

Thrive Childcare and Education Happitots Greenock Day Care of Children

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Type of inspection:
Unannounced

Completed on:
12 December 2022

Service provided by:
Enchanted Forest Nursery (Greenock)
Ltd

Service provider number:
SP2010011161

Service no:
CS2010272909

About the service

Thrive Childcare and Education Happitots Greenock provides a care service to a maximum of 75 children as follows: 12 children from six weeks to two years only; 12 children from one year to two years six months only; 13 children between two - three years only; eight children between two - four years only; 30 children from three years to those not yet attending primary school. The service is provided by Bertram Nurseries Limited in partnership with Inverclyde Council. The service operates from a purpose built detached building in Greenock comprising of five playrooms, children's changing and toilet facilities, a kitchen, office and staff facilities. There is an enclosed outdoor play area to offer children opportunities for fresh air and active play and learning.

About the inspection

This was an unannounced inspection which took place on Tuesday 29 November 2022. The inspection was carried out by three inspectors from the Care Inspectorate. To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered throughout the inspection year.

In making our evaluations of the service we:

- Spoke with some of the children using the service and reviewed survey responses from eight parents whose children attend the service.
- Spoke with the service provider, manager and nine members of staff.
- Observed practice and staff interactions with children.
- Reviewed documents

Key messages

- Children were cared for by staff who displayed warm and nurturing approaches, which made children feel welcome and supported.
- Newly appointed manager had a clear improvement vision, was initiating significant improvements and the inspection team were impressed by their commitment to leading change.
- Staff regularly engaged in a range of professional learning activities that built on and sustained their practice.
- Staff were confident about the procedures to follow in the event of concerns for children's welfare.
- Personal planning was in place for all children, however we found that significant information was not always recorded.
- Daily playroom routines needed to be reviewed to increase opportunities for children's free-flow play
- The management team and staff should continue to develop opportunities for children to access a high quality outdoor experiences every day.
- We identified improvements that would minimise infection risks and enhance the safety of the environment for children and staff.
- Staff had engaged in professional learning that focussed on developing their understanding of effective playroom layouts and play spaces. This learning to be continued and future impact on outcomes for children to be monitored.
- Right balance of experienced, qualified staff and apprentices across staff should be focus of all future team building decisions.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	3 - Adequate
How good is our setting?	3 - Adequate
How good is our leadership?	3 - Adequate
How good is our staff team?	3 - Adequate

Further details on the particular areas inspected are provided at the end of this report.

How good is our care, play and learning?

3 - Adequate

We made an evaluation of adequate for this key question as we found performance where there was some strengths, but these just outweighed weaknesses. The strengths had a positive impact but the likelihood of achieving positive outcomes for children was reduced because key areas of performance needed to improve.

1.1 Nurturing care and support

Children were cared for by staff who showed warm and nurturing approaches, which made children feel welcome and supported the building of warm relationships. One parent commented: "The staff have been incredibly supportive, for example our son was recently prescribed glasses he was quite nervous at first and the staff immediately made him feel better. He came home that day in a great mood." The staff team had worked hard to make sure children's transitions from home back to the setting continued to be a good experience following periods of pandemic lockdown. They understood and demonstrated empathy about the impact of challenges children and their families had encountered during this time. A parent told us: "They've helped my child settle and helped with my child's confidence as child was born during the pandemic so the staff have helped her socialise and get used to being around other children and adults. The staff are always very warm and friendly and every member of staff knows my child's name which makes her feel welcome and relaxed in the nursery setting. My child is always happy going into the nursery setting." We found the staff used a variety of approaches to help settle children, support their emotional wellbeing and help them feel secure. Staff were responsive to children's individual care and support needs and celebrated and praised children's achievements.

Staff were clear about their role in safeguarding children and had attended training to keep their knowledge up to date. This meant they felt confident about the procedures to follow in the event of concerns for children's welfare.

