Loanhead After School Club (Rosewell)
Day Care of Children
Rosewell Pavillion
Rosewell Park
Rosewell
EH24 9DN

Type of inspection: Unannounced
Inspection completed on: 14 November 2014
# Contents

<table>
<thead>
<tr>
<th>Summary</th>
<th>Page No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 About the service we inspected</td>
<td>5</td>
</tr>
<tr>
<td>2 How we inspected this service</td>
<td>7</td>
</tr>
<tr>
<td>3 The inspection</td>
<td>11</td>
</tr>
<tr>
<td>4 Other information</td>
<td>24</td>
</tr>
<tr>
<td>5 Summary of grades</td>
<td>25</td>
</tr>
<tr>
<td>6 Inspection and grading history</td>
<td>25</td>
</tr>
</tbody>
</table>

**Service provided by:**
Loanhead Primaries After School Care Club a Company Limited by Guarantee

**Service provider number:**
SP2003003106

**Care service number:**
CS2013322032

If you wish to contact the Care Inspectorate about this inspection report, please call us on 0845 600 9527 or email us at 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>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Care and Support</td>
<td>5</td>
</tr>
<tr>
<td>Quality of Environment</td>
<td>5</td>
</tr>
<tr>
<td>Quality of Staffing</td>
<td>5</td>
</tr>
<tr>
<td>Quality of Management and Leadership</td>
<td>5</td>
</tr>
</tbody>
</table>

What the service does well

The service is very good at getting the children’s suggestions and implementing them through responsive planning. The staff team are working well together and are very good at using the key strengths within the team to provide positive outcomes for children.

The parents and children are all happy with the service being provided.

What the service could do better

We advised the manager to ensure that all information held on children is updated at least once in every six months. This will ensure information is current and can be used to provide continued support which meets children’s individual and changing care needs.

We also advised the management team to ensure that information held in head office is duplicated and held in the service also. This will ensure staff have relevant information to hand to enable them to provide appropriate support, contact parents and other professionals and also have information requested by us during inspections.

What the service has done since the last inspection

This is the first inspection of this service.
Conclusion

Since starting to operate in February 2014 the service has steadily grown and developed. The manager and team have made a very good start to incorporating Loanhead Primaries After School Care Club’s organisational values into the service.

The whole staff team agreed the manager was a good role model who had respected and included them in the improvements that had been made.

We concluded that this service offered very good care and support to children.
1 About the service we inspected

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

This service was registered with the Care Inspectorate on 18 February 2014.

Requirements and recommendations
If we are concerned about some aspect of a service, or think it needs to 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 based on best practice or the National Care Standards.
- 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 (“the Act”) and secondary legislation made under the Act, or a condition of registration. Where there are breaches of Regulations, Orders or conditions, a requirement may be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

Conditions of Registration:
To provide a care service to a maximum of 32 children at any one time aged from four to 14 years.

Any other conditions unique to the service:

Operating hours: The care service shall operate between the hours of 2.30pm and 6pm Monday to Thursday and 12 noon to 6pm on a Friday (Term Time only). The care service may operate from Rosewell Primary School 85 Carnethie Street, Rosewell EH24 9AL between the hours of 7.15am and 9am Monday to Friday and 2.30pm and 3.45pm Monday to Thursday (Term Time only).

The service aims and objectives were written for parents, children and staff. Some of these included:

- To provide a playful environment.
- To work together for the best interest of the child.
- To provide a service in which you have confidence.

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
We wrote this report following an unannounced inspection. This was carried out by a Care Inspectorate inspector. The inspection took place on Thursday 13 November 2014 between 2.30pm and 5pm and Friday 14 November 2014 between 1.45pm and 5pm. We gave feedback to the provider and manager on Friday 14 November 2014. As part of this inspection we went to Rosewell primary school to see the children arrive and then walked with them to the Rosewell Pavillion. This helped us to see the children’s daily routine.

As part of the inspection, we took account of the completed self-assessment form that we asked the provider to complete and submit to us.

We sent 20 care standards questionnaires to the manager to distribute to relatives and carers of people who used the service. Twelve completed questionnaires were returned before the inspection.

During this inspection we gathered evidence from a number of sources, including the following:

We spoke with:
The children.
The staff.
The manager.
The provider.

