

A quality framework for care homes for children and young people and school care accommodation (special residential schools)

For use in self-evaluation, scrutiny and improvement support

Version 1: February 2019

DRAFT

How will this framework structured?

The quality framework is framed around six **key questions**. The first of these is:

- How well do we support children and young people's wellbeing?

To try and understand what contributes to wellbeing, there are four further key questions:

- How good is our leadership?
- How good is our staff team?
- How good is our setting?
- How well is care and support planned?

Under each key question, there are a small number of **quality indicators**. These have been developed to help answer the key questions. Each quality indicator has a small number of **key areas**, short bullet points which make clear the areas of practice covered.

Under each quality indicator, we have provided **quality illustrations** of these key areas at two levels on the six-point scale used in inspections. The illustrations are the link to the Health and Social Care Standards and are drawn from the expectations set out in the Standards. They describe what we might expect to see in a care service that is operating at a 'very good' level of quality, and what we might see in a service that is operating at a 'weak' level of quality. These illustrations are not a definitive description of care and support provision, but are designed to help care services and inspectors evaluate the quality indicators, using the framework.

The final key question is:

- What is our overall capacity for improvement?

This requires a global judgement based on evidence and evaluations from all other key areas. The judgement is a forward-looking assessment, but also takes account of contextual factors which might influence the organisation's capacity to improve the quality of the service in the future. Such factors might include changes of senior staff, plans to restructure, or significant changes in funding. We think this an important question to ask as part of self-evaluation.

In each quality indicator, we have included a **scrutiny and improvement toolbox**. This includes examples of the scrutiny actions that the Care Inspectorate may use in evaluating the quality of provision. It also contains links to key practice documents that we think will help care services in their own improvement journey.

How will this quality framework be used on inspections?

The quality framework will be used by inspectors in place of the older approach of 'inspecting against quality themes and statements'. Inspectors will look at a selection of the quality indicators. Which and how many quality indicators will depend on the type of inspection, the quality of the service, the intelligence we hold about the service, and risk factors that we identify, but it is likely that we will always inspect Quality Indicators 1.1, 1.2, 1.3 as well as 5.1. In our professional evaluations of the care and support we see, we will use the quality illustrations.

One of the quality indicators, 1.4, looks beyond the practice of an individual care service and introduces elements about the impact of planning, assessment and commissioning on people experiencing care. This is important because these practices impact on children and young people's experiences and the extent to which they experience wellbeing. This quality indicator may help us during an inspection to find information or intelligence which is relevant to practices in commissioning partnerships, but our overall inspection evaluations (grades) will reflect the impact and practice of the care service itself.

We will provide an overall evaluation for each of the key questions we inspect, using the six point scale from 'unsatisfactory' (1) to 'excellent' (6). This will be derived from the specific quality indicators that we inspect. Where we inspect one quality indicator per key question, the evaluation for that quality indicator will be the evaluation (grade) for the key question. Where we inspect more than one quality indicator per key question, the overall evaluation (grade) for the key question will be the lower of the quality indicators for that specific key question. This recognises that there is a key element of practice that makes the overall key question no better than this evaluation.

How will we use the six-point scale?

The six-point scale is used when evaluating the quality of performance across the quality indicators.

6	Excellent	Outstanding or sector leading
5	Very Good	Major strengths
4	Good	Important strengths, with some areas for improvement
3	Adequate	Strengths just outweigh weaknesses
2	Weak	Important weaknesses – priority action required
1	Unsatisfactory	Major weaknesses – urgent remedial action required

An evaluation of **excellent** describes performance which is sector leading and supports experiences and outcomes for people which are of outstandingly high quality. There is a demonstrable track record of innovative, effective practice and/or very high quality performance across a wide range of its activities and from which others could learn. We can be confident that excellent performance is sustainable and that it will be maintained.

An evaluation of **very good** will apply to performance that demonstrates major strengths in supporting positive outcomes for people. There are very few areas for improvement. Those that do exist will have minimal adverse impact on people's experiences and outcomes. While opportunities are taken to strive for excellence within a culture of continuous improvement, performance evaluated as very good does not require significant adjustment.

An evaluation of **good** applies to performance where there is a number of important strengths which, taken together, clearly outweigh areas for improvement. The strengths will have a significant positive impact on people's experiences and outcomes. However improvements are required to maximise wellbeing and ensure that people consistently have experiences and outcomes which are as positive as possible.

An evaluation of **adequate** applies where there are some strengths but these just outweigh weaknesses. Strengths may still have a positive impact but the likelihood of achieving positive experiences and outcomes for people is reduced significantly because key areas of performance need to improve. Performance which is evaluated as adequate may be tolerable in particular circumstances, such as where a service or partnership is not yet fully established, or in the midst of major transition. However, continued performance at adequate level is not acceptable. Improvements must be made by building on strengths while addressing those elements that are not contributing to positive experiences and outcomes for people.

An evaluation of **weak** will apply to performance in which strengths can be identified but these are outweighed or compromised by significant weaknesses. The weaknesses, either individually or when added together, substantially affect peoples' experiences or outcomes. Without improvement as a matter of priority, the welfare or safety of people may be compromised, or their critical needs not met. Weak performance requires action in the form of structured and planned improvement by the provider or partnership with a mechanism to demonstrate clearly that sustainable improvements have been made.

An evaluation of **unsatisfactory** will apply when there are major weaknesses in critical aspects of performance which require immediate remedial action to improve experiences and outcomes for people. It is likely that people's welfare or safety will be compromised by risks which cannot be tolerated. Those accountable for carrying out the necessary actions for improvement must do so as a matter of urgency, to ensure that people are protected and their wellbeing improves without delay.

How can this quality framework be used by care services?

The framework is primarily designed to support care services in self-evaluation. In the near future we will work with care services and sector-wide bodies to build the capacity for self-evaluation, based on this framework.

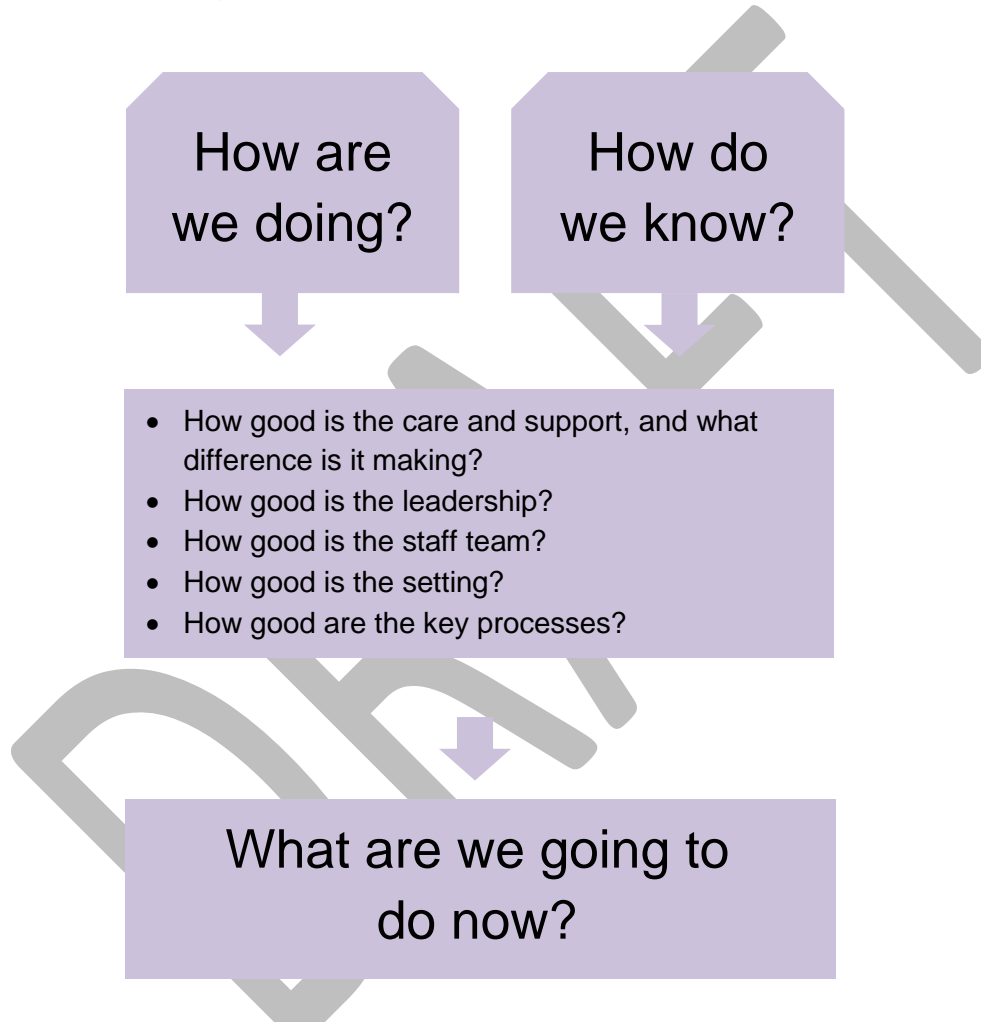
Self-evaluation is a core part of assuring quality and supporting improvement. The process of self-evaluation, as part of a wider quality assurance approach, requires a cycle of activity based around three questions:

- **How are we doing?**
This is the key to knowing whether you are doing the right things and, as result, people are experiencing high quality, safe and compassionate care and support that meets their needs, rights and choices.
- **How do we know?**
Answering the question 'how are we doing' must be based on robust evidence. The quality indicators in this document, along with the views of people experiencing care and support and their carers, can help you to evaluate how you are doing. You should also take into account performance data collected nationally or by your service.