Personal planning was in place for all children, however we found that significant information was not always recorded in these. We discussed the importance of recording information for individual children consistently and routinely. This would ensure that children always received the care and support that was right for them. Staff told us they worked hard to produce observation entries for children's personal plans and learning journals but they struggled to ensure they were up to date. The service needs to consider how paperwork and systems of recording information about children could be more manageable and not too time-consuming. We discussed documentation approaches that would support staff to focus more on providing a clear summary of children's key care support and learning needs with relevant support plans, personalised strategies or next steps. As part of the service quality assurance, the manager should monitor whether personal plans are current to the child's individual needs and include relevant information required to care for children (see Area for Improvement 1). We signposted the management team to our personal plan guidance that will assist staff in consolidating how they record the information about children.
<https://hub.careinspectorate.com/how-we-support-improvement/care-inspectorate-programmes-andpublications/personal-planning-guides-for-providers/>

There was a number of important strengths relevant to this indicator, which taken together, had a significant positive impact on children's experiences and outcomes. However, we identified improvements that are required to maximise wellbeing and ensure that children consistently have experiences and outcomes which are as positive as possible.

1.3 Play and learning

From our discussions with qualified staff it was clear they had an understanding of the importance of children's right to play, have fun and experience joy. Staff discussed with us the impact of a variety of play experiences they had planned with children on their learning and development. For example, some of the children's construction and building activities included opportunities for developing life skills such as problem solving and team working. Our observations of play experiences in the baby room found there were some missed opportunities where staff could have extended activities in response to children's interests. Staff should continue to deepen their knowledge and understanding of child development, theory, play and practice to ensure children have increased opportunities to take part in quality play activities which are fun, more responsive, and child-led. Although staff interactions were pleasant and supportive, an overall focus on more in-depth conversation, child specific resources and well-timed open ended questioning would further extend and challenge children's thinking and learning.

We found that senior management were working hard with staff to further develop less experienced staff member's understanding of the critical role they play in supporting children's current interests and curiosities to promote their learning and development. We found some strong evidence within 3-5 room of staff developing their approaches for supporting spontaneous play opportunities. We highlighted to the senior management team the value of widening training opportunities in observation approaches that will support staff to provide children with play opportunities that better match their individual interests and learning needs. We highlighted the value of monitoring the quality of staff observations to ensure they are used to support planning of children's play and learning in ways that are meaningful to children (see Area for Improvement 2).

We discussed daily playroom routines with staff and found that these would be enhanced by increasing opportunities for children's free-flow play and reducing time spent on large group adult directed experiences. We spoke to staff about further developing their approaches to supporting children's free flow access from playrooms to the secure outdoor area. This can strengthen opportunities for children to follow their play ideas and be purposively engaged in activities of their choice both indoors and outdoors.

Areas for improvement

1. Management and staff should review and update children's personal plans to ensure they clearly outline how the service will support children to meet their health, welfare and safety needs. Personal plans should continue to be monitored as part of the service quality assurance processes to ensure they are current, complete and in place for all children.

This is to ensure that care and support is consistent with the Health and Social Care Standards which state that: "My personal plan is right for me because it sets out how my needs will be met, as well as my wishes and choices." (HSCS 1.15)

2. The provider should widen training opportunities in observation approaches that will support staff to provide children with play opportunities that better match their individual interests and learning needs. The management team should monitor observations included in learning journals and profiles to ensure they fully reflect all children's progress, achievements and next steps.

This is to ensure that care and support is consistent with the Health and Social Care Standards, which state that: "As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity." (HSCS 2.27)

How good is our setting?

3 - Adequate

We made an evaluation of adequate for this key question as we found performance where there was some strengths, but these just outweighed weaknesses.

2.2 Children experience high quality facilities

We looked at the nursery environment and resources within it in terms of how they were managed to support positive outcomes for children. The nursery play spaces included the provision of open-ended and natural resources. Most spaces were set up in ways that were adaptable and had potential to encourage children's creativity. Staff told us that they regularly evaluated and reflected on the quality of children's play spaces. We found that staff had recently engaged in a series of professional learning and reflection sessions that focussed on developing their understanding of effective playroom layouts and play spaces. We encouraged the senior management team to continue to build on this learning and ensure it was contributing directly to observable improvements in the quality of children's experiences across all playrooms and outdoor spaces.

