Firth Primary School Nursery
Day Care of Children
Firth Primary School
Finstown
Orkney
KW17 2ES
Telephone: 01856 761212

Inspected by: Marion Sutherland
Type of inspection: Unannounced
Inspection completed on: 12 June 2013
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Service provided by:
Orkney Islands Council

Service provider number:
SP2003001951

Care service number:
CS2003016057

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Telephone
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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

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<thead>
<tr>
<th>Area</th>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>Quality of Care and Support</td>
<td>5</td>
<td>Very Good</td>
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<tr>
<td>Quality of Environment</td>
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What the service does well

The nursery provides a warm and welcoming introduction to school for children and parents alike. They support all families so that children are able to benefit fully from their time at nursery. The nursery encourages families to be involved with the activities of the nursery both in school and out in the community.

What the service could do better

The service continues to adapt to meet the needs of the children and families that are using the nursery. They are also increasing their use of the outside spaces around the school.

What the service has done since the last inspection

The nursery has expanded since the last inspection. They now have two adjoining rooms, as well as outside play space. They also offer more opportunities for parents to have stay and play sessions, and have introduced a whiteboard with information for parents which is updated daily.

Conclusion

The nursery is bright and attractive and staff work hard to meet the needs of all the children. The children are learning to be happy and independent learners who work
well together. The interests and experiences of the children are shared with home and the school community.

Who did this inspection
Marion Sutherland
1 About the service we inspected

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

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 01 April 2011.

Firth Nursery Class is an integral part of Firth School and is accessed through the main school entrance. The nursery has two adjoining classrooms with integral toilets and a kitchen area. There is direct access to an enclosed play area with a play house and storage/play shed, and the nursery can also make use of the extensive school grounds and large well equipped playpark. The registration is for a maximum of 30 children and on the day of the inspection, 19 children were using the nursery. It offers up to five morning sessions a week for children from the term following their third birthday until they attend primary school. Nursery sessions run from 9.15 am - 11.45 am.

The aims of the nursery include the provision of a safe and stimulating environment, in which children can feel happy and secure. They also aim to encourage children to explore, appreciate and respect their environment while providing opportunities to stimulate their interest and imagination.

Requirements and recommendations

If we are concerned about some aspect of a service, or think it could do more to improve, 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. Recommendations are based on the National Care Standards, relevant codes of practice and recognised good practice.

- A requirement is a statement which sets out what is required of a care service to comply with the Public Services Reform (Scotland) Act 2010 and Regulations or Orders made under the Act, or a condition of registration. Where there are breaches of Regulations, Orders or conditions, a requirement must be made. Requirements are legally enforceable at the discretion of the Care Inspectorate

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 5 - Very Good
Quality of Management and Leadership - Grade 5 - Very Good

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

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.careinspectorate.com or by calling us on 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
The inspection took place on 12 June, 2013 between 9.00 am and 3.00 pm.

As part of the inspection, we took account of the annual return and self assessment forms that the nursery had completed and submitted to us.

We sent 20 care standards questionnaires to the nursery to distribute to parents and carers and six completed questionnaires were returned.

During this inspection process, we gathered evidence from various sources, including the following:

* children’s files
* participation policies
* letters to parents
* topic leaflets for children
* learning stories for children
* nursery aims and policies
* nursery handbook
* school website
* self assessment document
* school improvement plan
* discussion with the five nursery staff and the head teacher
* discussion with seven parents
* talking with and observing the children
* observation of the classroom and the outside environment.

We gave feedback to the head teacher at the end of the inspection.

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.firelaws.scot

www.firelawscotland.org
What the service has done to meet any recommendations we made at our last inspection

Not applicable

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 provider. We were satisfied with the way the provider completed this and with the relevant information included for each statement that we grade services under.

The provider identified what they thought the service did well and some areas for development and any changes it had planned. They also gave information about how they involved feedback from children and parents/carers in reaching its assessments.

Taking the views of people using the care service into account

The children were seen during the inspection to be engaged with the activities which were on offer, or staff were responsive to their ideas to introduce other resources or activities. The children said they liked to play with their friends and were happy to show examples of their art work.

Taking carers' views into account

Seven parents who were interviewed as part of the inspection process were all very positive about the service and found staff 'excellent'. They said that staff were approachable and open to suggestions. They were friendly and very supportive.
Parents said staff gave them plenty of information on a daily basis. They liked the new whiteboard which had been introduced. This showed the staff on duty in the nursery and the activities which had been happening that day. Parents said they found this useful and it helped them to talk to their children about what had been happening at nursery.

They liked the open sessions, the tea parties and stay and play sessions. Also the walks and their children getting plenty of outside play and access to community resources.