- **What are we going to do now?**

Understanding how well your service is performing should help you see what is working well and what needs to be improved. From that, you should be able to develop plans for improvement based on effective practice, guidance, research, testing and available improvement support.

Using this quality framework can help provide an effective structure around self-evaluation. The diagram below summarises the approach:



Irrespective of our role as the national scrutiny and improvement body, care providers will want to satisfy themselves, their stakeholders, funders, boards and committees that they are providing high quality services. We believe this quality framework is a helpful way of supporting care services to assess their performance against our expectations of outcomes for children and young people, outwith the assessment process.

The quality indicator framework

Key question 1: How well do we support children and young people's wellbeing?	Key question 2: How good is our leadership?	Key question 3: How good is our staff team?	Key question 4: How good is our setting?	Key question 5: How well is our care and support planned?
1.1 Children and young people experience compassion, dignity and respect	2.1 Vision and values positively inform practice	3.1 Staff are recruited well	4.1 Children and young people experience high quality facilities	5.1 Assessment and care planning reflects children and young people's needs and wishes
1.2 Children and young people get the most out of life	2.2 Quality assurance and improvement are led well	3.2 Staff have the right values, skills and knowledge to care for children and young people	4.2 The setting enables children and young people to develop and promotes their independence	5.2 Parents, carers and families are involved
1.3 Children and young people's health benefits from the care and support they experience	2.3 Leaders collaborate to support children and young people	3.3 Staffing levels meet children and young people's needs, with staff working well together	4.3 Children and young people can be connected with and involved in the wider community	
1.4 Children and young people get the service that is right for them	2.4 Staff are led well			
Key question 6: What is our overall capacity for improvement?				

Key question 1:

How well do we support children and young people's wellbeing?

This key question has four quality indicators:

- 1.1 Children and young people experience compassion, dignity and respect
- 1.2 Children and young people get the most out of life
- 1.3 Children and young people's health benefits from the care and support they experience
- 1.4 Children and young people are getting the service that is right for them

1.1 Children and young people experience compassion, dignity and respect

Key areas include the extent to which children and people:

- feel loved, valued and secure and have positive relationships
- experience dignity, respect and a life free from discrimination
- have their views and wishes taken into account.

Very good	Weak
<p>Children and young people develop meaningful and secure relationships with those caring for them. These are based on empathy, compassion, love and fun. They know they always have someone they trust to turn to when troubled or to celebrate with. They benefit from physical comfort and affection.</p>	<p>Children and young people do not feel that the people looking after them like, know or value them as individuals. Their relationships with staff do not provide continuity, perhaps as a result of frequent changes or shortages, and may be superficial or mistrustful. They may feel alone and unsupported</p>
<p>Children and young people always experience a high level of respect from everyone involved in their care. This principle is at the heart of the service's culture and frameworks of practice. The service is pro-active in safeguarding their privacy and confidentiality and demonstrates genuine regard for their dignity.</p>	<p>Children and young people do not feel they are treated with respect and dignity at all times. They may experience unnecessary or insensitive intrusions on their privacy. Their personal records may contain inaccurate information or be shared inappropriately with others.</p>
<p>Children and young people benefit from effective support to understand and fully exercise their legal and human rights from staff who consistently champion their cause. This includes being as independent and in control of their lives as they want or can be. They know that staff will recognise and challenge any form of discrimination.</p>	<p>Children and young people receive limited support to understand their rights. Restrictions on their choices and independence are not designed to benefit them or are not based on risk. Staff may fail to recognise and address inequity or intolerance. The service has a risk-averse or inflexible approach.</p>
<p>Children and young people's active participation in their care and support is strongly embedded in the service. They have a range of ways of voicing their opinions and give feedback regularly, knowing that it is taken seriously and strongly influences the way they experience care and support. They benefit from people who advocate passionately and effectively on their behalf.</p> <p>Children and young people with additional needs, or whose first language is not English, have ready access to services and communication tools which ensure they are fully included in all aspects of home and community life and decision-making.</p>	<p>The approach to children and young people's participation is superficial or their views do not consistently make a difference. They have limited access to either informal or independent advocacy. Views that are seen as challenging are not consistently acted on.</p> <p>Attempts to involve children and young people who are seen as difficult to engage are not given sufficient priority. Involvement of those with additional needs in decision-making is limited because of perceived challenges or time constraints.</p> <p>Children and young people are deterred from making complaints or suggestions because these are viewed negatively or defensively. The</p>

<p>Children and young people have clear and accessible information about how to make a complaint or express a concern, and they do so confidently. They always receive a sensitive, informed response and, if a mistake has been made, a genuine apology. The service reviews what has happened and makes the necessary changes.</p>	<p>service does not operate transparently, especially when something goes wrong.</p>
--	--

Scrutiny and Improvement Toolbox	
Scrutiny and improvement support actions	Key improvement resources
<p>Discussions with:</p> <ul style="list-style-type: none"> • managers and staff • children and young people • parents and carers • visitors • other professionals <p>Observation of staff practice and interactions</p> <p>Review of:</p> <ul style="list-style-type: none"> • children and young people’s records including daily logs, assessments, personal plans and reviews • duty of candour records • records of complaints • information provided for young people about their rights • communication support tools • relevant policies and procedures including confidentiality, equality and diversity, participation, consent. 	<p>The Health and Social Care Standards: www.newcarestandards.scot</p> <p>Information from the Scottish Human Rights Commission: http://www.scottishhumanrights.com</p> <p>Rights, Risks and Limits to Freedom: https://www.mwscot.org.uk/publications/good-practice-guides</p> <p>Practice Guide: Involving Children and Young People in improving services (Care Inspectorate): https://hub.careinspectorate.com/media/107591/practice-guide-involving-children-and-yp.pdf</p> <p>Guidance for Care Providers in Scotland using CCTV: http://hub.careinspectorate.com/media/758375/cctv-guidance.pdf</p> <p>7 Golden Rules for Participation and other rights information (Children and Young People’s Commissioner Scotland): https://www.cypcs.org.uk/rights</p> <p>Rights: Information for Young People looked after away from Home (Scottish Children’s Rights Officers Network): https://www.celcis.org/knowledge-bank/search-bank/rights-information-young-people-who-are-looked-after-away-home/</p>

1.2 Children and young people get the most out of life

Key areas include the extent to which children and people:

- make decisions and choices about their lives and how they spend their time
- lead active and fulfilling lives
- have positive learning experiences, achieve their goals and aspirations and reach their potential
- feel safe and are protected from abuse, harm, neglect and bullying.

Very good	Weak
<p>Children and young people routinely exercise a high degree of choice in all aspects of their day-to-day lives. They experience highly personalised care and support that is enriched by adults' understanding of their individual strengths and preferences.</p> <p>Children and young people's wellbeing and sense of worth are strongly enhanced by adults who are knowledgeable about and value diversity and show sensitivity to issues of sexuality and identity.</p> <p>Children and young people with specific communication needs or cognitive impairment are enabled to express their views and exercise choice to the fullest extent.</p>	<p>Children and young people have little autonomy or experience institutionalised practices. The quality of their experiences is lessened by assumptions about what is safe or possible.</p> <p>Care and support does not take enough account of the diversity of children and young people, recognising, appreciating and understanding their culture, language, religion or spirituality, sexuality or gender identity.</p> <p>Children and young people with disabilities or those who communicate in different ways are disadvantaged because staff do not have the skills to understand and support them.</p>
<p>Children and young people are enabled to make the most of frequent opportunities to connect with family and friends. They benefit from and contribute to the local community.</p>	<p>Children and young people's sense of belonging and identity is compromised because they are isolated from their families and community or are not supported to form friendships with peers.</p>
<p>Children and young people regularly have fun and gain satisfaction from a wide range of activities and interests, including exploring new ones. They develop a sense of fairness and learn how to cooperate with and rely on others and manage conflict. They feel a strong sense of worth and fulfilment in life and are enabled to create positive memories to look back on.</p> <p>Children and young people receive lots of encouragement and support to be regularly physically active, spend time outdoors and experience a variety of environments. They plan and take part in holidays with staff and peers. Children and young people have regular opportunities to develop creativity and benefit</p>	<p>Opportunities for children and young people to take part in meaningful activities are limited or aimed at groups rather than based on individual need and choice. They may lack purpose and direction in how to spend their time. They have few new experiences or are unable to continue doing what matters to them.</p> <p>Children and young people lead largely sedentary or indoor lives and do not receive the encouragement they need to be active. They have limited opportunities to explore either their local environment or to venture further afield.</p> <p>The potential for involvement in arts, music and drama to enhance the quality of children and</p>

