

# Care service inspection report

Full inspection

## St. Timothy's Primary Nursery Class Day Care of Children

St. Timothy's Primary School  
Old Monkland Road  
Coatbridge



HAPPY TO TRANSLATE

Service provided by: North Lanarkshire Council

Service provider number: SP2003000237

Care service number: CS2003015368

Inspection Visit Type: Unannounced

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and set out improvements that must be made. We also investigate complaints about care services and take action when things aren't good enough.

Please get in touch with us if you would like more information or have any concerns about a care service.

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## Summary

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

### We gave the service these grades

Quality of care and support	5	Very Good
Quality of environment	5	Very Good
Quality of staffing	5	Very Good
Quality of management and leadership	5	Very Good

### What the service does well

The management and nursery staff work very well together as a team to promote and provide very good outcomes for children. They make very good use of the well developed, spacious and inviting outdoor play area. This area was used as an extension to the playroom with the door open throughout the session. This enabled the children to access outdoors on a free-flow basis and participate in a variety of planned experiences and activities they had chosen themselves.

### What the service could do better

We recommended that the service should review their medication policy and procedures to ensure that these are in line with current best practice guidance.

### What the service has done since the last inspection

The service had addressed and met the two recommendations made at the last inspection. They had reviewed and updated the aims and vision for the nursery and had identified clear areas for improvement.

This included the continued development of children's personal plans, the promotion of literacy, continued partnership with parents and the importance of the overall ethos within the nursery.

## **Conclusion**

St. Timothy's Primary Nursery Class provides a very good and valuable service for children aged three to those not yet attending primary school in the Coatbridge area of North Lanarkshire. Parents and carers spoke very highly about the service. They gave examples of how management and staff made them feel welcomed, respected, included and informed about their child's learning and how they had been involved in the overall development of the service.

# 1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at [www.careinspectorate.com](http://www.careinspectorate.com)

The service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

St. Timothy's Primary Nursery Class is registered to provide a care service to a maximum of 50 children aged three to those not yet attending primary school. The provider is North Lanarkshire Council.

The nursery operates from one large playroom within the primary school. The playroom can be partitioned into two rooms, at times, if required. The children have free-flow access to a spacious, well-resourced and challenging outdoor play area each day. They also have access to the school playground and gym hall.

The vision and aims of the nursery had recently been reviewed and updated to take account of the document 'Getting it right for every child' (GIRFEC) and the associated wellbeing indicators, safe, healthy, achieving, nurtured, active, respected, responsible and included (SHANARRI). GIRFEC is the national approach promoted by the Scottish Government for everyone to work together to support positive outcomes for children to enable children to flourish.

The aims included:

'Nurtured: In St. Timothy's Nursery Class we strive to create a nurturing environment where learning is fun and where each child feels happy, secure and valued. Our positive ethos ensures each child is encouraged, supported and challenged to reach their full potential. Within this inclusive environment service users are continually consulted in key issues affecting the quality and provision.'

The full vision statement and aims were displayed for parents on the parents' noticeboard and on the school and nursery website.

## Recommendations

A recommendation is a statement that sets out actions that a care service provider should take to improve or develop the quality of the service, but where failure to do so would not directly result in enforcement.

Recommendations are based on the National Care Standards, SSSC codes of practice and recognised good practice. These must also be outcomes-based and if the provider meets the recommendation this would improve outcomes for people receiving the service.

## Requirements

A requirement is a statement which sets out what a care service must do to improve outcomes for people who use services and must be linked to a breach in the Public Services Reform (Scotland) Act 2010 (the "Act"), its regulations, or orders made under the Act, or a condition of registration. Requirements are enforceable in law.

We make requirements where (a) there is evidence of poor outcomes for people using the service or (b) there is the potential for poor outcomes which would affect people's health, safety or welfare.

Based on the findings of this inspection this service has been awarded the following grades:

**Quality of care and support - Grade 5 - Very Good**

**Quality of environment - Grade 5 - Very Good**

**Quality of staffing - Grade 5 - Very Good**

**Quality of management and leadership - Grade 5 - Very Good**

This report and grades represent our assessment of the quality of the areas of performance which were examined during this inspection.

