Cornbank St. James' Primary School
Nursery
Day Care of Children
34 Marchburn Drive
Penicuik
EH26 9HE
Telephone: 01968 673 422

Inspected by: Sandra Wright
Type of inspection: Unannounced
Inspection completed on: 19 February 2013
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Service provided by:
Midlothian Council

Service provider number:
SP2003002602

Care service number:
CS2003017288

Contact details for the inspector who inspected this service:
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Summary

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

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

We gave the service these grades

<table>
<thead>
<tr>
<th>Area</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>Quality of Care and Support</td>
<td>6</td>
<td>Excellent</td>
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<tr>
<td>Quality of Environment</td>
<td>5</td>
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<tr>
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<tr>
<td>Quality of Management and Leadership</td>
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What the service does well

Staff at Cornbank St James’ Primary School Nursery have built very good relationships with parents which has resulted in positive outcomes for children. The staff are enthusiastic and energetic. They encourage the children to enjoy their time at the nursery and become actively involved in all of the activities on offer. We saw children who were very happy and having very good fun.

What the service could do better

They should consider how they can ensure that all parents are aware of how they look for children’s views about activities and outings and use them to plan future activities. They should progress plans to improve the outdoor play area.

What the service has done since the last inspection

The service has continued to make improvements. They have been successful in getting parents/carers more involved in the nursery, in particular in getting parents actively involved in the nursery during soft start and as parent helpers.

Conclusion

Cornbank St James’ Primary School Nursery offers children a very high quality of care that is delivered by motivated and caring staff.
Who did this inspection
Sandra Wright
1 About the service we inspected

Cornbank St. James Primary School Nursery Class is situated in the Penicuik area of Midlothian. The nursery consists of a bright, attractive playroom with access to a safe, enclosed outdoor play area.
The nursery has its own safe and secure entrance door which leads into a welcoming cloakroom area with a parents room/library.
The nursery is registered to care for a maximum of 20 children aged from three years to entry into primary school.
The service operates between the times of 8.55am - 12.00noon on Monday and Tuesday and between the times of 8.50am and 12.00noon on Wednesday and Thursday and between the times of 12.55pm - 3.15pm on Monday to Thursday and 8.50am - 12.00noon on Friday.
The Nursery is a council run service providing funded places for children in their ante pre-school and pre-school years through Midlothian Council.
The aims of the Nursery, which are displayed on the notice board, are as follows: 'To create a safe, secure, supportive environment where all children are valued, encouraged, appropriately challenged and discover the excitement of learning and the joy of success.'

Before 1 April 2011 this service was registered with the Care Commission. On this date the new scrutiny body, Social Care and Social Work Improvement Scotland (the Care Inspectorate) took over the work of the Care Commission, including registration of care services. This means that from 1 April 2011 this service continued its registration under the new body, the Care Inspectorate.

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

**Quality of Care and Support - Grade 6 - Excellent**
**Quality of Environment - Grade 5 - Very Good**
**Quality of Staffing - Grade 6 - Excellent**
**Quality of Management and Leadership - Grade 6 - Excellent**

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 following an unannounced inspection that took place between 9:00 and 13:30 on 7 February 2013. We gave feedback to the Acting Head Teacher, the Acting depute Head Teacher and the Nursery Teacher on 19 February 2013. The inspection was carried out by Sandra Wright, Inspector.
As requested by us, the provider sent us an annual return. The provider also sent us a self assessment form. We issued 15 questionnaires to be given to parents or carers of the children who use the service. We received 11 completed questionnaires.
In this inspection we gathered evidence from various places, including:
* watching how the staff worked with the children in the service
* information from the service’s most recent self assessment
* talking to the children
* talking to four parents
* talking to the Nursery Teacher
* talking to two Nursery Assistants
* looking at equipment and the premises
* looking at policies, procedures, evaluation sheets and other documents
* completed Care Standard Questionnaires
* Looking at the school website.

We took all of this into account when writing this report.

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 requirements we made at our last inspection

The requirement
The service must ensure that the School’s Fire Alarm system is in full working order to meet with the requirements set out in SSI 2002/114 regulation 10, 1. Timescale: Two weeks

What the service did to meet the requirement

The requirement is:

What the service has done to meet any recommendations we made at our last inspection
There were no outstanding recommendations from the last inspection

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 they had planned this was consistent with the findings of the inspection.
Taking the views of people using the care service into account

We observed children to be happy, relaxed and busily involved in what was going on in the nursery. They showed us their all about me folders and enjoyed talking about the photographs of what they had been doing. They pointed out their artwork on the walls and said that they had friends in the nursery.