We looked at:

Evidence from the most recent self assessment.
Children’s records.
Accident and incident records.
Written policies and procedures.
Minutes of meetings with staff/children/parents/carers and other professionals.
Observation and inspection of the environment, toys and equipment.
Observation of staff work practice.
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
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: No

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 service provider had completed this and with the relevant information included for each heading that we grade services under.

The provider identified what it thought the service did well, some areas for development and any changes it had planned. The 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
There were 24 children present on the first day we visited and 26 on the second day. The children were all school age. We spoke with some of the children who appeared to be confident, happy and settled at the club.

Taking carers’ views into account
We sent out 20 care standards questionnaires to the manager to give to parents of children who attend the service. Twelve completed questionnaires were returned before our inspection took place. All parents agreed that overall, they were happy with the quality of care and support their child received in this service. Some parents left comments which have been shared with the service and are included below and throughout the report:

- “We would like to see more encouragement, space and time for my children to do their homework”.
• “We are really happy with the service. My daughter has a great time there and loves all the other children. I think the staff do a good job”.
• “I am very happy with the service. Although when it is holiday club time and busier my child can be a little overwhelmed. She is comfortable with the staff who are in Rosewell but less so with the ones in holiday club she doesn’t know. This is not a criticism, she just needs time to get used to the new environment”.
• “The introduction of a breakfast club has been a tremendous addition to Rosewell’s children, particularly for working parents. Staff are friendly, reliable, trustworthy and experienced practitioners. My children never want to leave at the end of the session. Happy children = happy parents”.
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**

This service was performing to a very good standard in this area. We concluded this after observing the children present, looking at relevant records and speaking with staff, children and management during the inspection.

The service had systems in place to gain feedback from children and parents, these included:

- A suggestions box was available at the entrance to the club.
- Parents spoke to staff daily at collection times. We observed a parent getting feedback and found that they were made to feel welcome. They were not rushed and spent time speaking with the manager. The relationship appeared to be relaxed and friendly but professional and valuable information was shared about the child’s time in the service.
- Some parents were on the board of directors and this meant that they had a say about how the club progressed.
- Observing children meant staff could put out activities and games they knew they would enjoy.
- Staff carried out 'mind mapping' with children to figure out what they wanted. We saw one 'mind map' the children had completed to give their suggestions on snack items.
- A facebook page gave parents regular updates on what their child was doing and allowed them to comment on their experiences.
• Display boards were relevant and showed past activities, experiences and learning the children had taken part in. These included many photographs which allowed parents to see these experiences for themselves.
• Regular newsletters from breakfast club and the after school club kept parents informed of what was happening. This meant parents could offer support, resources and get involved if they wanted to.
• A ‘you said, we did’ board showed us that the children had asked for resources like a cricket set, tyre swing and more lego men. We saw these items had been sourced.
• Staff told us that parents had also said thank you for some of the things they did with the children, for example, helping them to do their homework before going home. We suggested the service keep a book of compliments as it is useful to look back on to help plan future activities.
• Throughout our visits we saw the children’s suggestions were taken on board. They went out in the rain one night, watched a video or got staff to help them make things like a ship and netting out of junk modelling.

The examples given above are some of the ways that we found children and their families could assess and improve the service. This contributed to them feeling included, valued, respected and accepted by the whole staff team.

In the returned care standards questionnaires all 12 parents agreed that they received clear information about the service before their child started to use it.

Four parents strongly agreed and seven agreed that they were kept informed about what was happening in the service, for example through newsletters and information boards. One parent disagreed with this statement.

Areas for improvement
The service should continue to demonstrate how parents and children can influence the service through giving regular feedback which is used to help future improvements.

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
This service was performing to a very good standard in this area. We concluded this after observing the children present, looking at relevant records and speaking with staff, children and management during the inspection.
The children were observed to be confident individuals who were talkative and friendly. They played well together and accepted each other by inviting friends to play. This told us the ethos of the service was one of dignity and respect for all.

Staff respected children by giving a five minute warning that they were going to tidy and move to another location. This met some children’s individual needs particularly well because it ensured they felt prepared and secure. This showed children’s needs were accepted and staff worked in a way that made sure they were included.