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website [www.careinspectorate.com](http://www.careinspectorate.com) or by calling us on 0345 600 9527 or visiting one of our offices.

## 2 How we inspected this service

### The level of inspection we carried out

In this service we carried out a low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

### What we did during the inspection

We wrote this report following an unannounced inspection. This was carried out by one inspector from the Care Inspectorate. The inspection took place on Wednesday 17 February 2016 between the hours of 9.10 am and 4.10 pm. We gave feedback to the headteacher, who is the named manager of the service at the end of the inspection.

As part of this inspection we took account of the completed annual return and self assessment documents that we asked the manager to complete and submit to us before the inspection.

We inspected one statement from each of the four quality themes. We chose these statements to assess the outcomes for children in relation to:

- the communication methods used to meet the needs of the children and their families
- the security and safety, both indoors and outdoors
- the ethos within the nursery
- management and quality assurance

We sent 30 care standards questionnaires to the manager before the inspection, to distribute to the parents/carers of children who used the service. Thirteen were completed and returned before the inspection.

We also sent six staff questionnaires to the service before the inspection. All six were returned before the inspection.

During the inspection process we gathered information from various sources, including the following:

We spoke with:

- the headteacher
- the acting lead early years practitioner
- five early years practitioners
- one student
- eight parents/carers
- individual and small groups of children who were participating in various activities over the course of the session.

We looked at:

- the safety and security within the building
- the premises indoors and outdoors
- the learning experiences and opportunities available to the children
- the communication methods used to meet the needs of children and their families
- observation of staff practice, staff/child interactions, interactions between the team
- medication policy, storage and procedures
- risk assessments
- accident and incident records
- the ethos within the nursery
- the nursery improvement plan
- monitoring systems and records
- registration certificate
- public liability insurance certificate

## **Grading the service against quality themes and statements**

We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

### **Inspection Focus Areas (IFAs)**

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

### **Fire safety issues**

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services' responsibilities for fire safety at [www.firescotland.gov.uk](http://www.firescotland.gov.uk)

## The annual return

Every year all care services must complete an 'annual return' form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

**Annual Return Received:** Yes - Electronic

## Comments on Self Assessment

Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

We received a fully completed self assessment document from the manager. We were satisfied with the way this was completed and with the relevant information included for each heading that we grade services under.

The manager identified what he thought the service did well, some areas for improvement and any changes the service had planned.

## Taking the views of people using the care service into account

The children attended either a morning or afternoon session. There were 44 children present in the morning and 38 children present in the afternoon. We saw that the children were happy and settled in the care of the staff and that the majority of children were confident in accessing all areas indoors and outdoors independently.

We observed the children taking part in various activities over the course of the day, both indoors and outdoors. We spoke to individual and small groups of children during their play experiences. Some of the children's comments are included within the relevant sections of this report.

## Taking carers' views into account

Thirty care standards questionnaires (CSQs) were sent to the manager to distribute to the parents/carers of children who attended the nursery. Thirteen were completed and returned before the inspection. Three contained written comments.

We also spoke to eight parents/carers as they dropped off or collected their child on the day of the inspection. All parents indicated that overall, they were very happy with the quality of care and support in the nursery. They agreed that they felt communication was very good between staff and parents. They all agreed that they knew what was happening in the nursery and felt welcomed by staff when they arrived. They felt involved in the ongoing improvement of the nursery through various consultation methods, felt that their views and requests were respected and valued and results and outcomes from consultations were always feedback to them.

We have included some parental comments and referred to the 'ticked' responses from the questionnaires, within the relevant sections of this report.

## 3 The inspection

We looked at how the service performs against the following quality themes and statements. Here are the details of what we found.

### Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 5 - Very Good

#### Statement 4

"We use a range of communication methods to ensure we meet the needs of service users."

#### Service Strengths

We looked at the range of communication methods used to ensure the service met the needs of the children and families who used the service. At this inspection we assessed the performance of the service as very good for this statement.