<p>from involvement in the arts, music, dance or drama.</p>	<p>young people's lives is not recognised and promoted.</p>
<p>Going to school, college, or higher education or taking part in preparation for work is the norm for all children and young people. They receive individually tailored support to maximise attendance and attainment and engage fully in learning. This may include extra tuition. Where challenges or barriers exist, staff successfully champion the right to a high quality, inclusive education. This means they develop into successful learners, confident individuals, responsible citizens and effective contributors.</p> <p>Children and young people who are making a transition from one education setting to another receive high quality, planned support to do so successfully. When they leave school, they receive support to move to positive and sustained destinations.</p>	<p>Children and young people are disadvantaged because there is no learning culture or the support they receive is limited or takes little account of individual needs or strengths.</p> <p>School attendance is low or children and young people receive limited targeted support for successful learning and may fall behind. They are not enabled to play a full part in school life. There is limited collaboration with schools and other learning providers to help reduce the impact of adverse experiences or help overcome stigma.</p> <p>Children and young people have a negative experience of transitions in education. They do not receive effective, planned and suitably paced support that takes their views into account and is based on an assessment of their needs.</p>
<p>With staff support and at a pace that is right for them, children and young people develop a wide range of practical and other skills. These promote confidence and help them to get the most out of life.</p>	<p>Children and young people have limited opportunities to practice daily living skills and develop self-reliance. Insufficient attention is paid to them becoming confident in areas such as managing their time and problem solving.</p>
<p>There is a culture of hope for the future and of celebration when children and young people strive for or achieve success. Staff use successes large and small to build optimism and foster further progress.</p>	<p>Children and young people have low expectations about what they should aspire to and can achieve or feel that they do not receive enough praise or encouragement to reach their potential.</p>
<p>Children and young people are always kept safe both emotionally and physically. Their relationships with adults are such that they always have a safe place to go and feel listened to. They benefit from preventive practice, early identification of concerns and sensitive, high quality support from staff who work in partnership with other agencies. The service fully implements national guidance and best practice in child protection, including child sexual exploitation.</p> <p>Children and young people develop the skills and knowledge they need to understand risk, make informed decisions and make their lives as safe as possible. They develop an understanding of the consequences of their behaviour, so they can avoid getting involved in anti-social behaviour or offending.</p>	<p>Children and young people's safety and wellbeing, and the extent to which they feel protected, may be compromised by a failure to identify and respond to indicators of concern. The needs of those with disabilities or who are less able to communicate their experiences do not receive enough attention. Children and young people may not feel involved in or well-informed about decisions that are made about their protection.</p> <p>Children and young people do not learn how to promote their own safety and wellbeing and develop self-reliance.</p> <p>Networks of support for children and young people outside the home are limited and do not provide the additional safeguards required.</p>

Children and young people always have access to responsible adults outside the service or in other organisations, who consistently act in their best interests and provide additional support and safeguards.	
Children and young people's lives are free from fear, abuse, exploitation and discrimination. They are confident that staff will challenge all forms of bullying, including prejudice-based bullying.	Children and young people experience bullying or may be hurt, feel threatened, afraid or excluded. Their wellbeing is affected by insensitive or inconsistent responses when bullying occurs. The service does not have a preventative approach to bullying.

Scrutiny and Improvement Toolbox - incomplete	
Scrutiny and improvement support actions	Key improvement resources
<p>Discussions with:</p> <ul style="list-style-type: none"> • children and young people • the manager and staff • parents and carers • visitors • other professionals <p>Observation of staff practice and interaction</p> <p>Review:</p> <ul style="list-style-type: none"> • children and young people's records, including daily logs, personal plans, risk assessments, reviews, evaluation, school attendance, school reports • records of young people's meetings and other feedback, including action taken • records of complaints, accidents and incidents and child protection concerns • relevant policies and procedures including child protection, bullying, participation. 	<p>Animal Magic: The benefits of being around and caring for animals across care settings (Care Inspectorate): http://www.careinspectorate.com/images/documents/4476/Animal%20Magic_2018.pdf</p> <p>Go Outdoors! Guidance and good practice on encouraging outdoor activities in residential child care (SIRCC, SCCYP and Scottish Government): http://www.playscotland.org/wp-content/uploads/assets/Go-Outdoors.pdf</p> <p>Learning in Care (Education Scotland and Care Inspectorate): http://hub.careinspectorate.com/media/270269/care-inspectorate-and-education-scotland-learning-in-care-reference-tool-la.pdf</p> <p>Celebrating Success: What helps looked after children succeed (SWIA): https://www2.gov.scot/Publications/2006/06/07121906/0</p> <p>National Guidance for Child Protection in Scotland (Scottish Government): https://www.gov.scot/publications/national-guidance-child-protection-scotland/</p> <p>Child Sexual Exploitation: definition and practitioner briefing paper (Scottish Government): https://www.gov.scot/publications/child-sexual-exploitation-definition-practitioner-briefing-paper/</p> <p>Practice Guide: supporting professionals to meet the needs of young people with learning disabilities who experience, or are at risk of, child sexual exploitation</p>

<http://hub.careinspectorate.com/media/252081/barnardos-cse-practice-guide.pdf>

National Guidance for Child Protection in Scotland (2014): additional notes for practitioners: protecting disabled children from abuse and neglect (Scottish Government): <https://www.gov.scot/publications/national-guidance-child-protection-scotland-2014-additional-notes-practitioners-protecting-disabled-children-abuse-neglect/>

National Missing Persons Framework for Scotland (Scottish Government):: <https://www.gov.scot/publications/national-missing-persons-framework-scotland/>

On Risk (IRISS): <https://www.iriss.org.uk/resources/irisson/risk>

DRAFT

1.3 Children and young people’s health benefits from the care and support they experience

Key areas include the extent to which children and people:

- experience care and support based on relevant research, guidance, standards and good practice
- have the highest attainable standards of physical and mental health
- have good nutrition, enjoy their food and learn about healthy eating.

Very good	Weak
<p>Children and young people’s positive relationships with staff and others provide the foundation for them to thrive and develop a strong sense of identity. They consistently experience care and support that is nurturing, attachment-based and trauma-informed. A range of credible, high-quality interventions and supports enables them to develop emotional regulation, resilience and self-esteem. Their capacity for growth and change is recognised and promoted.</p> <p>Children and young people benefit from a positive and enabling culture which allows them to cope with distress and frustration and resolve conflict in a safe and healthy way. If they do experience restraint or physical intervention to prevent harm, this is always carried out in accordance with best practice.</p> <p>Children and young people receive high quality support when they experience significant changes in their lives, including loss and bereavement.</p>	<p>Children and young people’s social and emotional development is compromised by a lack of stable, secure attachments with adults. They may feel that consequences are used inconsistently or arbitrarily. They receive a message that being valued and loved is conditional on their behaviour. They experience care and support that is driven by processes or tasks or is at a basic level. Support for them to re-establish or repair family and other significant relationships is lacking.</p> <p>Children and young people may be restrained, subject to physical intervention, or have their liberty restricted unnecessarily or without authority. A culture of reflection and learning following the use of restraint is not embedded.</p> <p>Children and young people may suffer unnecessary criminalisation because the service has a culture of over-reliance on the police to help resolve conflict and challenges.</p>
<p>Children and young people are enabled to be as healthy as possible. They benefit from comprehensive, holistic health assessment and primary and specialist healthcare. Where necessary and with support, they make best use of the right technology and specialist equipment. Children affected by disability or a long-term illness or condition enjoy as full a life as possible. There is continuous review of their needs.</p> <p>Children and young people are supported to be well-informed about how to lead a healthy lifestyle, including health promotion activities.</p>	<p>Children and young people’s health and wellbeing are compromised because good practice is not implemented. They may have limited access to suitable technology and equipment. The service is not proactive when there are unmet needs or delays, or when healthcare is disjointed. Information about their health needs is not up to date and made available when they move on.</p> <p>Children and young people have limited opportunities to develop an understanding of what contributes to a healthy lifestyle. Their right to have their views taken into account and make</p>

<p>They are enabled and encouraged to make informed health and lifestyle choices by adults who are positive role models. Daily routines and structures, including sleep, support their health and wellbeing.</p> <p>Positive mental health is a high priority for all children and young people, who benefit from a therapeutic approach and environment. They are enabled to make the best use of a range of credible self-help strategies for relaxation and stress-reduction. Those with additional mental health needs benefit from the support of skilled, informed and confident staff. They have timely access to appropriate specialist services for support in recovering from trauma, abuse and neglect. Where challenges exist, staff advocate persistently on their behalf.</p> <p>Children and young people's lives are enhanced by being around and caring for animals. This may include having pets.</p>	<p>informed decisions about their healthcare are not respected.</p> <p>The service does not have a robust, preventive approach to children and young people's mental health. Lack of access to specialist intervention or effective advocacy may compromise their health, wellbeing or recovery.</p>
<p>Children and young people benefit from safe and robust management of medication in line with legislation and good practice. If they are able and choose to do so, they are supported to safely manage some or all aspects of their own medication.</p>	<p>Children and young people may not receive the right medication at the right time, resulting in potential or actual harm. Assumptions are made about their right or ability to manage their own medication.</p>
<p>Children and young people benefit from a tasty, varied and well-balanced diet that promotes their health and wellbeing and a positive body image. Food practices in the home contribute to them feeling nurtured, provide social experiences and instil a sense of belonging. There is a proactive approach to meeting their cultural and dietary needs and preferences.</p> <p>Children and young people play an active role in menu planning, budgeting, shopping for food and preparing meals for themselves and others. They may have opportunities for growing their own food. They acquire the necessary practical skills and knowledge for life, to look after their food and dietary needs including food safety.</p>	<p>Children and young people's diet lacks variety and balance. They may have limited choice or receive little of the food they enjoy. They do not benefit from the important social aspects of sharing food and eating together. Food practices may be insensitive and do not take into account their previous experiences of food or their cultural and medical needs.</p> <p>Children and young people have limited opportunities to cook, develop important food skills and knowledge.</p>

