, and staff in particular, are fantastic.”

“Great learning environment.”

“The home visit prior to my child starting at nursery was extremely useful both for myself and my child. Definitely helped in a quick settling in period.”

“It’s a fantastic service, and my child has developed their confidence and social skills hugely in the year which they have been attending.”

“This is our second time at nursery and on both occasions we have been very happy with the service and environment for our children. Nursery staff are very helpful and friendly.”

“Kirknewton nursery has been a fantastic environment for our little boy to go into. It has been a caring, nurturing environment which has offered him the support he has needed to become a very confident boy. I think anyone would struggle to find fault in Kirknewton nursery. I have 100% confidence that they will fully prepare him for his primary one transition.”

“Lovely staff and nursery environment. . . . I am confident my son has thrived at Kirknewton nursery and as a result will have an easy transition into Primary School.”

One parent made specific comments about how staff had been supportive to their child.

Six parents strongly agreed and two agreed that overall they were happy with the quality of care their child received in the service.

More views of the parents can be found throughout the body of this report.
3 The inspection

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

Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 5 - Very Good

Statement 1

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

Service strengths

We found this service was performing very well in the areas covered by this statement. We concluded this after we spoke to the head teacher and staff, looked at information shared with families, sampled children’s files and considered parents’ responses to our questionnaires. We also assessed the opportunities given to the parents and children to express their views.

Parents had been given very good opportunities to become involved in assessing the care and support provided. This included:

- daily chats
- questionnaires
- drop in sessions
- parent helpers (this gave parents opportunities to spend time in the nursery helping staff).

Families had been asked to review the nursery booklet; this gave them an opportunity to assess if the information provided was useful and effectively communicated.

To help the child settle in and enable families to assess the service provided, they were invited to visit the nursery before the child started. Staff also visited the children in their own homes. This helped the children to build a positive relationship with the staff in a familiar setting.
The service made very good use of the entrance area to share information with families. This included details about the service, professional documents and guidance, staffing and events in the community. Feedback received from current questionnaires and surveys was also displayed in the entrance area along with what the service had done to address any comments and suggestions made. In addition to notice areas, newsletters and a school blog were used to share information relevant to the nursery. These methods gave families a choice of how they viewed information.

Parents were kept informed about their child’s continual development progress and daily experiences within the service through access to individual profiles (Learners Journeys), a daily activity notice board and open access to the general planning diary. A parental contribution folder was also readily available to inform parents how they can become involved in nursery and express their views.

In the returned questionnaires all eight parents strongly agreed they had received clear information about the service and that they and their child were able to visit the service before their child started. Six strongly agreed and two agreed that they were kept informed about what was happening in the service, for example through newsletters and information boards.

Staff used their skills and knowledge of the children to encourage them to express their views on the service provided. General chats and planned activities were also used as a way to informally gather the children’s views, for example art work and a comments tree. The children’s comments were displayed throughout the nursery. We could see how staff used the information gathered about the children’s views and development needs in the planning of daily activities and experiences. This included their observations of the children and information detailed in the children records.

Areas for improvement
The service should continue to develop ways of gathering the children’s and parents’ views and enhance the good practice already in place regarding this statement.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0
Statement 3
We ensure that service users’ health and wellbeing needs are met.

Service strengths
We found this service was performing very well in the areas covered by this statement. We concluded this after we spoke to the head teacher, staff and children, reviewed planning records and the stated aims of the service. We also took into account the views of parents who returned our questionnaires.

Staff encouraged the children’s development, self esteem and confidence by engaging in high quality interactions with them. Through responsive planning and spontaneous activities they promoted the children’s independence and supported them to achieve their full potential.

The planning records looked at, reflected a service which took into account the children’s individual interests, needs and development progress. Staff demonstrated a desire to promote best practice and support the well being of the children. ‘Learners Journeys’ (a record of the children’s individual developmental achievements and identified next steps) were used to support the planning system and help to ensure the children’s needs were met.

The service engaged in positive relationships with the parents; this and the home visits made before the child started the nursery ensured parental involvement in the care and support of their child whilst at nursery and helped to maintain continuity of care.

Good links between the service and other professionals, for example ‘Speech and Language and ‘Educational Psychologists’ supported children with additional needs to achieve development goals. To maintain the children’s health, relevant care plans had been developed for children with specific care and development needs, allergies and medical requirements.