Taking carers' views into account

Carers include parents, guardians, relatives, friends and advocates. They do not include care staff. We sent out 15 questionnaires for the service to give to the parents or carers of children who use the service. Eleven were completed and returned to us. When asked if, overall they were happy with the quality of care their child receives in this service, nine said they strongly agreed and two agreed.

The comments we received included:

"The staff in the nursery are excellent. They are kind, welcoming and encouraging. They allow the children to offer ideas and get actively involved in their learning experience".
"Cornbank is a really lovely nursery and our son has blossomed during his time there".
"It is particularly good that the Teacher actively encourages input from parents, it makes us feel very informed and involved".
"The staff at Cornbank Nursery are first class and provide the best possible start in education that a parent can ask for".
"My child is very happy at this nursery. I believe it is a happy place that encourages children to be constantly learning and developing".
"The staff are always warm and friendly and demonstrate a caring attitude to each child, seeing each of them as individuals".
"Very happy with the service".

We also spoke with some of the parents who were at the 'soft start' and parents who were helpers during the session. Everyone we spoke with were very happy with the nursery and particularly noted the enthusiasm of staff and the opportunities children had to try new activities.
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: 6 - Excellent

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
The service provided excellent opportunities for parents and children to be involved in assessing and improving the standard of care and support. They asked for their views in a number of ways which included:

* soft start
* Informal daily contact with parents
* coffee mornings
* curriculum evening
* parent consultations
* a notice board
* questionnaires
* newsletters
* children’s all about me folders
* discussion with children
* a learning wall
* photographs
* suggestions box
* the Cornbank partnership.

The nursery provided many opportunities for parents to take part in the life of the nursery. For example on the day of the inspection we saw a system called Soft Start where, on specified days, parents could take part in activities along with their children at the start of the session. In addition parents could become parent helpers and stay for the whole session helping the children with activities. They could also use their skills within the nursery for example by speaking to children about their job helping
with story and rhyme sacks or assisting on outings. During the inspection we saw parents participating with children, reading, doing craft activities and decorating biscuits. These initiatives provided parents with opportunities to see directly what their children did at nursery and also gave them a chance to speak to the nursery staff. Coffee mornings, curriculum evenings, parent consultations and discussion when parents collected their children all helped to build the relationship between the nursery and parents and offered parents opportunities to comment.

A large notice board in the hall way provided parents with lots of information. The information board had details of policies and procedures which gave parents a chance to comment on these. It also had information on forthcoming events and childcare topics such as behaviour management. Staff training certificates were displayed at the request of parents.

The nursery had used questionnaires to ask parents what they thought about various aspects of the service. Parents then received feedback both verbally and in newsletters. We saw that the newsletters were sent out on a regular basis. They contained information about what was happening in the service as well as offering parents the chance to comment.

During the inspection we saw staff speaking to parents in a relaxed and friendly way. Staff were available to speak to parents as whilst other workers were with the children. This enabled staff to speak to parents about what their child had been doing whilst the other children were being cared for.

We saw that all of the children had ‘All about me’ folders. The children were keen to show us their folders during the inspection and clearly enjoyed working on them. The folders were used by the children to identify what they were good at and what they would like to be able to do. They contained some of their art work, photographs of them at nursery and sheets which identified favourite activities. The staff used the folders with children to find ways to encourage their development, to provide favourite activities and to show parents how their child had progressed. The folders were shared with parents and some had photographs children had brought from home. They provided an important link between the nursery and the child’s home. A learning wall in the classroom identified themes and ideas put forward by the children.

We saw lots of opportunities throughout the day where children could put their views forward. During circle time every child was encouraged to talk. Those children who were reluctant to speak were given sensitive support. The more forthcoming children were encouraged to voice their opinions whilst learning to listen to others. Children chose snack menu and often went to the shops to buy the food. We saw children made choices from the activities on offer and we saw that when children asked for different toys or activities staff gave them what they wanted. All of the children were encouraged to get involved and to support each other. We saw that ideas from the children such as themes about Chinese New Year had been developed to include exciting activities such as cooking, painting and model making. By using the children’s own ideas for themes the staff had encouraged the children’s imaginations and captured their enthusiasm.