During the morning of our inspection we noted that the outdoor area was not sufficiently resourced to support children's play. This restricted opportunities for children to experience meaningful challenges or engage in collaborative and purposeful play projects. We noted that the manager made a significant effort for the afternoon session to set up the outdoor environment in a manner that provided greater levels of challenge within individual play spaces such as adding guttering and buckets support the transportation of water; adding sand, roller and paintbrush to stimulate early mark making; providing clipboards for children to explore what they could find in the garden and support early literacy; adding play props to the mud kitchen area. We discussed with staff the need to ensure that all outdoor play environments offer excitement, are richly resourced and appear attractive to children throughout the day. The outdoor areas required to be consistently monitored to ensure malleable materials such as sand, water and mud are available in sufficient quantities and regularly replenished. This can ensure that play environments motivate children to be creative by linking their play ideas across different contexts (see Area for Improvement 1).

We identified a number of adaptations to the setup of playrooms and spaces that would enhance the quality of children's experiences. The storytelling area in the three to five room did not provide a suitable quiet, cosy and comfortable space for children to engage with books. We found there were insufficient warm personal spaces in the baby room where children could feel comfortable to snuggle in and be cosy. We found the set up of this room could do more to promote a sense of homeliness and support children's emotional well-being. Staff should revisit and follow developmentally appropriate guidance on interactions, experiences and spaces in "Realising the ambition: Being me" (Scottish Government) (see Area for Improvement 2).

We highlighted and staff agreed that regular planned outdoor play opportunities within park and woodland spaces beyond the nursery setting would further increase opportunities for children to experience fresh air and enjoy challenging play. Outdoor play in different environments can encourage young children to move their body in different ways and widen opportunities to learn through their sensory and physical experiences. The manager agreed to make this a focus of future improvement and professional development planning.

Staff understood the arrangements for cleaning within the service and risk assessing play spaces. We found some playroom wall surfaces had engrained dirt marks and dust on skirting boards as well as paint markings around one of the sink areas. The manager told us the provider planned to implement a programme of redecoration with repainting of walls and skirtings with signs of wear and tear. A seated rocking horse in the baby room had dirt marks. Staff told us that a deep cleaning company is employed by the service every six months however a more robust day to day cleaning system needs to be implemented. Some areas such as use of sinks and availability of hand towels presented levels of potential risk to children's health and safety. We observed inconsistent staff practice in relation to handwashing and following all infection prevention and control guidance across the service. We shared specific examples of this with management. Improvements in these areas will further enhance the minimise the infection spread risks and enhance the safety of the environment for children and staff (see Area for Improvement 3).

Areas for improvement

1. To ensure positive impacts on children's physical, cognitive, social, mental health and emotional development children should experience stimulating and challenging outdoor play spaces. Staff should ensure that resources and layouts provoke children's interest and extend their thoughts and learning. Staff should regularly evaluate outdoor spaces to ensure they are filled with open-ended opportunities for example, loose parts materials, sand, water, clay, creative tools and imaginative props for children to explore, inquire and engage in energetic play.

This will ensure the quality of the environment is consistent with the Health and Social Care Standards which state that: "I can choose to have an active life and participate in a range of recreational, social, creative, physical and learning activities every day, both indoors and outdoors" (HSCS 1.25) and "As a child, I play outdoors every day and regularly explore a natural environment" (HSCS 1.32).

2. To support children's positive wellbeing and learning playrooms the provider should review the layout, quality of resources and equipment in playrooms. This should extend opportunities for children to experience spaces where they can relax, feel safe, happy, content and cosy and which give a sense of care and wellbeing. This should be monitored as part of the service quality assurance processes to ensure they are being implemented in manner as set out in National Practice Guidance for Early Years in Scotland.