Children were able to be active indoors because space was deliberately left for physical play. The children played football using a soft ball and staff helped them develope their skills. They also had big soft mats to practise gymnastics and stilts to practice balancing. Providing physical play opportunities helped the children to use their bodies in a variety of ways and learn new skills. We saw the children learning to balance and control their bodies to move slowly during a forward roll. The children were accepting of one another and praised each other’s achievements.

In the returned care standards questionnaires all parents agreed their child regularly got fresh air and energetic physical play.

Staff intervened appropriately when children struggled to agree. They promoted the use of talking and coming to a compromise. This was done in a way that was sensitive to the children’s needs and also took account of their age. The children were prompted to problem solve as well as be responsible and respectful.

In the returned care standards questionnaires all parents agreed that the service had a clear code of behaviour for children and worked with them to make sure they understood it.

Children’s nutritional needs were met because water was always available and snacks were offered. Snacks were a social time when children were encouraged to share stories and ideas. Snacks were healthy because they contained fruits and vegetables. During one of our visits we saw a child said she was hungry later on and was given another orange. This showed that children’s nutritional needs were met which contributed to their feelings of being nurtured, healthy and respected.

In the returned care standards questionnaires all parents agreed the service provided a balanced diet which met their child’s dietary and cultural needs.

Behaviour was managed sensitively. Staff were aware of the particular needs of some of the children and put incentives in place to help them to realise what was expected of them. The staff showed the children that they were trying to help them achieve their behaviour goals by being nurturing and understanding. Time was given to allow the children to work through their feelings so they could understand them and get
back to playing. As a result the children would feel accepted because staff showed an understanding of their emotional well-being and treated them with dignity and respect.

Children’s health was considered in many ways; for instance a medication procedure was in place. This meant children could still attend and be accepted by the service whilst having their medical needs met. The policy and procedure took account of current best practice which helped to ensure the systems in place met health needs efficiently. A ‘no nut zone’ helped to minimise the risk of severe allergic reactions to help keep children safe and healthy. There were allergy lists up so that staff making snack or serving foods knew what children could not eat or drink.

Areas for improvement
We advised the service that the information held on children should be updated at least once every six months. This information should be readily available for staff in the service and us at inspection. This will ensure children’s needs are consistently met through having relevant information to plan their care and support needs. See Recommendation one.

The service had began to introduce log books to record the children’s progress and development. They planned to ensure every child had one. We supported this area for development as it would further demonstrate how children’s individual needs were met and how they were supported to progress further.

Grade awarded for this statement:  5 - Very Good
Number of requirements:  0
Number of recommendations:  1

Recommendations
1. We recommend the service reviews the needs of the children in its care at least once every six months. They should review all information held on children to ensure that an appropriate personal plan is in place and remains up to date. Parents should sign and date to say they have reviewed this along with the service.

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
The evidence for the grade awarded for this statement is included under quality theme one, statement one.

Areas for improvement
See quality theme one, statement one, areas for improvement.

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
This service was performing to a very good standard in this area. We concluded this after observing the children present, looking at relevant records and speaking with staff, children and management during the inspection.

As part of our inspection we met the children at Rosewell primary school and walked with them to the Pavillion. This was to see the route the children took and how staff kept children safe. The staff did not leave the school until they had completed several counts and checks to ensure they not only had the right number of children but also the right children in attendance. They had measures in place like staff in front, middle and behind the group as they walked. The children were not rushed but faster ones could run on ahead as long as staff could see them. We found this transfer route was handled well and the children were kept safe.

Staff and children told us they had made posters for their usual route to try to get people to pick up after their dogs. This showed the children were encouraged to be responsible citizens and were included in the community.
The main building was warm, well lit, spacious and secure. A buzzer entry system meant staff could see who was outside before opening the door. The parents signed their child out which meant all children were always accounted for. This was important to ensure the children did not leave unaccompanied and to ensure everyone’s safety in the event of a fire.

Artwork, photographs and posters made the club look pleasant and gave the children past experiences to look back on. We saw there were projects the children had focussed on but also some drawings were done for fun. We saw a few that were drawn for staff; one child wrote on their drawing, “To XXX, the best in the world.”

Risk assessments were carried out regularly. These helped to keep children safe because the risk of harm was minimised through removing hazards or putting in extra precautions. One risk identified when the service first opened was how dark it would get outside. A lamppost was sourced from the local authority so the children could see as they played outside in the winter months. This meant children could remain active and healthy because there were no time restrictions to outdoor play.