At the end of the session we saw children taking home lots of artwork, cakes and
produce they had made or talked about during the day. This was another example of how parents could find out what their children were doing in Nursery and providing opportunities for children to talk to their parents about what they had been doing. Parents from the nursery could become involved with the Cornbank Partnership, which was a group of parents who supported the school in fundraising, communication with parents, organising events for the children and taking part in recruitment of staff within the school. This evidenced to us that the school valued and encouraged the involvement of parents.

Replies to the 'Care Standard Questionnaire' showed that six parents strongly agreed and five agreed with the statement 'The service has involved me and my child in developing the service, for example asking for ideas and feedback'.

To the statement 'I am kept informed about what is happening in the service, for example through notice boards and newsletters', seven parents strongly agreed, and four agreed.

To the statement ‘The staff ask for my child’s views about activities and outings and use them to plan future activities, two parents strongly agreed, five agreed, and four did not know.

Areas for improvement
At feedback we discussed the fact that four parents did not know if staff ask for children’s views about activities and outings and use them to plan future activities. The Nursery Teacher was committed to trying to ensure that all parents are aware of how their children are involved and their views are asked for.

The service should continue to build on the excellent practice demonstrated at this inspection.

Grade awarded for this statement: 6 - Excellent
Number of requirements: 0
Number of recommendations: 0

Statement 3
We ensure that service users' health and wellbeing needs are met.

Service strengths
The service was excellent at ensuring children’s health and wellbeing needs were met. Children visited the service before starting and got to know the staff and the other children. Parents completed enrolment forms which identified medical issues and allergies. A clear system was in place so that staff gave medicines safely. A policy was in place for protecting children. This contained all the required key
information and was shared with parents/carers through the notice board. Staff showed us that they knew about child protection they were able to describe how they would follow the procedure and where they would seek advice and support.

A group of children were nominated each month to be the health team who chose, bought and prepared snack. During the inspection we saw the children having the healthy snack which they all said they enjoyed. The children and staff sat around the table at snack time making it a very sociable event when the children could talk about how their day had been and what they would like to do at nursery.

A vegetable plot in the school playground helped children to learn about healthy eating and brought food into curriculum activities through making soup for snack. Both children and staff were seen to carry out good hygiene practices at snack time. Responses to the Care Standard Questionnaires indicated that eight parents strongly agreed and three agreed that the service provided a healthy, well-balanced diet.

We found that children had plenty of physical exercise when they were at the nursery. They used the outdoor area to full effect. We saw them running, jumping, balancing, pedalling on the bikes and showing their skills to the Teacher. In addition the children went on regular walks through local woods and had access to the school gym. All of this provided them with lots of opportunities to get physical exercise and practice their physical skills in a safe way. Responses to the Care Standard Questionnaires indicated that all eleven parents strongly agreed that their children had access to plenty of fresh air and physical activity when at the nursery.

In the playroom we saw children who were actively involved in a wide variety of activities whilst staff gave them encouragement and helped them appropriately when necessary. Children worked together making Chinese designs, glitter pictures and decorating biscuits. They played in the home corner, made music, read books in the quiet area and enjoyed painting. We saw them dancing and singing and looking and learning about fortune cookies. They learned how to greet each other in Chinese and about Scottish words. They also had access to many more activities such as board games and computer linked white board. There were areas where children could meet together to chat and relax and play in small groups. We saw that the children were good at taking turns and that older children helped the younger ones.

Staff were seen encouraging children to be kind to each other and form friendships. Children were comfortable with the routines of the nursery and followed simple rules such as tidying up and ensuring they were safe when playing.

We saw that staff had good processes in place to encourage positive behaviour and that children responded to praise. Staff ensured that all of the children were involved and that all their contributions were valued. Children’s successes were celebrated on an achievement wall where staff and parents could contribute. A kindness tree where staff and children could write on leaves gave children positive messages about being helpful and treating others with respect. As a result children’s self esteem was raised through praise and reward. Encouraged increased the children’s self esteem with praise. During the inspection we saw some very good interaction between staff and children and it was clear that they had good relationships.

