

Beannachar Care Home Service

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Telephone: 01224869250

Type of inspection:
Unannounced

Completed on:
18 December 2025

Service provided by:
Beannachar Limited

Service provider number:
SP2003000033

Service no:
CS2003000343

About the service

Beannachar is part of Camphill Communities and is a care home just outside Aberdeen city. The home provides 24 hour care for up to 20 younger adults with a learning disability. The home sits in well maintained and expansive grounds and is split over five properties. As well as permanent care places, there are respite places available.

About the inspection

This was an unannounced inspection which took place between 15 and 18 December 2025. The inspection was carried out by two 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 since the last inspection.

In making our evaluations of the service we:

- Spoke with eight people using the service and eight of their family.
- Spoke with 13 staff and management.
- Observed practice and daily life.
- Reviewed documents.
- Spoke with visiting professionals.

Key messages

- All the people that we saw or spoke to were happy with their life and the staff who were supporting them.
- The staff enjoyed their work and felt supported by one another.
- The environment had a calm and respectful atmosphere which was comforting to be in.
- The compassion and genuine acceptance of all people was worthy of note.

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 well do we support people's wellbeing?	5 - Very Good
How good is our setting?	5 - Very Good

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

How well do we support people's wellbeing?

5 - Very Good

People's health and wellbeing was supported at a very good level. The strengths in the service were obvious and there were very few areas for improvement.

The people who live in the home were known as students, so that is the term that will be used throughout this report. The students all appeared to be happy and relaxed. The relatives who we were in touch with were all delighted with the service, saying things such as

- My son is living his best life and it makes me very happy to see that.
- The programme of activities is appropriate and I can see that he is learning and developing the whole time.
- Knowing that he is so well looked after and cared for gives me peace of mind as his Mum.
- All the staff are fabulous.

Students were supported well with practical aspects such as their nutrition and hydration and medication, and everything was done on an individual level. Also, their money was being looked after very well. There were processes in place for staff to guide them, and these were being followed. No areas were identified which would be detrimental to the students having good outcomes.

The service was always looking for ways to improve, based on what the students indicated they would benefit from. One recent improvement was the pantry where foods can be gathered and stored for communal use. This will mean students can go there instead of using as much shopping as they do. This will make the experience of food coming in to their individual kitchens more meaningful, and possibly save money as well.

Some of the students were supported to take medication. There was a range of levels of support for the students, with the aim of enabling them to be as independent as possible. These steps towards independence involved enabling some students to fetch and administer their own medication in as far as they were able. We discussed the accountability and protection for staff when different people were choosing and dispensing medication from blister packs. We discussed how the process of moving towards independence was recorded with the manager. We thought about individual goals that would be suitable for the person, risk assessments for each stage of their progress, legalities and the best practice for recording. This is an area that the manager will investigate and improve as required.

The students all had support plans which were brief and gave the information required for support on a daily basis. There were also positive behavioural support plans for students who were not always calm and in control of their emotions. These were written by staff in the home, and were clear and easy to follow. We saw these being followed, with a good effect for people.

On a social and cultural level there were routines, and communal gatherings that people enjoyed. The routines of work, and leisure were clearly defined and that suited most people very well. If students did not want to be involved in any gatherings, they were accompanied to enjoy an alternative activity. Each house held weekly meetings where menus, the diary and activities could be discussed. These were helpful in reminding people about what would be happening, and this helped the students to cope throughout the week. The staff paid close attention to people considering which workshops or college classes they wanted to attend. When required, this had resulted in changes which were beneficial for people. People attended activities in their own community and also outwith, adding a vibrancy to their lives.

If students were unhappy there was a high level of compassion from their support staff. The staff worked from where the person felt they were and from how they wanted to express themselves. There were no harsh judgments, and staff were always willing to do whatever was required for people to feel comfortable. This acceptance, and exceptional attention to what would be supportive for people, meant the students were able to be themselves and develop as was suitable to them.

How good is our setting?

5 - Very Good

The setting was organised and maintained at a very good level. There were many strengths and few areas for improvement.

Overall the facilities and environment were lovely for people to live in. There were spacious grounds around all of the houses, which gave students space to look out at an open vista, to wander, and move away from any pressure they were feeling. Everywhere was safe and well maintained, for example there was plenty of lighting and walkways around the grounds.

The houses were clean, with systems in place, and checklists so that managers could track the cleaning that had taken place, and by whom. That meant they could improve the systems if they were not working well. There were a few small areas of black mould in some showers, just from normal use and deterioration. The manager agreed to check this, and ensure it was remedied.

The laundry was managed in a clear way with processes and colours to guide staff in safe laundering. This meant students could know that their clothes and other laundry would be clean and not infected.

The students had comfortable and homely soft furnishings which invited people to relax. There were areas for communal gathering in each house as well as small more private areas, so people could sit in a number of areas out of their own rooms. The bedrooms reflected student's individual personalities. The variety of different spaces that people could choose from was helpful in enabling people to avoid situations that might make them upset. All of the rooms were safe for people with window restrictors, clean furniture, and electrical equipment had been tested for safety.

Complaints

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

Detailed evaluations

How well do we support people's wellbeing?	5 - Very Good
1.3 People's health and wellbeing benefits from their care and support	5 - Very Good

How good is our setting?	5 - Very Good
4.1 People experience high quality facilities	5 - Very Good

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