Children were able to have elements of risk in their play because staff were there to help them manage it safely. This included things like climbing trees to collect conkers in the Autumn. Allowing children experiences like these helped them to realise what their bodies could do and what their limits were. These provided children with challenges and a sense of achievement when they accomplished a new goal.

Staff told us the toys were checked regularly and the children were encouraged to look after them. They even let the children be responsible by getting them involved in the cleaning if they wanted to help out. This helped the children to learn valuable skills for their future and meant they could have some quiet time with staff. This helped the children to feel included and accepted.

All staff were aware of the need to have strict infection control procedures in place. They promoted hand washing, regular cleaning and hygienic practices when preparing foods. The kitchen, toilet and changing areas were found to be in a good state of repair, clean and organised. We saw that food hygiene documents were used to ensure foods and storage facilities were regularly checked. This helped to maintain children’s health because foods would not be out of date or stored incorrectly which could cause cross contamination.

The breakfast club leader told us there were maintenance procedures in place. The janitor at the school was very prompt to respond to any issues such as a leak in the roof. She told us things were fixed very quickly. This made sure the environment remained safe and pleasant for children.
In the returned care standards questionnaires all parents agreed there was enough space for their child to play and get involved in a range of activities. They also agreed the service had a suitable range of equipment, toys and materials for the children.

Areas for improvement
The service should continue the very good practice of ensuring a safe and hygienic environment for children, staff and visitors.

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
The evidence for the grade awarded for this statement is included under quality theme one, statement one.

Areas for improvement
See quality theme one, statement one, areas for improvement.

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
This service was performing to a very good standard in this area. We concluded this after observing the children present, looking at relevant records and speaking with staff, children and management during the inspection.

As part of this statement we observed staff practice over two visits and spoke with three members of staff and the manager.

We found staff interactions were appropriate for their age. They chatted through issues with children which helped them in their social interactions with each other. A result of this was children who were learning to solve problems by finding solutions together. Interacting with children in this way showed them they were respected.

The staff were confident in their role in protecting children. We asked questions surrounding disclosures of abuse, causes for concerns and inappropriate staff conduct. All staff and management were confident in not only reporting concerns but
also challenging poor practice. This proactive approach would help to keep children safe because actions would be prompt.

The staff were all registered with the Scottish Social Services council (SSSC). Through discussion we established that they knew how the codes of practice set out by the SSSC informed their work with children; for example by acting in a professional manner and keeping their training up to date.

Training opportunities were available for all staff. Some courses the staff had accessed included, autism awareness, food hygiene, manual handling, first aid and child protection. The staff told us they were attending Getting it Right for Every Child (GIRFEC) training next month. They were keen to see how this training would influence the log books that were being introduced for the children as they required staff to look at the well-being indicators. The indicators prompt staff to consider how children are kept safe, healthy, active, nurtured, accepted, responsible, respected and included.

Staff were motivated in their role, one member of staff we spoke to had undertaken a new vocational qualification to aid her work with the children. Although she found it was a challenge she told us it was already helping her to enhance her work with the children and she felt supported by the manager. Another member of staff had been given an internal promotion to manage the breakfast club. She told us she welcomed a new challenge and was really enjoying her new role. Giving staff opportunities to grow professionally helped to enhance their work with children, keep them motivated and increase their level of professional knowledge and experience. This contributed to the very good outcomes for children we observed.

Staff were encouraged to utilise their skills and personal interests as part of their role. For example, one staff member enjoyed arts and crafts. She had taught some of the children to sew and knit. We also saw the children were working on making Christmas reef decorations to hang on their trees at home. These were made using recycled jigsaw pieces and the children enjoyed making them. Staff supporting children to be creative and recycle helped them to build patience and become resilient by completing challenging tasks. As a result the children would feel accepted by staff who were patient and nurturing in their approach.

In the returned care standards questionnaires all the parents agreed that they were confident the staff had the skills and experience to care for their child and support their learning and development. One parent wrote, “The staff are excellent and keep me informed about the activities and behaviour of my child. He clearly loves going and they show respect and good manners at all times, and teach the children to do the same.”
Areas for improvement

The service should continue to ensure a trained, motivated and professional workforce remains in place for children. The planned GIRFEC training should be evaluated by the management team with staff to ensure everyone has an understanding of their role in this national strategy.