The nursery participated in the National Teeth Cleaning Programme which helped...
children to learn about good oral health.
The toilets and changing areas were clean and hygienic and children followed good hygiene routines.
The school followed procedures to check on children who were absent.

Responses to the Care Standard Questionnaires indicated that nine parents strongly agreed and two agreed with the statement, ‘My child can experience and choose form a balanced range of activities’

**Areas for improvement**

The service identified in their self assessment that they intended working on the outdoor area to offer further challenges to the children. They also identified that they would like to develop a chill out area with relaxing equipment such as fibre optic lights.

*Grade awarded for this statement: 6 - Excellent*

*Number of requirements: 0*

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

Grade awarded for this theme: 5 - Very Good

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

Service strengths
Evidence found in Quality of Care and Support, Statement 1, also applies to this statement. We found that the service used the same processes to consult parents and children about the environment. Responses from parents in the 'Care Standard Questionnaires' indicated that the parents who responded were very happy with the environment provided by the service.

Areas for improvement
Evidence in Quality of Care and Support, Statement 1 also applies to this statement.

Grade awarded for this statement: 6 - Excellent
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
The service was performing to a very good standard in relation to this statement. The playroom had suitable lighting, heating and ventilation and was in a good state of repair. Parents could be confident that their children were protected by security procedures which included restricted access to the premises and signing in and out for visitors. There was restricted access to the kitchen area which prevented children from entering. The service had access to an outdoor area which was checked by staff to ensure it was safe. This area had been extended since the last inspection to offer a wider variety of play opportunities. The children were seen being encouraged to use the equipment safely. Staff reported any concerns about the premises to the Head teacher and the
maintenance issues were reported to the Janitor, who then took steps to have repairs carried out. Staff confirmed that all safety and premises issues were dealt with quickly and efficiently. The playroom was clean and hygienic and procedures were in place to ensure regular cleaning took place. Staff encouraged the children to tidy up and keep the playroom free from clutter which allowed the children as much movement around the playroom as possible. The equipment in the playroom was suitable for the children who were there on the day of the inspection and was strategically placed to enable children to speak to one another and encourage communication. We saw staff carrying out good hygiene practices during snack wearing aprons and gloves and cleaning the tables with antibacterial spray. Risk assessments had been carried out both for indoor and outdoor areas to minimise risks to people who use the service. Policies and procedures about infection control and health and safety were in place and followed by staff. Regular fire drills were carried out and recorded. We saw an up to date Insurance certificate which provided public liability cover. All of this meant that the children were being cared for in a safe and secure environment.

Areas for improvement

Whilst the outdoor area had been extended to offer more opportunities for children we felt that it needed to be made more exciting for the children. The staff in the nursery agreed with this and were in the process of working with parents to paint murals on the walls and try to make the garden more aesthetically pleasing.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 1

Recommendations

1. 1. The service should progress plans to improve the outdoor play area. National Care Standards for Early Education and Childcare up to the age of 16. Standard 2 - A safe environment
Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 6 - Excellent

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

Service strengths
Evidence found in Quality of Care and Support, Statement 1, also applies to this statement. We found that the service used the same processes to consult parents and children about the quality of staffing.
Staff turnover in the service was low and many of the ‘thank you’ cards and letters contained very positive statements about staff and how they had worked with the children.

Areas for improvement
Evidence in Quality of Care and Support, Statement 1 also applies to this statement.

Grade awarded for this statement: 6 - Excellent
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 to an excellent standard in relation to this statement.
All of the staff held a teaching qualification or relevant qualifications to be registered with the Scottish Social Services Council (SSSC). The SSSC are the body who regulate care staff and decide the level of qualification for each post. All of the staff were aware of the SSSC Codes of Practice.
The council had developed a professional development review (PDR) process where staff met with the Head Teacher to discuss their practice and professional development. From this they produced a Continuous Professional Development (CPD) record. This enabled the Head Teacher to have an understanding of what the staff skills were and what they needed to do to improve their knowledge and skills in order
to be as effective as possible with the children. The staff had also been involved in additional training and they spoke about the courses they had attended such as Getting It Right For Every Child (GIRFEC). GIRFEC is a nationwide strategy introduced by the Scottish Government to standardise the way that services work with, and keep records about, the work they are doing with children and young people. Staff also met regularly with other early year’s services such as

The service had guidance for staff such as the child protection and the whistle blowing policy. This provided staff with appropriate support and instruction to enable them to carry out their work. Staff used guidance in planning and care of the children. These included ‘The Curriculum for Excellence’, ‘Supporting Children’s Learning Codes of Practice’ and ‘The National Care Standards (NCS)’.