All 13 parents who completed the CSQs 'agreed' that they had received clear information about the service and were given the opportunity to visit the nursery before their child started using it. Home visits were also offered prior to the children starting nursery which assisted the child and their family with the transition to nursery and offered an opportunity to meet the child's keyworker and nursery staff in their own home environment. Parents could discuss their child's routines, likes/dislikes, individual needs and ask any questions which would assist with their child settling into the nursery environment. Parents and staff both told us that this had been very beneficial to both parties.

We saw that there were several displays in the nursery foyer which informed parents of nursery experiences, relevant and current information and also highlighted and celebrated children's achievements from home.

The 'learning wall', 'Funday Friday' and 'learning at home' displays highlighted the types of activities the children had taken part in, linked this to the wellbeing indicators, the curriculum for excellence and recorded the outcomes for children. Regular newsletters, leaflets and feedback from consultations were shared with parents. This contributed towards partnership with parents, open communication, celebrating success and an inclusive environment.

Information was also shared on the school and nursery website. There was a section for the nursery, where information on staffing, hours, curriculum and copies of recent newsletters and events were shared. Parents were also invited to contact the service with any comments. We noted that this site and a popular social media site was kept up-to-date with nursery news and photographs on a regular basis which contributed to all parents being included and involved in the life of the nursery. This was particularly beneficial to parents/carers who were working or not involved in dropping off or collecting their child each day.

We spoke to eight parents/carers who agreed that communication between the staff and the parents was very good. All 13 parents who completed the CSQs 'strongly agreed/agreed' that staff shared information about their child's learning and development with them and, where appropriate, their child. Comments included:

'I feel that St. Timothy's Nursery have worked hard to ensure that my daughter settled well and happily into her first year at nursery. They have informed me well of her outcomes and any areas to work on. Her logbook supports me to talk to her about what she is learning.....My daughter has come on leaps and bounds.'

'My little boy went through a stage of screaming every day going into nursery. I was very stressed and upset about this, but his keyworker was very helpful and told me things to do with him to help him overcome this and now he is fine.'

'There is a very good 'learning together' transition programme in place for the children due to go to school this year. I can't always come to things here, but I love the twitter photos and updates. It lets me see all the activities they have been doing. My child attends another nursery in the afternoon. The other nursery came to visit him and the staff here to ensure that they agreed on what stage he was at and his progress etc. I thought that was a really good example of good communication.'

An information evening had taken place last term, which introduced parents to various initiatives the nursery staff had attended training on and were developing in the nursery.

Examples included:

- 'Promoting Alternative Thinking Strategies' (PATHs) programme which was used to develop children's social and emotional development.
- Creative music which highlighted the relevance and importance of this type of communication in children's development.
- Home/nursery link story bags to promote reading at home with children.

The evening had been well attended and feedback from parents had been very positive. Recent feedback from a home/nursery transition questionnaire was also very positive. This included information regarding home visits and keyworkers. Parents were invited to add additional comments, ideas or support required which would contribute towards children having a positive start to nursery.

In discussions, it was clear that all staff were very aware of individual children's care, support, communication and language needs. Learning boards and pictorial symbols were used to assist children in making choices and communicating their interests, needs and choices. We saw that staff used varied questioning techniques to support and challenge individual children, developing and extending their language and communication skills. We saw that individual communication targets were in place for children with additional support needs. This was supported by speech and language therapists and outside agencies, where relevant and where agreed with parents.

### Areas for improvement

Although the service had very good systems in place to assist children and parents where English was an additional language, we signposted the manager to resources and information which may assist in communication with parents and children and the provision of resources and information displayed in other languages.

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

### Statement 2

"We make sure that the environment is safe and service users are protected."

#### Service Strengths

At this inspection we found the performance of the service was very good for this statement. We looked at the security of the building, the areas accessible to the children, the layout of the playroom, children's toilets, personal care changing facilities and access to the outdoor area. We viewed risk assessments, infection prevention and control practices, accidents and incident records, referred to responses within care standards questionnaires and spoke to staff and children to assess this statement.