Six parents returned Care Standards Questionnaires and all agreed or strongly agreed that 'Overall I am happy with the quality of care my child receives in this service'. They agreed or strongly agreed that 'My child regularly gets fresh air and energetic physical play' and 'There is enough space for the children to play and get involved in a range of activities'.

Parental comments included:

- 'The nursery teacher has worked closely with me and my child to resolve issues. I’m very happy with how this has been dealt with confidentially.'
- 'Fantastic nursery. My child is always so happy and confident when she goes to nursery. She has learnt to recognise her name and can write numbers. She has also improved with her speech and interacting with other adults and children.'
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
Following discussion with the head teacher, staff, parents and children and observation of practice and a review of the documentation available, the service was found to have a very good performance in relation to service users and carer’s participation.

There was a participation strategy which enabled parents, carers and children to participate fully in the life of the nursery. This included having an open door policy with parents and carers invited into the nursery daily at the start and end of each session, when staff were available to talk to parents. Other interview times were also available by appointment with nursery staff or the head teacher.

The nursery gave parents and children a wide range of opportunities to be involved in all aspects of the nursery. These included:

- parents’ evenings and open mornings
- the opportunity to join in with outings or share skills
- parents could sign up for stay and play sessions
- a parent’s council where any aspects of the school provision could be discussed
- daily conversations with parents regarding the work of the nursery and their child
- the use of photographs to show parents their children’s activities during the nursery session These photograph albums were available to share with parents and wider family members
• folders of children’s work were available with photos and updates on children and their interests and achievements. These folders included learning stories for the children
• the school website was accessible for parents and family members
• an open door policy was extended by the headteacher to all parents
• there was seen to be consultation with children at together time, review time and snack time
• the children helped to complete floor books with their ideas and suggestions
• the nursery promoted children’s learning through encouraging independence and children were involved in choosing and planning their own activities
• the nursery staff discussed how they followed children’s ideas and interests in the planning of themes
• the newsletters always asked or reminded parents that their views were important and to contact the nursery staff with any comments, suggestions or good ideas
• a suggestion box was available outside the nursery door
• questionnaires for children were used by staff to gather their views on activities within the nursery.

Plans generated by children and staff were regularly shared with parents, to help them understand the experiences their children were having in the nursery, as well as suggest further ideas or contribute resources. On the day of the inspection one parent had brought in seedlings which she had planted and the children were interested to see the young broccoli plants she had grown.

There were termly tea parties which parents and younger children were invited to attend. These helped to build up relationships with families and encouraged sharing of information between staff and parents.

Children were consulted at together time, review time and through conversation over snack time. Their ideas formed the basis for role play areas, displays and activities. Observations of children’s interests helped staff to plan for the next steps which the children could take to expand their interests. There were choice cards for snack menus and a planning board for activities. A range of resources was available in the nursery and staff were seen to provide additional resources, as these were requested by children or where it was felt these would add to their play. Children were aware of their files and pleased to show these examples of their work and photos of their activities.

Parents commented that they were welcome to visit in the nursery and that a calendar was displayed where they could sign up to stay for a session. They were also able to stay and help children to settle in at the beginning of sessions and provide help on outings. One parent said she welcomed the addition of the whiteboard so she knew what activities the children had been involved in that day.
Areas for improvement
To continue to encourage parents and children to share their views on making improvements to all aspects of the nursery.

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 meeting the health and wellbeing needs of the children. We concluded this after we spoke to the head teacher and staff, saw written evidence and made observations at the nursery.

From observation and discussion it was evident that the staff were very aware of the needs of the individual children and families. Home visits were offered by staff before children started nursery to meet children and families where they would be relaxed in their own home and give the opportunity for a confidential sharing of information. Parents were invited to attend with their children for settling in visits, so they could see the work of the nursery and help to accustom their child to nursery routines. The needs of the children were assessed and recorded and discussed with parents throughout the term. If it was thought to be beneficial, additional assistance would be requested from partner agencies such as the health visitor, educational psychologist, speech therapist, support for learning teachers and home link workers. Children were able to attend the language unit in Kirkwall for shared placements and signing was used in the nursery.

Opportunities for independence and challenge were provided both within the classroom and in the range of outdoor opportunities given to the children. Physical exercise was encouraged each day with use of the outdoor space and the large school hall. There were bikes and scooters as well as balls, hoops and a range of other equipment to use indoors and outside. There were regular walks to explore the local environment and during the inspection there were photographs displayed of the garden visit the nursery had been on the day before.

The nursery lay out was designed to encourage children’s independence with activities and equipment labelled and available to the children. Children also took part in tidy up routines during the session.