Nursery staff completed an in-house ‘Care Inspectorate’, evaluation and were involved in completing the self assessment document for the Care Inspectorate. This showed us that staff knew about the National Care Standards and that the principles behind them were part of every day practice.

During the inspection we saw staff who were very enthusiastic and motivated in their work. They met together regularly to talk about plans for the service and explore ideas which helped them to keep up to date with current practice themes. Staff told us they were happy in their work and felt a valued member of the team. We saw staff giving their colleagues praise, support, advice and encouragement. All of this helped to create a friendly, happy place for staff to work and children to learn and be cared for. The staff told us that they felt they worked well together as a team and we saw that the children benefited from consistent messages.

In addition we found evidence that the staff team had provided learning opportunities for students to progress training in child care and education.

Replies to the Care Standard Questionnaires indicated that:

Eight parents strongly agreed and three agreed with the statement, ‘I am confident that staff have the skills and experience to care for my child and support their learning and development’.

Nine parents strongly agreed and two agreed with the statement, ‘My child appears happy and confident with staff’.

Areas for improvement

Cornbank St James’ Primary School Nursery should continue to monitor and maintain the excellent standard of quality. They should ensure they continue to identify areas of improvement and implement action plans to address these.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

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

Grade awarded for this theme: 6 - Excellent

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
Evidence found in Quality of Care and Support, Statement 1, also applies to this statement. We found that the service used the same processes to consult parents and children about the quality of management and leadership. The Nursery Teacher was available most days to speak to parents and was open to their views and suggestions.

Areas for improvement
Evidence in Quality of Care and Support, Statement 1 also applies to this statement.

Grade awarded for this statement: 6 - Excellent

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 have considered throughout this report (In quality statements 1.1, 2.1 and 3.1) how service users were involved in assessing the quality of the service. We found that there were other groups who have interest in the project. We call these people stakeholders. Examples of stakeholders involved with the nursery included:
* Speech and Language Therapists
* Education Psychologists
* Health Visitors
* Hearing impairment staff
* Occupational therapy
* Play therapists
* Wrap around care
* Local library.
The school and nursery used 'How Good Is Our School' and 'Child at the Centre 2' to audit practice.
In addition the Nursery was audited by Midlothian School Group Manager who considered aspects of the nursery practice. The practice being looked at in this current year was health and wellbeing and supporting diversity. The school improvement plan was published on the school website and on the notice board. This meant that everyone was told about what the nursery and school were aiming to work on and improve over the next year. In this plan we saw that the priorities were clearly linked to the needs of the children and families.
The school had achieved the award of Health Promoting School 2 and Third Green Flag Eco award. This meant that they had presented supporting evidence to demonstrate that they were committed to performing to the highest standards in both health and environmental practice. The nursery also held accreditation in 'I Can' who’s mission is to ensure that no child who struggles to communicate is left out or left behind.
Regular staff and management meetings meant that there was continual evaluation and discussion of what was happening in the nursery. Staff told us they felt fully included in evaluating the work that went on in the nursery. They told us there was a clear vision and common goal in the staff team to work together to do their best for children. This resulted in commitment from staff to continually think about improvements that could be made and positive outcomes for children. The Depute Head Teacher regularly visited the nursery and was well known to the children. She had a very good overview of the nursery which included monitoring practice and overview of planning.
In addition stakeholders had access to the formal systems such as complaints and suggestions within the service.
The service had complied with regulation by the Care Inspectorate. They had completed Annual Returns and self Assessments as they were asked to. All of this showed us that they were committed checking that they were doing a good job and looking for ways to make improvements.

Areas for improvement
Cornbank St James’ Primary School Nursery should continue to monitor and maintain the excellent standard of quality. They should ensure they continue to identify areas of improvement and implement action plans to address these.

Grade awarded for this statement: 6 - Excellent

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

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6  Inspection and grading history

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<th>Type</th>
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<td>Management and Leadership 5 - Very Good</td>
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All inspections and grades before 1 April 2011 are those reported by the former regulator of care services, the Care Commission.
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