This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which state that: "The premises have been adapted, equipped and furnished to meet my needs and wishes" (HSCS 5.16) and "My environment is relaxed, welcoming, peaceful and free from avoidable and intrusive noise" (HSCS 5.18).

3. To support children's wellbeing staff should revisit training and self-learning in infection prevention and control to ensure they are getting it right for all children. Infection prevention and cleaning practices should be monitored as part of the service quality assurance processes to ensure they being implemented in manner that is consistent and in line with national best practice guidance.

This is to ensure care and support is consistent with the Health and Social Care Standards which state: "I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes" (HSCS 3.14) and "I experience an environment that is well looked after with clean, tidy and well maintained premises, furnishings and equipment" (HSCS 5.22).

How good is our leadership?

3 - Adequate

We made an evaluation of adequate for this key question as we found performance where there was some strengths, but these just outweighed weaknesses.

3.1 Quality assurance and improvement are led well

We found that the recently appointed manager had a clear vision of how she wanted to take forward quality improvements within the service. The inspection team were impressed by the manager's commitment to leading positive changes that will contribute to future improvements to the quality of children's outcomes and experiences. The provider recognised that a number of staff had recently joined the nursery and there was a mixture of skills and knowledge within the new staff team. While the implementation of manager's vision was still at an early stage we found that actions that the manager had already initiated were beginning to contribute to wider improvements in the service.

The manager had recently successfully introduced a number of initiatives including: local care home visits that promoted children's relationships with older people, home link learning bags as well as fun family participation events. These initiatives had supported the re-engagement of staff and children with parents and the wider community post lockdown. The manager told us of her plans to develop further events that would contribute to dialogue between staff and parents. These have the potential to increase the parents voice in the shaping of future improvement plans for the service.

Some improvement work was at an early stage and there was a need to continue to develop approaches to self-evaluation. For example, staff were becoming familiar with the Care Inspectorate "A quality framework for daycare of children, childminding and school-aged childcare" (Care Inspectorate, 2022). Overall the approaches we found in place supported everyone involved within the service to develop a shared understanding of its vision, values, strengths and improvement needs.

We discussed with the manager how she supported her team to reach their potential through the use of appraisals, peer observations, and the staff development and review process. We highlighted how supervision and support meetings and records for staff could be made more effective by being framed positively and being strengths based. This can help demonstrate how the development of good working relationship have been fostered, help staff to address any work issues as well as celebrate their achievements. The management team agreed that this would provide staff with the opportunity to discuss learning and development and to ensure that they were competent and confident to do their role.

The induction process helped new staff to build relationships with children and families, understand their responsibility to keep children safe, and continually develop their learning. We discussed and the manager agreed that the service should continue embedding staff learning to ensure all staff have the skills and knowledge to provide children with high quality early learning and childcare.

Staff told us of their enthusiasm for implementing play-based initiatives linked to observation, responsive planning, children's emotional, personal and social development, early literacy, numeracy, and outdoor play. The manager agreed to further develop monitoring systems to ensure these initiatives were being implemented, progressing well and having positive impact on the experiences of children. We highlighted how this approach could enhance the on-going development of the service as well as its capacity to secure the best possible outcomes for children and families.

We highlighted to the senior management team the need to continue to closely monitor and adapt the service quality improvement plan and calendar to ensure the issues raised within this report were addressed in a focussed and timely manner (see Area for Improvement 1).

Areas for improvement

1. To support children's wellbeing, learning and development the provider should ensure that they have developed and implemented an effective system of quality assurance that sets out measures taken to address issues highlighted in this report. Each improvement measure should be monitored to ensure it is progressing well and having a positive impact on the experiences of children.

This is to ensure care and support is consistent with the Health and Social Care Standards which state: "I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes" (HSCS 4.19).

How good is our staff team?

3 - Adequate

We made an evaluation of adequate for this key question as we found strengths had a positive impact but the likelihood of achieving positive outcomes for children was reduced because key areas of performance needed to improve.