There was a toothbrushing programme with weekly input from the dental service. The dental officer visited the nursery to talk to children and parents about healthy eating and tooth brushing.
Healthy eating was encouraged at snack time with a range of fruit and vegetables on offer during the week, as well as savoury biscuits and cheese on the day of the inspection. A menu was displayed for parents and children and nutritional guidelines were followed. Children were involved in the drawing up of menu choices and had helped with purchasing of ingredients in the local shop. Milk or water was offered to children at snack and water was available throughout the session. Special diets were also catered for when necessary. Children acted as snack helpers each day and were encouraged to assist with the preparations for snack. Children were able to join in with baking sessions. A fridge was available for the storage of snack items and children’s lunches if this was needed. Children were seen to be enjoying playing with a board game based around healthy eating options.

Infection control was promoted by the establishment of good hand washing routines with the children, after toileting and before snack. Staff had attended food hygiene training and were kept up to date with current guidance using ‘NHS Orkney Health Advice for Children in Schools and Pre 5 establishments’.

Child protection training had been given to all staff members and was updated on a regular basis. Staff were aware of the importance and of reporting and recording any concerns.

Feelings were discussed with children to encourage their understanding and empathy with other members of the group. Children were seen to be helping and understanding of the needs of the other children. This was promoted by the use of books, posters and discussions. Children’s friendships were also encouraged in the nursery through opportunities to work and play together.

Moving into and on from nursery were seen as times that could be stressful to children and ways of gradually introducing children to their new surroundings were seen as important. On the day of the inspection children who were starting next term were having introductory visits to the nursery, accompanied by their parents. As part of the transition process children moving on to Primary one were having a session in their new class, which included the opportunity to go out into the playground with the older children at break time. The children later reported that they had specially enjoyed being out in the playground.

The nursery children went for outings in the local community and had been for their annual garden visit on the day before the inspection. Photos of children on the visit were showing on the large tv screen in the morning for children and parents to see.

**Areas for improvement**

The nursery was continuing to build on their relationships with families to provide support for the health and wellbeing of the children.
Teachers were continuing to have training in signing to help communication with the children.

Nappy changing procedures within the nursery should be reviewed to ensure that the needs of all the children are met in a respectful manner. See Recommendation 1.

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

**Number of requirements:** 0

**Number of recommendations:** 1

**Recommendations**

1. Toileting procedures should be reviewed to ensure that the needs of all the children are met in a way which upholds their privacy and dignity.

   **National Care Standards Early Education and Childcare up to the age of 16 - Standard 6: Support and Development.**
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
After considering the written evidence in the self assessment, as well as policies and information shared with parents, talking to parents, children and staff and observing practice, this Quality Statement has been graded as very good.

Children and parents were all involved in planning any developments to the outside area and children were consulted and involved in the layout of the nursery. The areas within the nursery were developed in response to the children’s interests and the role play area was altered between a castle, a doctor’s surgery and a shop depending on the children’s ideas.

See evidence under Quality Theme 1, Statement 1.

Areas for improvement
To continue to involve parents and children in developing the environment.

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 ensuring the environment was safe and the children were protected. We concluded this after we spoke to the head teacher and staff, saw written evidence and made observations at the nursery.

Children were kept safe at Firth Primary School Nursery through a secure entry system and an enclosed play area, as well as health and safety policies and
procedures followed by staff. Children were supervised during outside play and energetic play in the gym, as well as in the nursery classroom.

The nursery had recently undergone an expansion due to increased numbers and now had use of two linked rooms. The additional space had resulted in larger play areas being available for the construction and role play areas in particular. Staff and parents reported this had resulted in the children being calmer and more engaged with their play. The pressure on space and the greater noise in the original room had meant some children had found it more difficult to concentrate and this had been improved. Staff also felt that the larger space gave a safer environment as when the children were calmer they were able to make choices and respond more positively to each other. Fewer resources were displayed in the nursery, but staff rotated items more frequently in response to children’s ideas or suggestions.

The nursery had use of an enclosed play area adjoining the nursery, as well as the wider school playground. Areas for planting had been used by the nursery and this was being increased with a new planter having been made available to the nursery. The children in the nursery had the opportunity to go outside each day or were able to use the large school gym hall for physical play and movement.

The nursery was seen to be in good condition and repairs and maintenance were carried out as needed. Staff knew to report any issues and action was taken by the janitor. Broken or damaged items were removed or repaired.

Risk assessments were in place for outings and were updated as needed. Appropriate staff : child ratios were in place and parents were also asked to act as helpers on outings.