In the returned questionnaires four parents strongly agreed and four agreed that staff worked with them and their child to develop an individual education and support programme for the child. Six strongly agreed and two agreed that staff regularly assessed their child’s learning and development and used this to plan next steps. Also, six strongly agreed and two agreed that staff shared information about their child’s learning and development with them and where appropriate their child.

The service had recently developed a ‘visual time table’. This helped the children to learn the nursery routines and supported the settling in process by including the finishing time of the daily session. The use of this method made a positive impact on the settling in period.
Children’s health, well being and safety were promoted by the staff’s clear understanding of their roles and responsibility to protect them. They demonstrated a good knowledge of the relevant procedures to follow in the event of a child protection concern. Necessary policies, procedures, records and documentation were in place to support staff and promote the health and well being of the children. The parents who returned our questionnaires responded positively when asked if they thought the service would protect their child from harm, abuse, bullying and neglect. They also confirmed staff treated their children fairly and with respect.

Six parents strongly agreed and two agreed that staff encouraged their child to form positive relationships with other children, and that the service had a clear code of behaviour and worked with the children to make sure they understood it.

Children’s involvement in the snack routine promoted their learning of healthy eating. They were encouraged to choose, prepare and serve the food. For example they were involved in planting vegetables and harvesting them to make soup. The snacks provided offered a wide variety of healthy options, with fruit and vegetables included every day. The layout of the snack areas and the visual displays encouraged children’s independence. Hand washing was encouraged at relevant times throughout the sessions. This helped to prevent the spread of infection and promote the children’s health.

Staff had received relevant training on the procedures to follow to ensure safety and hygiene when storing, preparing and serving food. Professional documents were easily accessible to support staff in this role. This helped staff to ensure a pleasant environment and the well being of the children. Records of cleaning were kept to ensure a clear audit trail of the methods taken to promote infection control and maintain a healthy environment. Children’s learning and understanding of personal hygiene was further developed by taking part in a national tooth brushing scheme. Staff guided the children to ensure appropriate hygiene rules prevented the spread of infection.

In the returned questionnaires, seven parents strongly agreed and one agreed their child could choose from a balanced range of activities. Seven also strongly agreed that their child regularly had access to fresh air and energetic physical play. One parent agreed.

The parents responded positively to our questions regarding confidentiality and security of information.

**Areas for improvement**

Some of the methods in place for managing behaviour did not reflect current best practice and guidance. For example staff used a small bell to gain the children’s attention for certain routine activities, such as snack time and story time; also to deal with inappropriate behaviour the service made use of a ‘thinking chair’.
These methods did not promote positive behaviour or the children’s learning of a respectful environment. The head teacher and nursery teacher agreed to review and update the current procedures in place for dealing with behaviour to ensure staff practice is current and supports the promotion of positive behaviour.

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

**Number of requirements:** 0

**Number of recommendations:** 0
Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

Statement 1
We ensure that service users and carers participate in assessing and improving the quality of the environment within the service.

Service strengths
We found the service was performing very well in the areas covered by this statement. We concluded this after we spoke to the head teacher, staff and children. We also reviewed the opportunities given to families to make comments and suggestions about the environment. When grading this Statement we took into account the evidence highlighted in Quality Theme 1: Statement 1.

Children’s involvement in assessing and improving the environment included the display of their art work. This promoted the children’s self esteem and gave them a sense of pride in their surroundings. They had also been involved in developing the ‘Golden Rules’, these encouraged the children’s learning of positive behaviour.

The service had initiated some good opportunities for the parents to become involved in improving the environment of the service; for example helping to maintain the upkeep of the garden area and fundraising events for new resources and equipment.

Areas for improvement
The areas for improvement identified in Quality Theme 1: Statement 1 also apply to this statement.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0
Statement 2
We make sure that the environment is safe and service users are protected.

Service strengths
We found this service was performing very well in the areas covered by this statement. We concluded this after we spoke to the head teacher, staff and children, reviewed safety policies, procedures, records and assessed the environment. We also took into account the views of the parents who returned our questionnaires. Some of the strengths highlighted in Quality Theme 1: Statement 3 also apply to this statement.

The building was clean, warm, bright and well ventilated with no major defects. This helped to maintain a safe and stimulating environment. The parents who returned our questionnaires confirmed they were happy with the premises in which the service operates.