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
The evidence for the grade awarded for this statement is included under quality theme one, statement one.

Areas for improvement
See quality theme one, statement one, areas for improvement.

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
This service was performing to a very good standard in this area. We concluded this after observing the children present, looking at relevant records and speaking with staff, children and management during the inspection.

We found the manager to be competent and skilled at managing the service. Through discussion we found they took our comments on board and were keen to progress the service. We saw they had confidence in their approach to briefing and deploying staff at the start of each session. We heard information being passed to a member of staff who was covering absence so they knew what children needed additional support and what the routine of the session would be. This helped to ensure the children were kept safe, healthy and nurtured because their individual care and support needs were met.

A weekly management meeting helped the provider and manager to share the progress of the service and establish how it could be improved in the future. We saw the manager had started the very good practice of evaluating the week prior to this
meeting. It allowed them to learn from the past and make things better for the children by enhancing their experiences. These meetings also allowed the organisation leaders to ensure a consistent standard of service was delivered by providing clear guidance.

The organisation as a whole had achieved the highest award available from the quality assurance scheme ‘Aiming High Scotland’. This was the fourth year the organisation had gained this award.

We were encouraged to hear that the manager had met the requirement of the SSSC to dismiss members of staff who refused to become registered. This demonstrated that the service maintained a professional workforce who understood the benefits behind being registered and who contributed to the up-skilling of the childcare workforce.

The whole organisation takes part in a development day each year. We saw that policies were updated as a matter of course and staff were encouraged to do this alongside senior management. This helped to ensure all staff knew the practice that was expected of them and meant they worked in line with relevant guidance. This contributed to a care service that ensured children’s overall well being.

Staff quality assure their work through doing a daily feedback form. The children are asked their views and these inform future improvements. As a result children would feel included in the service delivery. Regular support and supervision with staff helped the manager to give staff advice on their practice. The manager told us it was just as important to tell staff when they were doing well as it was to tell them when things could be better.

Regular staff and parent survey’s helped the manager to see what could be improved. For example a survey was currently with staff to seek their views on the support and supervision sessions. The survey was designed to see if staff found these useful and to see if the discussion points were still relevant. This showed the manager was keen to keep the quality assurance systems up to date and useful.

Team meetings were currently at an informal stage before the start of each session. These helped the team to work together on a plan for the session based on the children’s input the day before. We found the team were flexible in their approach and changed activities at the children’s request.

The manager told us how they had dealt with a parent’s concerns regarding their child. The manager explained how they had reassured the parent, listened to them and worked with them to solve the problem. The manager explained the parent was happy with the outcome. We advised that any concerns that are dealt with are noted down by the service. This would help them to further demonstrate the very good
professional relationships they have with parents and show how parents’ comments are used to improve the service for individual families.

In the returned care standards questionnaires six parents strongly agreed and four agreed that the service had involved them and their child in developing the service, for example asking for ideas and feedback.

**Areas for improvement**

In the returned questionnaires two parents disagreed with the statement, ‘the service has involved me and my child in developing the service, for example asking for ideas and feedback.’ One parent wrote, “newsletters or emails regarding activities and asking for feedback would be welcome and useful.” The service could systematically send out their participation policy so that parents were aware of the various ways in which their views and suggestions were requested throughout the year. They could ask if parents are happy with these options and also ask if they had any other ideas for gaining regular feedback from them. This would contribute to maintaining the strong relationship the service had with parents.

We advised the manager to change the contact details for the Care Inspectorate in the complaints policy to our head office and national enquiry line. This will ensure any information given to us is dealt with appropriately.

**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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<thead>
<tr>
<th>Quality of Care and Support - 5 - Very Good</th>
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</thead>
<tbody>
<tr>
<td>Statement 1</td>
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<tr>
<td>Statement 3</td>
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<thead>
<tr>
<th>Quality of Environment - 5 - Very Good</th>
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<td>Statement 1</td>
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<td>Statement 2</td>
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<tr>
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<tr>
<td>Statement 1</td>
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<td>Statement 3</td>
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<tr>
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</thead>
<tbody>
<tr>
<td>Statement 1</td>
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<tr>
<td>Statement 4</td>
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</tbody>
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6 Inspection and grading history

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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