Scrutiny and Improvement Toolbox	
Scrutiny and improvement support actions	Key improvement resources
<p>Discussions with:</p> <ul style="list-style-type: none"> • children and young people • the manager and staff 	<p>A Guide to Youth Justice in Scotland: Policy, Practice and Legislation: Section 3: Theory and Methods (CYCJ)</p>

<ul style="list-style-type: none"> • parents and carers • visitors • other professionals <p>Observation of staff practice and interaction</p> <p>Review::</p> <ul style="list-style-type: none"> • children and young people’s records including daily logs, personal plans, risk assessments, reviews and evaluation • medication records • records of young people’s meetings • records of complaints, accidents and incidents, including restraint • relevant policies and procedures including medication • menus • training records 	<p>http://www.cycj.org.uk/resource/youth-justice-in-scotland-guide/</p> <p>Guidance on Health Assessments for Looked After Children and Young People in Scotland (Scottish Government): http://hub.careinspectorate.com/media/180821/s-g-guidance-on-health-assessments-for-lac.pdf</p> <p>Practice Guide: Suicide Prevention for Looked After Children and Young People (Care Inspectorate) http://hub.careinspectorate.com/media/107627/suicide-prevention-guide.pdf</p> <p>Notifications about Controlled Drugs: Guidance for Providers (Care Inspectorate) http://www.hub.careinspectorate.com/media/226266/notifications-about-controlled-drugs-guidance-for-providers-v1-.pdf</p> <p>Guidance about Medication, Personal Plans, Review, Monitoring and Record Keeping in Residential Care Services (Care Inspectorate) http://hub.careinspectorate.com/media/52042/medication-recording-july-2012-web.pdf</p> <p>Managing Medicines in Care Homes (NICE): https://www.nice.org.uk/guidance/sc1</p> <p>Safe Administration of Medication: Modules 1-3 (SSSC): http://learn.sssc.uk.com/sam/</p> <p>Practice Guide: Suicide Prevention: http://hub.careinspectorate.com/media/107627/suicide-prevention-guide.pdf</p> <p>Animal Magic: The benefits of being around and caring for animals across care settings (Care Inspectorate): http://www.careinspectorate.com/images/documents/4476/Animal%20Magic_2018.pdf</p> <p>Go Outdoors: guidance and good practice on encouraging outdoor activities in residential child care: http://hub.careinspectorate.com/media/106799/sc-cyp-go-outdoors.pdf</p> <p>Insights: Children, Food and Care (IRISS): https://www.iriss.org.uk/resources/insights/children-food-and-care</p>
--	--

	<p>Health Promotion Guidance: Nutritional Guidance for Children and Young People in Residential Care Settings (Scottish Government): https://www.gov.scot/publications/health-promotion-guidance-nutritional-guidance-children-young-people-residential-care-settings/</p> <p>Eating Well for Looked after Children and Young People (Caroline Walker Trust): http://www.cwt.org.uk/publication/eating-well-for-looked-after-children-and-young-people/</p> <p>Holding Safely: http://hub.careinspectorate.com/media/106655/s-g-holding-safely-guidance-on-physical-restraint.pdf</p> <p>Insights: Trauma Sensitive Practice with Children in Care (IRISS): https://www.iriss.org.uk/resources/insights/trauma-sensitive-practice-children-care</p> <p>Insights: Attachment-informed Practice with Looked after Children and Young People: https://www.iriss.org.uk/resources/insights/attachment-informed-practice-looked-after-children-young-people</p> <p>Insights: Supporting Positive Relationships for Children and Young People who have Experience of Care (IRISS): https://www.iriss.org.uk/resources/insights/supporting-positive-relationships-children-young-people-experience-care</p> <p>Leading for Outcomes (IRISS): https://www.iriss.org.uk/resources/tools/leading-outcomes-guide</p>
--	--

1.4 Children and young people get the service that is right for them

Key areas include the extent to which children and young people:

- are involved in a comprehensive assessment of their holistic needs
- exercise choice in the care and support they experience
- experience high quality care and support at all times.

Very good	Weak
<p>Children and young people's views and choices are central to a comprehensive assessment of their needs. They have all the support they need to be fully involved, including opportunities to take an active role in directing aspects of the assessment and any reviews. The assessment always involves all key partners, including family members, carers, representatives and professionals.</p>	<p>The assessment and review process does not fully capture all children and young people's needs or sufficiently anticipates the future. It provides limited opportunities for their views and preferences to be heard and this compromises its quality and integrity. The extent to which others are supported to make a meaningful contribution to assessment is restricted.</p>
<p>Young people receive meaningful support to enable them to be full and active partners in how their choices and needs are met. They are well-informed about and understand the reasons for any decisions affecting their lives.</p>	<p>Decisions about young people's care and support may be service-led or based on what is already available rather than the development of suitable, individualised responses. Their changing needs and preferences are not taken into account.</p>
<p>Children and young people benefit from strong links between the service provider, commissioners and the health and social care partnership to ensure that their care and support needs are fully met.</p> <p>Admission decisions are strongly informed by a comprehensive assessment of children and young people's needs, wishes and desired outcomes. Those coming to the service have these accurately matched to what the service can offer and to dynamics within the home. The needs of children and young people already living in the service are fully considered, and they experience minimal disruption as a result of new admissions. They have sufficient time and support to visit new settings</p> <p>Children and young people benefit from well-managed and positive pathways and transitions throughout their care experience. Their care and support are enhanced by creative solutions to conflicts and challenges and adapts to their changing needs and circumstances.</p>	<p>Children and young people's security and wellbeing are compromised by admissions that are crisis-led, short-notice or inadequately planned. Staff do not have access to the full range of information to allow them to meet children and young people's needs.</p> <p>Leaders and staff have limited understanding of the range and impact of transitions experienced by children and young people in their daily lives. This may mean they are not managed well.</p> <p>Children and young people who wish to 'stay put' feel unable to exercise greater autonomy and that the service is inflexible. They may feel they have no choice but to move on, even if they do not feel ready to do so. They have limited access to independent advice about their options.</p> <p>Children and young people do not always benefit from planned reviews and evaluations of care, leading to their needs not being fully met. Delays in responding to their changing needs are detrimental.</p>

<p>Children and young people are well-informed about continuing care and related rights. They are always encouraged and enabled to remain in their care setting for as long as possible, and until they wish and feel ready to move on.</p> <p>Children and young are full partners in regular reviews of their progress. When the time is right, and with their active involvement, there is a coordinated and planned approach to looking at suitable alternatives to their care and support.</p> <p>In addition to high quality practical and emotional support when they have left care, children and young people benefit from continuity of relationships with the people who matter to them.</p> <p>If children and young people will eventually require the support of adult services, the process of consultation, assessment and planning begins well in advance. There is a strongly collaborative approach between children's and adults' services, in which they are fully involved at all stages. The transition is implemented at a pace that suits them and reflects best practice.</p>	<p>When they leave their care setting, young people experience unnecessary disruption in their lives and in key relationships. They may feel unprepared or lacking in the support they need to sustain them at this critical time.</p>
---	--

Scrutiny and Improvement Toolbox	
Scrutiny and improvement support actions	Key improvement resources
<p>Discussions with:</p> <ul style="list-style-type: none"> • children and young people • the manager and staff • parents and carers • visitors • other professionals <p>Observation of staff practice and interaction</p> <p>Review:</p> <ul style="list-style-type: none"> • daily logs, assessments, reviews, personal plans, admissions and transitions records • welcome and introductory information for children and young people • aftercare support • relevant policies and procedures including admissions guidance, smoking 	<p>Matching Looked After Children and Young People: Admissions Guidance for Residential Services (Care Inspectorate): http://hub.careinspectorate.com/media/832550/admissions-guidance-for-residential-services.pdf</p> <p>Children and Young People (Scotland) Act (2014): Guidance on Part 11: Continuing Care (Scottish Government): https://www.gov.scot/publications/guidance-part-11-continuing-care-children-young-people-scotland-act/</p> <p>Children and Young People (Scotland) Act (2014): Guidance on Part 10: Aftercare http://hub.careinspectorate.com/media/436990/children-and-young-people-scotland-act-2014-guidance-on-part-10-aftercare.pdf</p> <p>The Scottish Care Leavers Covenant: https://www.staf.scot/scottish-care-leavers-covenant</p> <p>Continuing Care and Co: Conversation Openers:</p>

<https://www.iriss.org.uk/sites/default/files/2018-04/continuing-care-co-web.pdf>

Inform: The Children and Young People (Scotland) Act 2014: Parts 10 and 11 (Aftercare and Continuing Care):

https://www.celcis.org/files/3914/5563/2193/Children_and_Young_People_Scotland_Act_Pt_10_and_11_New.pdf

Practice Guide to Chronologies (Care Inspectorate)

<http://hub.careinspectorate.com/search/?s=practice+guide+to+chronologies&type=0&view=0&ord=0>

Creating a tobacco free culture (Care Inspectorate and ASH Scotland):

http://hub.careinspectorate.com/media/515579/creating-a-tobacco-free-culture_guidance-for-providers-of-residential-care-for-cyp.pdf

Principles of Good Transitions 3 (Scottish Transitions Forum), including the autism and life shortening conditions supplements, can be found at:

<https://scottishtransitions.org.uk>

Key question 2:

How good is our leadership?

This key question has four quality indicators:

- 2.1 Vision and values positively inform practice
- 2.2 Quality assurance and improvement are led well
- 2.3 Leaders collaborate to support children and young people
- 2.4 Staff are led well

2.1 Vision and values positively inform practice

Key areas include the extent to which:

- the vision, values, aims and objectives are clear and inform practice
- innovation is supported
- leaders lead by example and model positive behaviour.