On arrival at the main entrance of the school, we were given access to the school through a controlled entry system. We were asked to sign in and show an identification badge, before having access to the nursery. The nursery had a separate and secure entrance for parents, where a member of staff greeted parents/carers as they arrived and left each session. We saw that children were encouraged to self-register using a name tag and a total number of children and staff in attendance was recorded, displayed and updated throughout the session. This ensured that accurate totals were kept should an emergency arise. These procedures assisted with overall safety and security in the nursery.

The nursery was located in a large playroom within the primary school building. There was free-flow access to a large, spacious, well designed and well resourced outdoor play area. This enclosed play area offered the children the opportunity to take part in a wide variety of active learning opportunities, safely in the fresh air. We saw children making their own choices, changing their shoes and jackets independently, supported by staff, where required.

The outdoor area had been risk assessed prior to the children going outside. One child told us:

'You can't go on the bridge. It's too slippery today because of the snow. But you can still go in the water. I can splash because I have my wellies on.'

All 13 parents/carers who completed the CSQs 'strongly agreed/agreed' that the service was a safe, secure, hygienic, pleasant and stimulating environment where there was enough space for the children to play and get involved in a range of activities. Comments included:

'St. Timothy's offers a well resourced and nurturing environment for my child to learn and develop. The playrooms are well resourced with learning experiences that engage my child in learning.'

Staff had attended training to help keep the children safe. This included all staff attendance at child protection training each year, food hygiene training to assist with snack preparation and the correct temperatures for the storage of food, first aid training and specific training to meet the health needs of individual children. We saw that information on individual children's allergies, health and dietary requirements were displayed confidentially, in an area only accessible to staff. Accident and incidents were recorded and audited on a monthly basis. This met a recommendation made at the last inspection and contributed towards the health and safety of the children, by identifying any hazards or commonalities.

There were two sets of children's toilets within the playroom. The main doors to the toilets were kept closed throughout the session which contributed to a safe environment, particularly when snack and food was being prepared and left out. Nappy changing facilities were in place to assist children with personal care, where required. This area was within a separate toilet to support the child's dignity and privacy. All required resources were stored hygienically in line with infection prevention and control guidance.

Staff risk assessed and cleaned the areas they were responsible for throughout the day. We noted that the toilets were cleaned, bins were emptied and surfaces were wiped after each session by the cleaner. Good hand hygiene was promoted and encouraged by staff, as appropriate throughout the day. These practices contributed towards the very good health, safety and infection prevention and control procedures within the nursery.

### Areas for improvement

We read the nursery's management of medication policy and viewed the storage of medication. We saw that the service had a copy of good practice guidance 'Management of medication in daycare of children and childminding services' and had met a recommendation in relation to medication made at the last inspection.

We viewed the parental consent forms, administration of medication forms and review forms for three of the children whose parents had supplied medication to support their child's health needs. We noted:

- one inhaler was past its expiry date
- not all sections of two administration of medication forms and review forms were completed
- the policy did not contain all of the up-to-date guidance, for example, a statement to say that the service would not administer the first dose of any medication to a child, in case of an adverse reaction.

(See Recommendation 1)

**Grade**

5 - Very Good

**Number of requirements - 0**

**Recommendations**

**Number of recommendations - 1**

1. The service should review and update their medication policy and procedures to ensure that they are in line with good practice guidance 'Management of medication in daycare of children and childminding services.' This is in order to promote the health and safety of children.

National Care Standards Early Education and Childcare up to the age of 16:  
Standard 3: Health and Wellbeing.

## Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

### Statement 4

"We ensure that everyone working in the service has an ethos of respect towards service users and each other."

### Service Strengths

At this inspection we found the performance of the service was very good for this statement. We concluded this after observing interactions between staff and the children, the staff team and student and in conversations with parents and visitors.

We saw that information on staffing was displayed on the nursery website and on parents' noticeboards. This informed parents and visitors of who everyone was and their role and responsibility in the nursery. Children's achievements from home and at nursery were recognised and displayed and linked to the SHANARRI wellbeing indicators. Examples included: celebrating being a big sister and children receiving medals and trophies for sport and dance activities.