The layout of playroom and garden area enabled the children to move freely and make independent choices in a safe and stimulating environment. The welcome area was clear of obstruction and provided a positive entrance into the nursery. Appropriate fencing and entry systems were in place to maintain the security of the building and promote the safety of the children.

The children’s safety was also promoted by the regular maintenance and cleaning of toys and equipment. The furniture and equipment were appropriate for the needs of the children attending. Staff took positive steps to ensure the premises and equipment remained clean and suitable for the children.

Staff took appropriate measures to minimise the risks of accidental injury by the use of ongoing risk assessments to reduce potential hazards. Appropriate records were kept of these assessments and any action taken. Staff were fully aware of the procedures to follow for reporting defects and maintenance to the school janitor and provider of the service. Good records were kept to ensure an audit trail of the actions taken to promote the children’s safety.

Areas for improvement
Staff promoted the children’s learning of safety and self awareness through general chats and observations of events as they happened. Their learning could be further enhanced by including them in the process of making risk assessments of activities, the premises and outings.

On the day of our first visit the bin in the kitchen area did not have a lid. This was highlighted as a hazard to infection control; the service addressed this immediately and purchased a new lid.
Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0
Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 4 - Good

Statement 1
We ensure that service users and carers participate in assessing and improving the quality of staffing in the service.

Service strengths
We found the service was performing well in the areas covered by this statement. We concluded this after we spoke to the head teacher, staff and children. When grading this Statement we also took into account the evidence highlighted in Quality Theme 1: Statement 1 and Quality Theme 2: Statement 1.

In addition to the strengths highlighted in Quality Theme 1: Statement 1, information about staff, registration with relevant professional bodies and training recently attended was displayed in the entrance area for families to view. This gave parents an opportunity to consider the staff skills and their expectations of the service provided.

Areas for improvement
The areas for improvement identified in Quality Theme 1: Statement 1 also apply to this statement.

During discussions with the nursery teacher she identified other ways in which children’s views about staffing could be gathered, for example using the 'interactive smart board'. This would enhance the methods in place for evaluating the service and the already good practice currently in place.

Grade awarded for this statement: 4 - Good

Number of recommendations: 0

Number of requirements: 0
Statement 3
We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice.

Service strengths
We found this service was performing very well in the areas covered by this statement. We concluded this after we spoke to the head teacher and staff and observed staff practice. We also looked at relevant records including staff files and minutes of staff meetings.

Staff confirmed they had received good support in their roles through access to ongoing training, staff meetings, regular supervision, annual reviews and feedback from the head teacher. Staff were confident in their roles and responsibilities in providing a service which meets the children’s needs and promotes their wellbeing. Two staff had worked in the service for a long time, this demonstrated their commitment to the service and helped to ensure continuity of care for the children and returning families.

Staff spoke positively about their involvement in the daily planning system, children’s ‘Learners Journeys’ and the nursery annual development plan. They confirmed the head teacher had a regular presence in the nursery. This promoted a positive working ethos and supported staff.

Staff demonstrated a good knowledge and understanding of the professional documents used within the service. This was evident in staff practice visually, verbally and in the records looked at. These documents included:

- National Care Standards for Early Education and Childcare up to the age of 16
- A Curriculum for Excellence
- Scottish Social Services Councils, Codes of Practice

Children’s learning and development was supported by the motivated staff team who worked well together and maintained open communication. This helped to ensure the daily provisions provided were of interest and relevant to the children’s individual needs. The student present during the inspection interacted well with the children and encouraged them to achieve developmental tasks through the activities provided.

The parents who returned our questionnaires were confident that staff had the skills and experience to care for their child and support their learning and development. They were confident that there was always enough staff to provide a good quality of care.
Areas for improvement

The service should consider the areas for improvement highlighted in Quality Theme 1: Statement 3 and take steps to enhance the very good practice noted in this statement.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0
Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 4 - Good

Statement 1
We ensure that service users and carers participate in assessing and improving the quality of the management and leadership of the service.

Service strengths
We found the service was performing well in the areas covered by this statement. We concluded this after we spoke to the head teacher, staff and children. When grading this statement we also took into account the evidence highlighted in Quality Theme 1: Statement 1, Quality Theme 2: Statement 1 and Quality Theme 3: Statement 1. The complaints policy and procedures were available for families to view. This meant the families were aware of who to contact should they wish to raise a concern and also the process that would be followed to ensure their concern was dealt with effectively and in an appropriate time scale.