Very good	Weak
A clear vision is communicated throughout the service and fully implemented. It is inspiring and promotes equality and inclusion. Leaders are aspirational and actively seek to achieve the best possible outcomes for children and young people. Children and young people and staff help shape the service's aims and objectives, which strongly inform the way in which care and support is provided and experienced.	The vision for the service lacks clarity or collective ownership and does not focus sufficiently on improving outcomes. An inclusive, rights-led and personal outcomes approach is not fully embedded in the culture and systems of practice. Staff have limited awareness of the service's vision, values and aims.
The culture encourages and supports creative contributions from children and young people, their families, staff and other stakeholders. Care and support is child-centred and fosters a culture of positive and informed risk-taking. Leaders and staff recognise the importance of individuals' human rights and choices, and embrace the service's vision, values and aims to ensure these are met.	Where improvements are needed, there is limited innovative thinking. Staff do not feel confident about making suggestions or implementing improvements. They may not think creatively about how to adapt practice and tailor care and support in order to meet children and young people's needs and wishes.
Leaders ensure that the culture is supportive, inclusive and respectful and confidently steer the service through challenges. They are visible role models and guide the service's strategic direction and the pace of change. Distributed leadership is evident, with leadership capacity being developed at all levels.	Leadership is weak or lacks stability, energy or effectiveness. Shared leadership is not in evidence. Leaders may not be sufficiently well known to either children and young people or staff.

Scrutiny and Improvement Toolbox	
Scrutiny and improvement support actions	Key improvement resources
Discussions with: <ul style="list-style-type: none"> • children and young people • managers and staff • parents and carers • visitors • other professionals 	Step into Leadership (SSSC): http://www.stepintoleadership.info/frontline-questions.html
Observation of staff practice and interactions	Insights: Achieving Effective Supervision (IRISS): https://www.iriss.org.uk/resources/insights/achieving-effective-supervision
Review:	Supervision learning resource (SSSC):

- statement of aims and objectives/vision
- participation records
- risk assessments
- evidence of shared leadership

<http://www.stepintoleadership.info/supervision.html>

DRAFT

2.2 Quality assurance and improvement are led well

Key areas include the extent to which:

- quality assurance, including self-evaluation and improvement planning, drives change and improvement
- leaders are responsive to feedback and use learning to improve
- leaders have the skills and capacity to oversee improvement.

Very good	Weak
<p>There is continuous, robust evaluation of children and young people’s outcomes and experiences to ensure they receive the best possible care and support. Quality assurance also leads to improved inputs and processes for delivering the service. Children and young people’s views are central to the process of evaluation and they are well-informed about any changes implemented.</p> <p>Leaders ensure that all staff have a meaningful role in comprehensive quality assurance activity, promoting responsibility and accountability. This leads to the development of a dynamic improvement plan which is continuously evaluated and successfully drives the future direction of the care home. This process is well-managed, with research and best practice used to benchmark measurable outcomes.</p> <p>External managers are clear about their roles and responsibilities and act as champions for children and young people. They play a key role in monitoring the quality of their experiences and promoting positive outcomes. They also provide strong support for the manager and effective links with the provider.</p>	<p>There are some systems in place to monitor aspects of service delivery and impact, but they may be disorganised or haphazard. There is a lack of clarity about roles and responsibilities. Quality assurance processes, including self-evaluation and improvement plans, are limited in their ineffectiveness. The approaches used do not allow accurate assessment of performance or the likely impact of any planned improvements.</p> <p>Staff and children and young people’s contribution to quality assurance is minimal or peripheral. They have limited awareness of the methods used or the intended outcomes.</p> <p>External management arrangements are unclear. Children and young people may not know who external managers are or rarely have opportunities to speak with them and share their views. External leaders’ lack of contact with and knowledge about the home makes them less effective in providing additional safeguards and assurance.</p>
<p>Children and young people are well-informed about the standards they should expect from the service. They are comfortable giving feedback and raising any concerns as they know this will be acted on promptly without negative consequences.</p> <p>Where things go wrong with a child or young person’s care and support, or their human rights are not respected, leaders learn from this and offer a meaningful apology. Reflecting on complaints, concerns and significant events is</p>	<p>Leaders fail to motivate staff and others to contribute to positive change by participating in robust quality assurance processes. Lack of information regarding the rationale for improvement may inhibit change. Changes may happen as the result of crisis management rather than through robust quality assurance.</p> <p>Children and young people are not encouraged to have high expectations of their care and support, are unsure how to</p>

fully embedded in the service and leads to improvement	raise concerns, or do not feel supported to do so. If complaints and concerns are upheld, or mistakes are made, there is limited learning to drive sustained and meaningful change.
Leaders know what is working well and what needs to improve. They communicate this effectively to staff. They ensure that the needs and wishes of children and young people are the primary drivers for change. Leaders at all levels successfully direct and support improvement activities and are confident about where to obtain support and guidance. The pace of change reflects the improvements needed.	There is insufficient capacity to support improvement activities effectively or to embed changes. The pace of change may be too slow or is unsustainable.

Scrutiny and Improvement Toolbox	
Scrutiny and improvement support actions	Key improvement resources
<p>Discussions with:</p> <ul style="list-style-type: none"> • children and young people • parents and carers • managers and staff • visitors • other professionals <p>Review:</p> <ul style="list-style-type: none"> • quality assurance records • self-evaluation records and improvement plan • external management records • records of complaints and incidents • children and young people's feedback 	<p>The Model for Improvement and associated resources: http://hub.careinspectorate.com/improvement/</p> <p>Organisational Duty of Candour Guidance: https://www.gov.scot/publications/organisational-duty-candour-guidance/</p> <p>National Occupational Standards (NOS) http://learn.sssc.uk.com/nos/about.html</p> <p>National Guidance for the External Management of Residential Child Care Establishments in Scotland (Scottish Government): https://www.gov.scot/publications/national-guidance-external-management-residential-child-care-establishments/</p>

2.3 Leaders collaborate to support children and young people

Key areas include the extent to which:

- leaders understand the roles and responsibilities of other partners
- services work in partnership with others to secure the best outcomes for children and young people
- leaders oversee effective transitions for children and young people.

Very good	Weak
<p>Leaders have a sound knowledge of the key roles and responsibilities of partner agencies. Joint working is facilitated by a clear strategy, including sharing of relevant policies and procedures.</p> <p>Leaders are successful in working across boundaries and overcoming barriers between different agencies and organisations to enable children and young people to experience high quality care and support. A culture of joint responsibility and decision-making helps create a positive climate. Leaders recognise the benefits of sharing ideas and successes both within the service and further afield.</p> <p>Leaders ensure that services are delivered efficiently and effectively. They monitor the effectiveness of joint work with other providers and agencies.</p>	<p>Leaders lack understanding of how children and young may benefit from the involvement of external organisations. They do not ensure that care and support is provided collaboratively. There is an absence of strategy and guidance to inform this approach. Leaders lack the knowledge, skills and confidence to access and harness additional or specialist support and expertise.</p>
<p>Where children and young people are supported by more than one organisation, they benefit from all of them working together. This includes sharing information appropriately and coordinating care and support so that they experience consistency and continuity. Where information is being shared between agencies for specific purposes, consent is obtained except where to do so is likely to cause harm.</p>	<p>There is a lack of clarity about the need for maintaining good communication with partners. Progress is constrained by leaders being unclear about the principles of consent and information sharing.</p> <p>Leaders may not implement learning from other organisations to improve the services they provide.</p>
<p>Leaders ensure that commissioned services are delivered efficiently and effectively, and that admission is strongly child-centred.</p>	

Scrutiny and Improvement Toolbox	
Scrutiny and improvement support actions	Key improvement resources
<p>Discussions with:</p> <ul style="list-style-type: none"> • children and young people • parents and carers • managers and staff • visitors • other professionals <p>Observation of staff practice and interactions</p> <p>Review:</p> <ul style="list-style-type: none"> • children and young people's records for evidence of inter-agency working • information sharing policy and practice 	<p>Step into Leadership (SSSC); http://www.stepintoleadership.info/frontline_questions.html</p>

DRAFT

2.4 Staff are led well

Key areas include the extent to which:

- leaders at all levels make effective decisions about staff and resources
- leaders at all levels empower staff to support people
- leadership has a positive impact on staff.

