

East Park

School Care Accommodation Service

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Type of inspection: Unannounced
Inspection completed on: 23 May 2017

Service provided by:
East Park School

Service provider number:
SP2003002355

Care service number:
CS2003000137

About the service

East Park is a grant-aided residential special school based in the Maryhill area of Glasgow. It provides a service for a maximum of 18 young people with additional support needs, with some young people requiring support due to Autism Spectrum Disorder, physical disabilities and sensory impairments.

The service aims to provide a safe, caring and nurturing living and learning environment where children and young people can maximise their full potential. This means adopting the guiding principles of the Getting it Right for Every Child (GIRFEC) framework, where the service works in partnership with all key people in the young person's life to ensure that their needs are effectively and appropriately met.

This service has been registered since 1 April 2002.

What people told us

We spoke to six young people during our visits. We also observed staff interacting with many young people in their individual units. All young people were comfortable and happy with staff. Staff were well aware of the young people's individual needs and their interests. We were able to get the opinions of many of the young people. All indicated that they were safe and that staff were very good at keeping them active. Comments from the young people included:

- "Staff are fantastic."
- "The whole place is very good."
- "I'm encouraged to take responsibility."
- "I like the routines and staff are very kind."
- "I do lots of things and am involved with a football group in the community."

On this occasion we issued questionnaires to social workers who had placed young people in the service. We had one reply. The social worker was impressed with the progress that young people had made through their placement. They also indicated that staff were motivated at ensuring young people had access to resources to make sure that they had quality outcomes.

Self assessment

We did not request a self assessment. However, the service had produced a comprehensive development plan which evidenced the progress that the service had made prior to the inspection.

From this inspection we graded this service as:

| | |
|---|---------------|
| Quality of care and support | 5 - Very Good |
| Quality of environment | 4 - Good |
| Quality of staffing | not assessed |
| Quality of management and leadership | not assessed |

What the service does well

The service had a committed, confident and enthusiastic staff team. Staff developed positive, nurturing relationships with young people. They were observed to have a very good knowledge and understanding of the young people they cared for and used this to provide ongoing support and encouragement. This ensured that young people had quality outcomes based on their individual needs.

Young people's needs were identified through initial and continuing assessments which included all relevant people involved in their care. This included relevant family members and a range of professionals who supported the young people's health and education. The school had developed very comprehensive personal support plans and risk assessments. These integrated the best practice SHANARRI wellbeing indicators (safe, healthy, achieving, nurtured, active, respected, responsible, and included) to identify the support young people needed. Information was specific to each young person, identified strategies of support and set out very clear targets which both education and care services worked towards with the young person.

The service ensured that young people's health needs were well taken care of and they ensured that parents and the staff team supported young people to attend a range of healthcare appointments, often together. The service used facilities within the school and also many facilities within the community to ensure that young people had access to fresh air and exercise. Many of the young people had access and support to attend community groups, like karate and football, and staff were always looking for opportunities for young people to have new experiences.

The staff team had good opportunities to develop their work practice and extend their understanding through training, both online and face-to-face and through supervision and regular team meetings. These all contributed to having a competent and professional staff team who were confident in their role.

There was an effective induction system that ensured that all staff had initially an input on child protection. This was regularly updated to ensure that staff were aware of the current best practice. The service had updated their existing child protection policy to take account of child sexual exploitation (CSE).

The service evidenced comprehensive and systematic approaches for reporting accidents and incidents. The service was further developing an evaluation tool which could be used to analyse incidents to ensure that learning could occur from the recording system. The management team were committed to ensuring that the quality of care was informed by best practice. It is less than six months since the last inspection, however the team had made significant improvements to the development of the service. We look forward to examining this service in the future as they are committed to providing quality outcomes for young people.

What the service could do better

The service acknowledges that they are to fully develop young people's responsibilities to continue to develop moving on skills so that young people had an opportunity to build a full range of skills before they move on to adult services.

We acknowledge that the service had made real progress with their new personal plans. There was still a need to share the best recording processes throughout the campus so that the quality of personal plans increased and to ensure that all omissions are eradicated.

We previously gave the service some advice with regards to accessing Saltire Awards, Sports Leadership Awards and also Personal Achievement Awards. These could be useful as additional awards for the young people to gain

an award for achieving their targets. This has yet to be progressed as there have been other priorities. However, we look forward to examining this at the next inspection.

The service had introduced a new risk assessment which was being rolled out throughout the campus. These should be fully operational by the end of June.

There were issues with the quality of the environment in all the units. There was a need for a full environment audit to take place and a timetable to be put forward to address the weaknesses in the environment (**see recommendation 1**).

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 1

1. The service should carry out an environment audit of all the individual units (this should include the external space) and put forward a timetable for improvement to take place.

National Care Standards, Care Homes for Children and Young People - Standard 5: Your Environment.

Complaints

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

Inspection and grading history

| Date | Type | Gradings |
|------------|-------------|--|
| 8 Dec 2016 | Unannounced | Care and support 5 - Very good Environment Not assessed Staffing 5 - Very good Management and leadership Not assessed |
| 9 Mar 2016 | Unannounced | Care and support 5 - Very good Environment 5 - Very good Staffing 5 - Very good Management and leadership 5 - Very good |

| Date | Type | Gradings | |
|-------------|--------------------------|--|--|
| 26 Feb 2015 | Unannounced | Care and support Environment Staffing Management and leadership | 5 - Very good 5 - Very good 5 - Very good 5 - Very good |
| 29 Jul 2014 | Unannounced | Care and support Environment Staffing Management and leadership | 5 - Very good 5 - Very good 5 - Very good 5 - Very good |
| 12 Mar 2014 | Announced (short notice) | Care and support Environment Staffing Management and leadership | 6 - Excellent 5 - Very good 5 - Very good 5 - Very good |
| 20 May 2013 | Unannounced | Care and support Environment Staffing Management and leadership | Not assessed 5 - Very good 5 - Very good Not assessed |
| 13 Dec 2012 | Unannounced | Care and support Environment Staffing Management and leadership | 5 - Very good 4 - Good 4 - Good 5 - Very good |
| 29 Feb 2012 | Unannounced | Care and support Environment Staffing Management and leadership | 5 - Very good Not assessed Not assessed 4 - Good |
| 29 Aug 2011 | Unannounced | Care and support Environment Staffing Management and leadership | 4 - Good Not assessed Not assessed 4 - Good |
| 17 Jan 2011 | Unannounced | Care and support Environment Staffing Management and leadership | 5 - Very good Not assessed Not assessed Not assessed |

| Date | Type | Gradings | |
|-------------|-------------|--|---|
| 22 Mar 2010 | Unannounced | Care and support Environment Staffing Management and leadership | 4 - Good Not assessed 5 - Very good Not assessed |
| 21 Oct 2008 | Unannounced | Care and support Environment Staffing Management and leadership | 4 - Good 4 - Good 4 - Good 3 - Adequate |
| 9 Jun 2008 | Announced | Care and support Environment Staffing Management and leadership | 4 - Good 4 - Good 4 - Good 3 - Adequate |

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