Parents and carers were invited to be part of the nursery life by accompanying the children and staff on trips, attending workshops, meetings and events and supporting fundraising. One parent told us of her involvement in healthy eating workshops with her child and part of a group developing 'story bags', which was a home/nursery literacy resource. There were plans in place to have parent coffee mornings this term, which may encourage some nursery parents to re-establish a parents' group or committee. Parental comments included:

'Staff show a very kind and supportive manner with children and I am confident in their learning.'

'Staff are friendly, caring and approachable. My daughter has come on leaps and bounds.'

'All staff have been very good with us. They have taken the time to listen and have reassured us about our child starting nursery.'

'They know his individual needs so well and have put plans in place so that he can join in with everything.'

We observed staff encouraging children to be safe, take turns, take responsibility for tidying away and sharing resources and showing respect to one another. The staff team were caring and nurturing towards children throughout the day and interacted well with their families. They welcomed parents/carers as they arrived and were friendly and responsive to everyone. We spoke to parents who shared examples of where their views and needs had been respected and followed to ensure that their child had good experiences at nursery, that their health and safety routines were respected and met and that they felt included.

100% of parents who completed the care standards questionnaires also 'strongly agreed/ agreed' that staff treated their child fairly and with respect and that their child appeared happy and confident with staff. This was confirmed by the welcoming, happy ethos which was apparent over the course of this inspection.

We spoke to a student who was on placement at the nursery. She spoke very highly of the ethos of respect between the management and the staff team. She felt everyone's views were valued and gave examples of how she felt included and supported by her mentor and all staff within the nursery. She added:

'This nursery truly reflects the principles of GIRFEC and I am extremely fortunate and humbled to be a part of it.'

### **Areas for improvement**

The service should maintain and build upon the very good ethos of respect which was apparent within the nursery.

**Grade**

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Very Good

### Statement 4

"We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide."

### Service Strengths

At this inspection we found the performance of the service was very good for this statement. We concluded this after speaking to the manager, the staff group, parents and children. We also sampled the quality assurance and monitoring systems in place and how these had impacted on the service. We looked at the improvement plan priorities for the nursery, action plans, evaluations and participation opportunities for children, their families staff and stakeholders. We also referred to parental and staff responses within the CSQs.

The quality of the service was monitored and evaluated through current auditing tools. The lead early years practitioner told us of 'building the ambition' training which staff had attended recently and the plans to further assess the provision in light of this. This document builds upon 'pre-birth to three' and 'curriculum for excellence' and provides detailed, practical guidance on the experiences and interactions necessary for all children at their different developmental stages.

We saw that staff had been consulted about the priorities within the improvement plan, were committed to it and this information had been shared with parents on the noticeboard. One priority was 'developing and renewing the vision of the school and nursery ethos to ensure a positive learning environment for all learners'.

We saw that the vision and aims had been reviewed and updated in line with GIRFEC and an overall nurturing and caring ethos was apparent throughout the course of the inspection.

When planning topics and learning experiences, staff observed the children, followed their interests from nursery and home and provided activities and opportunities to support the children in their play. The current topic was 'Fairies/Fairy Tales', which had come from a letter a child had brought into nursery and shared with the children. We saw that a variety of planned activities were taking place in response to the children's ideas, such as the development of a fairy garden, making fruit wands, storytelling and literacy activities alongside responsive, free play activities initiated and chosen by the children, such as making ice castles with the snow, role play, construction, sensory play and arts/crafts. Children's comments included:

'I said I wanted seashells in the garden and (staff name) got them for me.'  
 'This is the crafting table. Do you know what a crafting table is? It means you can craft or build anything you want.'

The head teacher had been in place for a year. He visited the nursery regularly throughout the week and had accompanied the children and parents on recent nursery trips. Parents we spoke to felt that he had an active part in the life of the nursery. Staff told us he attended staff meetings, valued and respected staff views, monitored staff practice and development both informally within the playroom and through the formal annual appraisal system. The management team monitored the progress and outcomes for individual children while at nursery and at the point of transitions, between home/nursery and nursery/school. These very good transition programmes included home visits prior to the children starting nursery and 'learning visits' where the nursery children and primary one children and their keyworkers/teachers worked together throughout the year. The head teacher spoke of plans to further enhance these programmes.