Very good	Weak
<p>Leaders engage meaningfully with staff, children and young people, their families and others, taking a collaborative approach to planning and delivering care and support. They are skilled at identifying and delivering what is needed and intervene at the earliest opportunity to provide the best care and support for children and young people.</p>	<p>Leaders do not anticipate the type and level of resources needed for children and young people or identify potential barriers. This has a detrimental impact on children and young people and fails to prevent difficulties arising or escalating.</p> <p>There is a lack of vision and creativity in identifying resources or interventions which meet the unique needs of each individual.</p>
<p>Leaders model a team approach, encouraging and appreciating the contributions and expertise of others. By listening to others' ideas and respecting different perspectives, they promote a supportive culture in which it is safe to challenge. They recognise that children and young people are often experts in identifying their own needs and encourage staff to adopt this approach.</p> <p>Leaders ensure equality of opportunity both among the staff and for children and young people. They use successes as catalysts for further improvement in the quality of each individual's outcomes and experiences.</p>	<p>Staff are not empowered to help identify solutions for the benefit of children and young people. Leaders do not always engage staff, leading to confusion and a lack of clarity of roles and responsibilities. The service may have a culture of blame.</p> <p>Communication and direction are lacking, and the steps required to make improvements are not sufficiently detailed. The rationale for change is not always clear to staff, which has a negative impact on children and young people's experiences.</p> <p>Equality and inclusion are not embedded within policies, procedures and plans. There is a lack of understanding that all staff have an important role to play in delivering high quality care and support.</p>
<p>Leaders adapt their leadership style to help motivate staff to deliver high quality care and support. They promote a good work-life balance which impacts positively on both staff and children and young people.</p>	<p>Opportunities for staff to use their initiative, take responsibility and influence change are limited. They seldom adopt leadership roles. The extent to which professional learning is linked to organisational priorities is limited. Staff may work in isolation rather than as part of a team with shared responsibilities.</p>

Scrutiny and Improvement Toolbox

Scrutiny and improvement support actions	Key improvement resources
<p>Discussions with:</p> <ul style="list-style-type: none">• children and young people• parents and carers• managers and staff• visitors• other professionals <p>Review:</p> <ul style="list-style-type: none">• service improvement plan• quality assurance policy, procedure, practice and outcomes• staff learning and development records• staff supervision and appraisal records	<p>Step into Leadership (SSSC); http://www.stepintoleadership.info/frontline_questions.html</p>

DRAFT

Key question 3:

How good is our staff team?

This key question has three quality indicators:

3.1 Staff are recruited well

3.2 Staff have the right values, skills and knowledge to care for children and young people

3.3 Staffing levels are right and meet children and young people's needs, with staff working well together

DRAFT

3.1 Staff are recruited well

Key areas include the extent to which:

- the service implements safer recruitment principles and practice
- recruitment and induction reflects the needs of children and young people
- induction is tailored to the needs, roles and responsibilities of individual staff members.

Very good	Weak
<p>Recruitment and selection is informed by national guidance and best practice. There is a strong emphasis on values-based recruitment. High quality recruitment information ensures that candidates are fully aware of the conduct, capabilities and qualities that are required of them. The process is well-organised and documented so that core elements of the procedure are followed consistently. Staff are appointed and start work only after all pre-employment checks have been concluded.</p> <p>Children and young people and their families have opportunities and the necessary support to be actively involved in recruitment and selection. This is done in a meaningful and appropriate way which takes their expertise and views into account.</p>	<p>There is insufficient understanding of the principles and practices of safer recruitment and the part they play in ensuring that unsuitable staff do not enter the workforce. This may lead to key elements of the process not being fully implemented, even when good quality recruitment policies are in place.</p> <p>Recruitment and selection is not informed or enhanced by children and young people's views and active involvement.</p>
<p>There is a clear link between the service's aims and objectives, children and young people's needs and the values, skills and knowledge of staff being recruited.</p>	<p>The service may not fully understand the essential characteristics required by staff. New staff may therefore not have the appropriate attitudes and values or the potential to gain the necessary knowledge and skills to support high quality outcomes.</p>
<p>The service continuously monitors staff turnover. It makes proactive use of a range of methods for retaining skilled and experienced staff so that children and young people benefit from stable, enduring relationships.</p>	<p>There is a lack of understanding of attachment and the importance of continuity of relationships for children and young people. The service does not use targeted actions to address high turnover, based on accurate data and analysis,</p>
<p>All staff take part in a thorough, comprehensive, well-planned induction that has been developed to ensure they are able to perform to a high standard. This includes significant emphasis on implementing the Health and Social Care Standards.</p> <p>The pace and length of induction ensures that</p>	<p>Staff induction is rushed, incomplete or too generic. There are limited opportunities for new appointees to shadow established staff. The effectiveness of induction is compromised because new staff do not have the benefit of regular opportunities to discuss and reflect on their progress and learning needs.</p>

<p>staff become familiar with expectations and demonstrate competence in all key areas. There is sufficient flexibility to take into account individual learning needs and styles. A variety of induction methods is likely to be used.</p> <p>Those caring for children and young people are clear about their roles and responsibilities and conditions of employment, have written information to which they can refer and a named member of staff for support. There is additional supervision during the induction and probationary period. This allows them to receive the necessary opportunities to discuss learning needs or other issues.</p> <p>Children and young people and their families are enabled to contribute their views to evaluation of staff performance during the induction phase.</p>	<p>Induction is a perfunctory or one-size-fits-all exercise with limited opportunities for genuine learning. There is no expectation that staff will perform to a required standard and have potential for continuous development.</p> <p>Induction policies, procedures, guidelines and structures of support do not provide an adequate framework for new staff to develop confidence in their new role. There may be a lack of clarity about their role or the provider's responsibilities for promoting their development. Formal supervision is limited and there is no shared understanding of next steps.</p>
--	--

Scrutiny and Improvement Toolbox	
Scrutiny and improvement support actions	Key improvement resources
<p>Discussions with:</p> <ul style="list-style-type: none"> • children and young people • the manager and staff (including new staff) • parents and carers • visitors • other professionals <p>Review:</p> <ul style="list-style-type: none"> • recruitment and induction policy and procedure • recruitment and selection and induction records • analysis of staff skills • staff turnover information and action plan 	<p>SSSC / Care Inspectorate, Safer Recruitment Through Better Recruitment: http://hub.careinspectorate.com/knowledge/safer-recruitment</p> <p>Further information and a range of resources can be found at: http://www.sssc.uk.com</p> <p>The National Health and Social Care Workforce plan: https://www.gov.scot/publications/national-health-social-care-workforce-plan-part-2-framework-improving/</p>

3.2 Staff have the right values, skills and knowledge to care for children and young people

Key areas include the extent to which:

- staff competence and practice lead to improving outcomes for children and young people
- staff learning and development lead to improving outcomes for children and young people
- staff practice is supported and improved through effective support, supervision and appraisal

Very good	Weak
<p>Staff practice strongly reflects the values and principles of the Health and Social Standards and relevant professional codes.</p> <p>Staff consistently form warm, enduring, trusting and genuine relationships with children and young people. They model the behaviour and attitudes they expect to see in young people.</p> <p>Staff are empowered and equipped to deliver the best quality practical and emotional care and support. Their competence is regularly assessed to ensure that learning and development strategies support the highest quality outcomes and experiences.</p>	<p>Staff may be registered with relevant professional bodies but lack understanding of and commitment to what is expected of them.</p> <p>Staff adopt an overly procedural approach to their work, which is not based on relationships and values. They may have low tolerance of difficult behaviour because they have limited understanding of the impact of children and young people's life experiences.</p> <p>Arrangements for assessing staff practice are under-developed. There is limited support for staff to reflect or for identifying and meeting learning needs.</p>
<p>There is a strong culture of reflection and learning in the home. Staff have high quality learning opportunities based on research evidence and good practice. These are regularly evaluated to meet changing needs. The needs of children and young people influence staff development and training and they may be directly involved in delivery of training.</p> <p>There is a range of approaches to learning. A clear structure of training and learning and development is in place for each staff role and all staff have individual plans. They consistently implement their learning to provide high quality care and support.</p> <p>Staff fulfil their responsibilities for continuous professional development and for meeting any registration requirements.</p>	<p>Continuous learning has a low priority in the service. There is limited access to best practice and research or opportunities to ensure knowledge is consolidated and embedded into practice.</p> <p>Learning opportunities lack breadth and scope, with little reference to values and codes. There is no effective training analysis for the service or individual staff. This means the plan for training is static and may not reflect children and young people's needs.</p> <p>Staff do not take sufficient responsibility for their own learning and development or for reporting misconduct or unsafe working practices. They have few opportunities for exercising autonomy, using their initiative or developing leadership skills.</p>
<p>Staff benefit from a framework of support which</p>	<p>Insufficient attention is paid to staff welfare</p>

reflects the demanding nature of their work and promotes high quality, sensitive care and support.	and support. As a result, they may regularly experience stress, or their ability to manage setbacks and challenges and provide attuned care and support is compromised.
<p>Regular, high quality supervision and appraisal are used constructively by staff. These contribute to professional development and enable staff to become competent, confident and reflective practitioners.</p> <p>Supervision and appraisal inform the development of the service's staff skills analysis and training plan.</p> <p>The views of children and young people and their families inform and enhance the quality of supervision and appraisal.</p>	<p>Supervision takes place infrequently or is given insufficient priority as a key element of a staff support and development framework. It is limited in its breadth and scope and provides few opportunities for reflection. Supervisors and staff are unclear about the purpose and principles of professional supervision. Records do not reflect discussion and decision-making.</p> <p>Systems for identifying and meeting learning needs are not robust enough and result in gaps remaining unfilled.</p> <p>The potential for children and young people and their families to contribute their views to the staff support and development process is not recognised.</p>

Scrutiny and Improvement Toolbox	
Scrutiny and improvement support actions	Key improvement resources
<p>Discussions with:</p> <ul style="list-style-type: none"> • children and young people • the manager and staff • parents and carers • visitors • other professionals <p>Observation of staff practice</p> <p>Review of:</p> <ul style="list-style-type: none"> • training analysis, plans and records • records of observation of staff practice • records of supervision and appraisal • disciplinary records • staff support/learning and development policies and procedures • system for monitoring staff registration 	<p>Codes of Practice for Social Service Workers and Employers (SSSC): http://www.sssc.uk.com/about-the-sssc/multimedia-library/publications?task=document.viewdoc&id=239</p> <p>The Code: Professional Standards of Practice and Behaviour for Nurses, Midwives and Nursing Associates (NMC): https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/nmc-code.pdf</p> <p>The Standards for Registration: Mandatory Requirements for Registration with the General Teaching Council for Scotland (GTCS): http://www.gtcs.org.uk/web/FILES/the-standards/standards-for-registration-1212.pdf</p> <p>The Framework for Continuous Learning in Social Services (SSSC): http://www.continuouslearningframework.com/</p> <p>Common Core Skills and National</p>

	<p>Occupational Standards (SSSC): http://learningzone.workforcesolutions.sssc.uk.com/course/view.php?id=83</p> <p>Step into leadership (SSSC): http://www.stepintoleadership.info/frontline_questions.html</p> <p>Insights: Achieving Effective Supervision (IRISS): https://www.iriss.org.uk/resources/insights/achieving-effective-supervision</p> <p>Supervision learning resource (SSSC): http://www.stepintoleadership.info/supervision.html</p>
--	--

DRAFT

3.3. Staffing levels are right and meet children and young people’s needs, with staff working well together

Key areas include the extent to which:

- there is an effective process for assessing how many staff or staff hours are needed
- the skill mix, numbers and deployment of staff meet children and young people’s needs
- staff are flexible and support each other to work as a team to benefit children and young people.