4.3 Staff Deployment

We found that the current national staff recruitment and retention crisis affecting the early learning and childcare sector in Scotland had directly impacted on the mix of skills and experience within the staff team. The manager told us of the challenges she had experienced in recruiting fully qualified practitioners to fill current team vacancies. This meant that some staff were working towards initial training qualifications relevant to their post. Full completion of the training will lead to their unconditional registration as qualified practitioners with the Scottish Social Services Council. We discussed how the capacity of the team to deliver immediate improvements would be enhanced by ensuring the right balance within the team of experienced trained staff and apprentices. There had also been use of supply or agency workers to support the day to day running of the service. We discussed the importance to children's emotional health and sense of security of intimate care, including feeding of babies, being delivered by familiar key adults who are perceived as consistent, reliable, trustworthy, and responsive to their needs. The manager highlighted the steps she had taken to restructure the service to maximise opportunities for children to experience consistency and continuity in their care from key workers who knew them well (see Area for Improvement 1).

The staff routinely engaged in a range of professional learning activities that built on and sustained their practice. We found staff were confident in discussing how they had improved their practice as a result of their own professional learning activities. We found that there was a need for closer monitoring of this learning to ensure it was positively impacting on the quality of experiences for children, their progress and wider improvements in the setting.

Staff felt well supported by the manager. They told us that they felt able to approach them with any concerns, and that they had been proactive in ensuring their well-being throughout the pandemic. Staff worked well together and supported each other. This helped to contribute to a happy and welcoming atmosphere. Recently appointed staff told us that they had been made to feel welcome. Recently recruited staff told us about their positive initial induction experiences and how this had helped them feel part of the wider nursery team.

Areas for improvement

1. In order to ensure children experience stability in their care and support from people who know their needs, the provider should ensure they develop an approach to recruitment that builds stability in the staff team through the retention of experienced staff.

This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which state that: "I experience stability in my care and support from people who know my needs, choices and wishes, even if there are changes in the service or organisation" (HSCS 4.15) and

"I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes" (HSCS 3.14).

What the service has done to meet any requirements we made at or since the last inspection

Requirements

Requirement 1

In order that children receive high quality care and support, the provider must ensure that at all times, suitably qualified and competent persons are working in the care service in such numbers as are appropriate for the health, welfare and safety of service users. Robust recording procedures to evidence children's and staff daily attendance needs to be introduced.

This requirement was made on 2 February 2022.

Action taken on previous requirement

We found staff were employed in sufficient numbers appropriate for the health, welfare and safety of service users.

As highlighted in the report the manager told us of the challenges she had experienced in recruiting a fully qualified practitioner to fill current team vacancies. This meant that some staff were working as Modern Apprentices and towards initial training qualifications relevant to their post. We found the manager had adapted staffing arrangements within the playrooms to maximise opportunities for children to experience consistency and continuity in their care from key workers who knew them well.

Met - outwith timescales

Requirement 2

The provider should ensure the overall communication and information sharing with parents is improved. Plans to address the technical issues surrounding the service communication app should be further pursued. Where this issue cannot be quickly resolved, alternative methods of communicating the learning and development needs of children should be introduced.

This requirement was made on 2 February 2022.

Action taken on previous requirement

We found that technical issues surrounding the service communication app had been overcome. Parents told us that communication had improved, and they received a weekly email/newsletter and the ParentZone App was being updated by staff being utilised by parents. There had also been an increase in activities for parents to join in with staff including home link learning bags as well as fun family participation events such as pumpkin carving.

Met - within timescales

Requirement 3

By 17 September 2021, the provider must demonstrate to Care Inspectorate that there are appropriate levels of suitably skilled staff deployed effectively throughout the service to ensure children's personal care, health, welfare and safety needs can be met at all times. This is in order to comply with Regulation 4 (1)(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This requirement was made on 27 August 2021.

Action taken on previous requirement

Prior to the completion of the inspection report dated 27 August 2021 we received assurance from the provider that this requirement had been met within the allocated timescale.

Met - within timescales

Requirement 4

By 10 September 2021, the provider must review the snack and lunch experiences for children to ensure children's allergies, dietary requirements and food preferences are always respected. To achieve this the provider must:

(a) Provide adequate supervision during snack and mealtimes to ensure staff can support and assist children when required.