Areas for improvement

With the increased numbers and space the nursery should consider the installation of a dishwasher to help ensure that dishes are appropriately cleaned. This would also assist with the cleaning of toys on a regular basis to help with infection control measures.

The staff within the nursery were aware they should have up to date first aid training and this was being addressed as a matter of priority.

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: 5 - Very Good

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

Service strengths
Following discussion with the manager, staff, parents and children and a review of the documentation available, the service was found to have a very good performance in relation to service users and carer’s participation.

Parents who have undergone recruitment and selection training were involved in the appointment of staff in the school.

For additional evidence see Quality Theme 1, Statement 1.

Areas for improvement
As above.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

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

Service strengths
After considering the written evidence in the self assessment and policies, talking to the head teacher and staff and observing practice, this Quality Statement had been graded as very good.

The staff group had expanded due to the increased numbers in the nursery and the new team felt they were working well together. They felt that the strengths of the individuals within the group helped to meet the needs of all the children within the nursery. From discussion staff were aware of codes of practice and national guidelines and were motivated to provide a good service for the children in their care.
All the staff had received appropriate training for their post or had relevant experience. Registration with the Scottish Social Services Council (SSSC) was in place for permanent, non-teaching staff. In service training opportunities were available for all staff both within the school and through external courses. Staff training needs were linked into areas of development for the nursery identified in school improvement plans.

Staff confirmed they were able to attend the West Mainland nursery cluster meetings in order to share good practice. They had the opportunity to visit other nursery settings and meet with other professionals, such as Home Link staff, at these meetings. The nursery teacher also attended staff meetings in the school to ensure the nursery was aware of, and able to participate in, whole school initiatives.

All staff had annual appraisals and were aware of the need for continuous professional development. There were regular nursery staff meetings, as well as school staff meetings. Staff took part in systematic evaluation of their work practice using the Child at the Centre 2 and against the quality themes and indicators.

Areas for improvement
The registration status of temporary or support staff within the nursery had not been clarified and the head teacher was aware of the necessity to ensure that registration with the SSSC took place for all nursery staff.
To continue to update staff training and provide development opportunities for staff through staff meetings and continuous professional development.

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: 5 - Very 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
Following discussion with the head teacher, staff, parents and children and observation of practice and a review of the documentation available, the service was found to have a very good performance in relation to service users and carer’s participation.

Firth Primary School had a school council which nursery parents were encouraged to join. All school developments were discussed with the school council including the School Improvement Plan and the Standards and Quality Report. The school surveyed parental opinions on a range of issues and parental views influenced developments within the school including staff training. A policy on Effective Communication had been developed and shared with parents. There was a Participation Strategy which outlined ways in which children and parents were able to participate in the life of the nursery and the school.

The nursery brochure detailed the nursery policy on parental involvement. There was a pupil council with the school and children contributed to a child friendly School Improvement Plan.

The school had an interactive website which was accessible to all parents and which included information such as the School Improvement Plan.

Areas for improvement
The school was aware of the importance of continuing to involve children in meaningful consultations.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 4
We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide.

**Service strengths**

After considering the written evidence in the self assessment, policies and information shared with parents, talking to parents, the head teacher and staff, and observing practice, this Quality Statement has been graded as very good.

The head teacher undertook monitoring and support visits to the nursery, as well as informal visits to meet the children and parents. Regular teacher ‘planning for learning’ dialogues were in place alongside pupil sampling and classroom observations. Daily discussion was held within the staff team to evaluate practice and influence forward planning.

Staff confirmed their involvement in the nursery self assessment requested by the Care Inspectorate. They also confirmed the positive support received from the head teacher.

Regular meetings were held to inform, assess and plan future objectives for the service along with the head teacher.

Discussion with staff indicated the nursery was viewed as an integral part of the whole school and systems to ensure a smooth transition from nursery to Primary 1 had been evaluated and further developed, involving parents in the process.

Nursery staff and children were involved in whole school initiatives.

Staff were involved in an audit of the service provision using the “Child at the Centre 2” and “How good is our school” quality indicators; results of these informed the school improvement plan and the development of the Curriculum for Excellence in the nursery. The school also used documents such as Outdoor Learning to set out good practice against which they measured their own progress.

**Areas for improvement**

To continue to build on input from a range of professionals in the quality assurance process, as well as encouraging more responses from parents on consultations about school improvement.

**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 the Care Inspectorate re-grading a Quality Statement within the Quality of Management and Leadership Theme (or for childminders, Quality of Staffing Theme) as unsatisfactory (1). This will result in the Quality Theme being re-graded as unsatisfactory (1).
5  Summary of grades

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<th>Quality of Care and Support - 5 - Very Good</th>
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6  Inspection and grading history

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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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