Very good	Weak
<p>A process of continuous assessment determines the numbers, experience, qualifications and skill mix of staff required throughout the day. This process is transparent and accessible. This process is robust and takes account of the complexity of individual and group need, any risks and a range of other factors.</p>	<p>The number of staff or staff hours being deployed at one time is relatively static, with infrequent reviews or adjustments to meet changing needs.</p> <p>There may be an over-reliance on agency or sessional staff. This leads to children and young people experiencing a lack of consistency and stability in how their care and support is provided and limits their ability to build trusting relationships with staff.</p>
<p>The home has the right number of staff with the right skills and experience working at all times. Staff have time to provide care and support with compassion and to spend meaningful time with children and young people.</p> <p>Staff are clear about their roles and are deployed effectively. They help each other by being flexible in response to changing situations to ensure care and support is consistent and stable. The staff group is sufficiently diverse to meet needs and allow children and young people to have a meaningful say in who provides their care and support.</p>	<p>There is a minimal number of staff at any one time and this is sometimes insufficient to fully meet diverse needs. Staff frequently work excessive hours or under pressure, leading to some aspects of care and support being neglected, with negative outcomes. Children and young people or visitors perceive staff to be too busy to be available or to provide good care.</p>
<p>Children and young people and the adults caring for them benefit from a warm atmosphere created by good working relationships, support and mutual respect. There is effective communication between staff, with opportunities for discussion about their work and how best to improve outcomes for children and young people.</p>	<p>Pressure on staff leads to an over-emphasis on completing designated tasks without regard for the wider needs of either children and young people or colleagues. This may mean that care and support is at a basic or superficial level, with little time for meaningful communication and support.</p> <p>Communication and team building may suffer</p>

<p>High levels of motivation and good team working mean that staff spend as much time as possible with children and young people.</p> <p>There is recognition of the important role played by staff who are not involved in providing direct care for children and young people. They are empowered to contribute in a meaningful way to their support and to build positive relationships with them.</p>	<p>due to lack of time and affect staff motivation and morale. This has a negative impact on children and young people.</p>
---	---

Scrutiny and Improvement Toolbox	
Scrutiny and improvement support actions	Key improvement resources
<p>Discussions with:</p> <ul style="list-style-type: none"> • children and young people • the manager and staff • parents and carers • visitors • other professionals <p>Observe staff practice and interaction</p> <p>Review:</p> <ul style="list-style-type: none"> • assessments of staffing levels and deployment • staff rotas • staff handover practices and records • children and young people's records, including daily logs, assessments and personal plans 	<p>Records that all registered care services (except childminding) must keep and guidance on notification reporting (Care Inspectorate):</p> <p>http://hub.careinspectorate.com/search/?s=records+that+all+registered&type=0&view=0&ord=0</p>

Key question 4:

How good is our setting?

This key question has three quality indicators:

- 4.1 Children and young people experience high quality facilities
- 4.2 The setting enables children and young people to develop and promotes their independence
- 4.3 Children and young people can be connected with and involved in the wider community

4.1 Children and young people experience high quality facilities

Key areas include the extent to which:

- the setting is well furnished, comfortable and homely
- the setting and equipment are safe, secure and well-maintained
- children and young people's information is securely stored and managed.

Very good	Weak
<p>The setting is furnished to a very high standard, is very comfortable, welcoming and homely, with plenty of natural light. It gives a strong message to children and young people that they matter. They have ample space for their needs.</p>	<p>The setting may look or feel institutionalised or stand out from its neighbours, which may mean it attracts negative attention. It is a clinical or functional environment, rather than domestic and homely in nature. There is a lack of attention to detail such as homely touches, decoration and the quality of furniture. There may be unpleasant smells or intrusive noise levels.</p>
<p>Well-functioning arrangements for monitoring, maintenance and repair of the home, equipment and vehicles are consistently implemented. Damaged items are promptly replaced. Robust infection control and food safety practices provide high levels of safety for children and young people. These are supported by effective quality assurance practices.</p>	<p>There is no system for repairs, checks or servicing of equipment and vehicles or these are not fully implemented, and as a result children and young people are at risk. Essential equipment does not fully function or breaks down regularly. Standards of hygiene or food safety are deficient.</p>
<p>The building is secure, promotes children and young people's safety and reflects the service's aims and objectives, but does not impinge on their rights.</p> <p>Any use of CCTV is lawful, fair, proportionate and protects their dignity. It is only used for purposes that support the delivery of safe, effective, compassionate and high-quality care for children and young people.</p>	<p>The service is not successful in achieving a balance between safety and security and children and young people's freedom and independence. They are not told or consulted about any CCTV or informed of their rights.</p>
<p>Protection of children and young people's personal information is paramount and complies with relevant best practice. Leaders and staff are well-informed about their responsibilities.</p>	<p>There is a lax approach to safeguarding children and young people's confidentiality. This puts the security of their personal information at risk. They do not know how their information is used or with whom it is shared.</p>

Scrutiny and Improvement Toolbox

Scrutiny and improvement support actions	Key improvement resources
<p>Discussions with:</p> <ul style="list-style-type: none"> • children and young people • the manager and staff • parents and carers • visitors • other professionals <p>Inspection of the environment inside and out</p> <p>Inspection of equipment and furnishing</p> <p>Review:</p> <ul style="list-style-type: none"> • registration certificate • insurance certificates • accident and incident records • complaints • risk assessments • maintenance and repair records • vehicle and equipment servicing records • food safety records • water safety systems (including prevention of scalding) • staff training records • first aid equipment • medication storage • use of CCTV • confidentiality/data protection policy 	<p>Care Inspectorate, Building Better Care Homes (supplement for children and young people pending) (Care Inspectorate) http://www.careinspectorate.com/images/documents/4293/Building%20better%20care%20homes%20for%20adults%202017.pdf</p> <p>Rights, Risks and Limits to Freedom: https://www.mwcscot.org.uk/publications/good-practice-guides</p> <p>Guidance for care providers in Scotland using CCTV (closed circuit television) in their services (Care Inspectorate): http://hub.careinspectorate.com/search/?s=cctv&type=0&view=0&ord=0</p> <p>Information about health and safety at work: http://www.hse.gov.uk/</p>

4.2 The setting enables children and young people to develop and promotes their independence

Key areas include the extent to which:

- the setting enables children and young people to thrive and develop the skills they need
- children and young people influence the layout and how the setting is used.

Very good	Weak
<p>Children and young people have high quality care and support in a setting that is designed or adapted to meet their needs. The setting strongly enhances their experiences and reflects best practice and guidance. The service's aims and objectives are central to the design process. Whatever the size, the setting ensures that children and young people experience the advantages of small group living.</p>	<p>Aspects of the design, size, layout or location of the environment have a negative impact on children and young people's quality of life. Insufficient attention is paid to ensuring that the setting can continue to meet their needs as they grow and develop.</p>
<p>Children and young people have access to the facilities, equipment and technology they need when they need them. These include enough toilets and bathrooms, with separate facilities for staff and visitors, and somewhere quiet with a desk and chair to do their homework or other projects. Single rooms are the norm, but children and young people can share if they wish. Outdoor areas provide pleasant space for play and relaxation.</p> <p>Children and young people use kitchen and laundry facilities, other communal areas and outdoor areas either independently or with support. These lend themselves well to children and young people becoming more independent, at a pace that suits them. There may be opportunities to grow food either in the outdoor space or local community.</p> <p>Children and young people experience an educationally rich environment, with access to a wide selection of appropriate reading materials, toys and games.</p>	<p>Facilities, equipment or technology are lacking or do not meet children and young people's individual and group needs. Assumptions are made about their need for privacy.</p> <p>The setting does not support children and young people to develop the skills they need or get the most out of life. Their freedom of movement may be restricted or may be unnecessarily reliant on staff. Communal areas are locked without a clear justification based on risk. Children and young people are unable to play or spend much time in outdoor space or use it to its full potential.</p> <p>The way the home is managed has a negative impact on children and young people's privacy or ability to use facilities and equipment. This may be as a result of emergency admissions, staff using communal areas for sleeping or frequent visitors.</p>
<p>Children and young people exercise a high degree of choice and control over their environment. In particular they can adjust the heating, lighting and ventilation in their own</p>	<p>There is a risk-averse or bureaucratic approach to the way the setting is managed, designed or furnished. This leads to limited control, choice and flexibility for individual children and young</p>

<p>rooms to suit their needs and preferences. They can if they wish, secure their bedrooms and have somewhere safe to store medication and other possessions. They may choose or bring their own furniture and soft furnishings and other possessions and have a say in the décor of their rooms to suit their taste and personality.</p> <p>Children and young people are regularly involved in giving their views about the setting, including how well it works for them and what could be improved. They feel listened to and can influence new design, changes and upgrades.</p>	<p>people. They are over-reliant on staff to keep their things safe.</p>
---	--

Scrutiny and Improvement Toolbox	
Scrutiny and improvement support actions	Key improvement resources
<p>Discussions with:</p> <ul style="list-style-type: none"> • children and young people • the manager and staff • parents and carers • visitors • other professionals <p>Inspection of the environment inside and out</p> <p>Review:</p> <ul style="list-style-type: none"> • records of young people's meetings / response to questionnaires 	

4.4 Children and young people can be connected with and involved in the wider community

Key areas include the extent to which:

- the setting supports children and young people to stay connected to family and friends
- the setting provides a sense of community and belonging
- children and young people benefit from meaningful links with the local community.