- (b) Ensure all staff involved in the preparation and serving of foods are suitably skilled to deliver a safe lunch experience for children. This should include staff having the knowledge and awareness of children's allergy, dietary requirements, and safe food hygiene practice.
- (c) Ensure children have access to fresh drinking water throughout the day, including at mealtimes.
- (d) Implement safety measures to ensure all children receive lunch every day.
- (e) Monitor snack and lunch experiences to ensure children can enjoy a safe, relaxed and unhurried mealtime.

This is in order to comply with Regulation 4 (1)(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This requirement was made on 27 August 2021.

Action taken on previous requirement

Prior to the completion of the inspection report dated 27 August 2021 we received assurance from the provider that this requirement had been met within the allocated timescale.

Met - within timescales

Requirement 5

By 10 September 2021, the provider must demonstrate to Care Inspectorate that they have undertaken an investigation into missing incident information which could not be located during inspection. The provider must record this as a serious incident and ensure a written retrospective account is documented which outlines; what the service believes to have happened, future learning for staff and any disciplinary action taken. In addition, the provider must ensure that where an incident investigation has taken place, essential information is recorded and stored appropriately within the service and that any relevant notifications to Care Inspectorate or Scottish Social Services Council (SSSC) are submitted promptly within the appropriate time scales. This is in order to comply with Regulation 4 (1)(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This requirement was made on 27 August 2021.

Action taken on previous requirement

Prior to the completion of the inspection report dated 27 August 2021 we received assurance from the provider that this requirement had been met within the allocated timescale.

Met - within timescales

What the service has done to meet any areas for improvement we made at or since the last inspection

Areas for improvement

Previous area for improvement 1

To promote a high quality of care and support for children, staff must ensure that they have the necessary knowledge and understanding to support positive outcomes for children. Staff should access further training and self-learning in child protection and infection prevention and control to ensure they are getting it right for all children.

This area for improvement was made on 27 August 2021.

Action taken since then

We found staff were clear about their role in safeguarding children and had attended child protection training to keep their knowledge up to date. This meant they felt confident about the procedures to follow in the event of concerns for children's welfare.

As discussed in the body of this report, we found that day to day cleaning arrangements and infection control measures needed to be improved and more effectively monitored. We have reframed this area for improvement in the section "How good is our setting?" above.

Previous area for improvement 2

Management and staff should review and update children's personal plans to ensure they clearly outline how the service will support children to meet their health, welfare and safety needs. Plans should be available to staff providing care for children at all times and should be reviewed with children and parents within a six monthly period, or sooner if required. Personal plans should continue to be monitored as part of the service quality assurance processes.

This area for improvement was made on 27 August 2021.

Action taken since then

Personal planning was in place for all children, however we found that significant information was not consistently recorded in these. We have reframed this area for improvement in the section "How good is our care, play and learning?" above.

Previous area for improvement 3

Management should ensure all staff are recruited in line with Care Inspectorate's practice guidance, "Safer recruitment for better recruitment". In addition, management should ensure all staff, including bank/agency staff undertake a robust induction to the service to ensure staff are fully aware of the service policies and procedures. When staff receive a promotion they should also receive an induction to their new role and responsibilities

This area for improvement was made on 27 August 2021.

Action taken since then

We found that the management team were following an approach to recruitment that was in line with our national practice guidance and had established a robust induction process to the service for newly recruited staff. This area for improvement has been met.

Complaints

Please see Care Inspectorate website (www.careinspectorate.com) for details of complaints about the service which have been upheld.

Detailed evaluations

How good is our care, play and learning?	3 - Adequate
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	3 - Adequate

How good is our setting?	3 - Adequate
2.2 Children experience high quality facilities	3 - Adequate

How good is our leadership?	3 - Adequate
3.1 Quality assurance and improvement are led well	3 - Adequate

How good is our staff team?	3 - Adequate
4.3 Staff deployment	3 - Adequate

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