The service had maintained good communication with families and encouraged them to give their views on all areas of the service, including the quality of management. They had been asked to complete questionnaires specifically about the management and leadership of the nursery. The questionnaires looked at contained positive comments; including: 'great opportunity for parents to ask questions.'

The service quality improvement plan was available for families to view. This informed them of identified areas for improvement and how the service planned to make these improvements. Parents were encouraged to make comments and suggestions on the plans; this ensured they were continually involved in improving the service.

Areas for improvement
The areas for improvement identified in Quality Theme 1: Statement 1 and Quality Theme 3: Statement 1 also apply to this statement.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 0
Statement 4

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

Service strengths

We found this service was performing well in the areas covered by this statement. We concluded this after we spoke to the head teacher, staff and children. We looked at minutes from staff and management meetings and records of consultations with families. When grading this statement we also took into account the strengths highlighted in Quality Themes 1, 2 and 3.

Staff had been involved in completing the self assessment form submitted to the Care Inspectorate. This showed the commitment of the head teacher to ensure the evaluation process remained current and relevant to the nursery. The areas for development identified in the self assessments had been included in the service’s own improvement plan. The service quality improvement plan clearly defined the areas for improvement, what action was to be taken and what resources were to be used. This demonstrated that the process of evaluation was continuous throughout the year.

The head teacher had developed an annual quality assurance plan. This supported the monitoring of staff practice, planning records, ‘Learner Journeys’ and outcomes for children. Along with this plan the service used other professional evaluation tools to assess and improve their work and the outcomes for children; for example ‘How Good is Our School’ and ‘Child at The Centre’. These professional documents were developed by the Scottish Government. By implementing these good methods of assessing the quality of the service provided the head teacher and staff were able to identify what they do well and what could be improved to ensure children are provided with activities and experiences which support their development and encourage them to achieve their full potential.

In addition to assessing the quality of the service provided within the nursery, other people within the community had been invited to give their views. This included a local lollipop lady, volunteer member of the community and the community policeman. This maintained positive links within the community and provided good information to use in the evaluation process.

Areas for improvement

The service should continue to maintain and build on the very good practice currently in place relevant to this statement.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0
4 Other information

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

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

Additional Information

Action Plan
Failure to submit an appropriate action plan within the required timescale, including any agreed extension, where requirements and recommendations have been made, will result in SCWIS re-grading the Quality Statement within the Management and Leadership Theme as unsatisfactory (1). This will result in the Quality Theme for Management and Leadership being re-graded as Unsatisfactory (1).
5 Summary of grades

<table>
<thead>
<tr>
<th>Quality of Care and Support - 5 - Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement 1</td>
</tr>
<tr>
<td>Statement 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality of Environment - 5 - Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement 1</td>
</tr>
<tr>
<td>Statement 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality of Staffing - 4 - Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement 1</td>
</tr>
<tr>
<td>Statement 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality of Management and Leadership - 4 - Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement 1</td>
</tr>
<tr>
<td>Statement 4</td>
</tr>
</tbody>
</table>

6 Inspection and grading history

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Gradings</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 Sep 2010</td>
<td>Unannounced</td>
<td>Care and support Environment 5 - Very Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Staffing 4 - Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Management and Leadership Not Assessed</td>
</tr>
</tbody>
</table>

| 9 Feb 2009   | Unannounced  | Care and support Environment 5 - Very Good |
|              |              | Staffing 5 - Very Good                  |
|              |              | Management and Leadership 4 - Good      |

All inspections and grades before 1 April 2011 are those reported by the former regulator of care services, the Care Commission.
To find out more about our inspections and inspection reports
Read our leaflet ‘How we inspect’. You can download it from our website or ask us to send you a copy by telephoning us on 0845 600 9527.

This inspection report is published by the Care Inspectorate. You can get more copies of this report and others by downloading it from our website:
www.careinspectorate.com or by telephoning 0845 600 9527.

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

Tha am foilseachadh seo ri fhaighinn ann an cruthannan is cànain eile ma nithear iarrtas.

Email: enquiries@careinspectorate.com
Web: www.careinspectorate.com