Very good	Good
<p>The home is as close as possible to those who matter to children and young people, especially their family and friends, where this is safe and in their best interests. Parents, relatives and friends are confident of a welcoming and inclusive culture that actively supports them to visit and allows them on occasion to stay over.</p> <p>Children and young people maintain a strong connection with the wider world. This includes television and radio, as well as easy access and support to use the internet, telephone or video chat and call facilities safely, to help them regularly stay in touch with others.</p>	<p>The service is not committed to or has limited ways of supporting the inclusion of family and friends. The location or setting is such that it is difficult for children and young people to benefit from the continuity provided by significant relationships or a familiar environment.</p> <p>While there may be access to the internet, it may be unreliable, and exploration and creative use of other options is not routinely supported to allow children and young people to stay in touch.</p>
<p>The setting's design promotes and enhances children and young people's positive relationships with their peers. They have space to socialise, including spending time in small groups as well as taking part in larger group events.</p>	<p>There is limited flexible space for promoting peer relationships or a sense of community. Children and young people lack choice or privacy to develop friendships outside the home or invite friends to visit.</p>
<p>The setting's location and infrastructure readily allow children and young people to become familiar with the area, be active members of the community, for example by volunteering and use local amenities and organisations. They are routinely supported to access facilities beyond the home, including primary care, hospitals, and sports, leisure, cultural and social facilities.</p> <p>Children and young people benefit from strong links with the local community and informal support networks. These include meeting new people, supporting individual interests, and having new experiences. As a result, they have a sense of belonging and worth.</p>	<p>The culture of the home is insular, with limited links to the local community. Children and young people may spend most of their time in the home, even when they could be more involved in their local community. The setting's remote location or limited transport links make it difficult for them to get out and about either independently or with support. They are less able to benefit from the opportunities provided by a diversity of relationships or membership of groups and networks.</p>

Scrutiny and Improvement Toolbox	
Scrutiny and improvement support actions	Key improvement resources
<p>Discussions with:</p> <ul style="list-style-type: none"> • children and young people • the manager and staff • parents and carers • visitors • other professionals <p>Review young people's personal plans and daily records</p>	<p>Building Better Care Homes (Care Inspectorate) CYP section in draft:</p>

DRAFT

Key question 5:

How well is care and support planned?

This key question has two quality indicators:

5.1 Assessment and care planning reflects children and young people's needs and wishes

5.2 Parents, carers and family members are involved

DRAFT

5.1 Assessment and care planning reflects children and young people’s needs and wishes

Key areas include the extent to which:

- the service uses personal plans to deliver care and support effectively
- personal plans are reviewed and updated regularly, and as children and young people’s circumstances, needs and desired outcomes change
- children and young people are involved in directing and leading their own care and support.

Very good	Weak
<p>Children and young people are enabled to lead positive, healthy, enjoyable and meaningful lives through the implementation of high quality, SMART, care planning strategies. These are underpinned by robust assessment of need and risk. Children and young people benefit from a dynamic and aspirational approach which consistently informs all aspects of care and support.</p>	<p>The standard of assessment or personal planning is weak or inconsistent, with insufficient attention to children and young people’s strengths and potential. The quality of their outcomes and experiences may be limited by the low expectations of those involved in planning.</p> <p>Leaders do not maintain oversight of the assessment and planning process, and there is a lack of robust quality assurance processes. Plans are static documents rather than tools to inform staff practice and approaches to care and support. They may not reflect the care and support provided, experienced or needed by children and young people.</p>
<p>There is high quality evaluation and recording of children and young people’s development and progress. Their personal plans are regularly reviewed and amended in accordance with their changing needs, circumstances and desired outcomes. This process is informed by research and good practice and takes into account the views of all relevant professionals.</p>	<p>Personal plans are not reviewed in line with guidance or legislation. There is a lack of multi-disciplinary involvement in the care planning and review process and this may compromise its quality. Assessment and evaluation against intended outcomes do not form an integral part of the review process.</p>
<p>Children and young people are at all times at the heart of plans for their care and support. They are enabled to lead and direct their development, so they feel a real sense of ownership .and can clearly recognise their own voice. They receive full support to communicate what their outcomes should be, including advocacy where required. Their plans detail in plain language what matters to them, to support a clear shared understanding.</p>	<p>Children and young people have limited involvement in the care and support planning and review process. This means they do not consistently experience care and support in line with their wishes and preferences. When plans conflict with their wishes, there is no clear legal justification, or they do not receive a proper explanation.</p> <p>Plans and reviews are not routinely made available or provided in an accessible format to</p>

	children and young people and their representatives.
--	--

DRAFT

Scrutiny and Improvement Toolbox

Scrutiny and improvement support actions	Key improvement resources
<p>Discussions with:</p> <ul style="list-style-type: none"> • the manager and staff • children and young people • parents, carers and family members • visitors • other professionals <p>Observations of staff working with children and young people.</p> <p>Review of children and young people's assessments, personal plans and reviews.</p>	<p>Public Services Reform (Scotland) Act 2010, asp 8: https://www.legislation.gov.uk/asp/2010/8/contents</p> <p>Children and Young People (Scotland) Act 2014, asp 8: http://www.legislation.gov.uk/asp/2014/8/contents/enacted</p> <p>The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011, SSI 2011/210 http://www.legislation.gov.uk/ssi/2011/210/pdfs/ssi_20110210_en.pdf</p> <p>Understanding personal outcomes (SSSC): http://learn.sssc.uk.com/personal_outcomes/Personal_Outcomes_booklet_p2_FV_GM.pdf</p> <p>A Guide to Youth Justice in Scotland: Policy, Practice and Legislation (Section 3: Theory and Methods) (CYCJ): http://www.cycj.org.uk/resource/youth-justice-in-scotland-guide/</p> <p>Leading for Outcomes: Children and Young People (IRISS): https://www.iriss.org.uk/sites/default/files/iriss-leading-for-outcomes-children-and-young-people.pdf</p> <p>Further information, advice and evidence on personal outcomes approaches can be found at: www.personaloutcomescollaboration.org</p> <p>Children and Young People (Scotland) Act 2014, asp 8. http://www.legislation.gov.uk/asp/2014/8/contents/enacted</p> <p>My Anticipatory Care Plan. Healthcare Improvement Scotland: https://ihub.scot/media/1982/my-acp.pdf</p>

5.2 Parents, carers and family members are involved

Key areas include the extent to which:

- parents, carers and family members are encouraged to be involved in delivering care and support
- the views of parents, carers and family members are heard and meaningfully considered.

Very good	Weak
<p>The service is influenced not just by children and young people but, wherever possible and appropriate, their parents, carers and family members. Their views and wishes also strongly inform the individual assessment, planning and review process, even where this challenges previous approaches. Where they have additional communication needs, or English is not a first language, they have ready access to the right services and tools to ensure they are fully included.</p>	<p>Parents, carers and family members may feel overlooked or are not given enough encouragement and support to make their views known or contribute to decision-making. The quality of assessment, plans and evaluation may be compromised because insufficient weight is given to what they know about what is or is not likely to work for children and young people.</p>
<p>There is a supportive, considerate and inclusive approach to working in partnership with parents, carers and family members in the delivery of care and support. They make suggestions, comments or complaints, knowing that these are always listened to and acted on in an honest and transparent way.</p> <p>Leaders and staff always sensitively manage any conflicts between children and young people and family members' views and wishes. This shows due regard for consent and other legal considerations. At all times, high expectations and aspirations and the best interests of children and young people are at the forefront of the way care and support is delivered.</p>	<p>Leaders and staff seldom engage with children and young people's families or fail to do so in a meaningful way. There are limited ways for parents, carers and family members to be actively involved. Changes to how care and support is provided are rarely made because of this involvement.</p> <p>Leaders and staff are not well-informed about who has parental responsibility or other legal powers and may fail to fulfil their legal obligations in relation to information sharing and consent.</p>

Scrutiny and Improvement Toolbox	
Scrutiny and improvement support actions	Key improvement resources
<p>Discussions with:</p> <ul style="list-style-type: none"> • children and young people • the manager and staff • parents and carers • visitors • other professionals 	