100% of parents who completed the CSQs 'strongly agreed/agreed' that the service had involved them and their child in developing the service, for example, asking for ideas and feedback and stated that overall, they were happy with the quality of care provided by the service.

Six members of staff completed CSQs. All six responses were very positive. Staff confirmed that they were aware of the policies and procedures used in the service and felt these were 'fully' implemented. They all felt they had opportunities to access training over the last 12 months which had assisted them in their post, all agreed that they worked well as a team and had opportunities to have leadership roles and responsibilities. This included 'Funday Fridays' where staff were responsible for planning areas and activities they had been trained on, such as music, literacy, PATHs, active and outdoor play.

Staff comments included:

'I wanted to participate in the VERP training (video enhanced reflective practice) which consisted of seven workshops and I was able to commit to this.' - This training enables staff to reflect on their practice and interactions, highlighting what they do well. The aim is to improve early literacy outcomes for children by further developing and increasing the skills of early years practitioners.

'Although the change of hours for service users does not allow enough time to hold staff meetings, our staff team realise how vital it is to come together weekly as a staff team and are happy to take a short lunch break one day a week to have team meetings. I am very happy to be part of this staff team and believe that I have great support from my team and the management.'

'I like how everyone values each other and respects each other. Everything is child-centred.'

## Areas for improvement

We advised that medication should be monitored by management on a regular basis to identify any common factors and ensure all health and safety procedures were in place. This would add to the current health and safety audits within the service.

The service should maintain and build upon the very good quality assurance systems and processes which are currently in place.

## Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## 4 What the service has done to meet any requirements we made at our last inspection

### Previous requirements

There are no outstanding requirements.

## 5 What the service has done to meet any recommendations we made at our last inspection

### Previous recommendations

1. Medication records should be reviewed to ensure that they include:
  - evidence that any medication contained on the premises has been reviewed every 28 days
  - details that the first dose of medication has been administered by the parents and a record of what medication the children have been given by their parents prior to their attendance at nursery.

**National Care Standards Early Education and Childcare up to the age of 16:  
Standard 3: Health and Wellbeing.**

**This recommendation was made on 27 March 2013**

Medication records were reviewed on a monthly basis and there was a record of any medication administered to the child by their parent prior to their attendance at nursery. Therefore, this recommendation has been met.

2. Accident audits should reflect whether any consistent factors have been identified and any measures put in place to address these.

**National Care Standards Early Education and Childcare up to the age of 16:  
Standard 3: Health and Wellbeing.****This recommendation was made on 27 March 2013**

We saw that monthly audits had been devised to record the number of accidents and incidents which had taken place, where they had occurred and to whom. This ensured that there was a record of any consistent factors. Actions to be taken were recorded where appropriate. Therefore, this recommendation has been met.

## **6 Complaints**

No complaints have been upheld, or partially upheld, since the last inspection.

## **7 Enforcements**

We have taken no enforcement action against this care service since the last inspection.

## **8 Additional Information**

There is no additional information.

## 9 Inspection and grading history

Date	Type	Gradings								
27 Mar 2013	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very Good</td> </tr> <tr> <td>Environment</td> <td>5 - Very Good</td> </tr> <tr> <td>Staffing</td> <td>5 - Very Good</td> </tr> <tr> <td>Management and Leadership</td> <td>5 - Very Good</td> </tr> </table>	Care and support	5 - Very Good	Environment	5 - Very Good	Staffing	5 - Very Good	Management and Leadership	5 - Very Good
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1 Sep 2010	Unannounced	<table> <tr> <td>Care and support</td> <td>5 - Very Good</td> </tr> <tr> <td>Environment</td> <td>5 - Very Good</td> </tr> <tr> <td>Staffing</td> <td>5 - Very Good</td> </tr> <tr> <td>Management and Leadership</td> <td>5 - Very Good</td> </tr> </table>	Care and support	5 - Very Good	Environment	5 - Very Good	Staffing	5 - Very Good	Management and Leadership	5 - Very Good
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Staffing	5 - Very Good									
Management and Leadership	5 - Very Good									

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Tha am foillseachadh seo ri fhaighinn ann an cruthannan is c?nain eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

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