Care service inspection report

Full inspection

Capability Scotland - Westerlea Early Years
Day Care of Children

Westerlea
11 Ellersly Road
Edinburgh

Inspection report for Capability Scotland - Westerlea Early Years
Inspection completed on 01 September 2015
Service provided by: Capability Scotland

Service provider number: SP2003000203

Care service number: CS2010271856

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
Capability Scotland Westerlea Early Years provides a quality service which is highly valued by the families who access it. Care is planned and delivered to meet the individual needs of children to promote their potential. Staff are highly skilled and know children well. The service actively involves parents and carers in order to continue to make improvements.

What the service could do better
The service told us that they are committed to a process of continual improvement. The service could explore the areas for improvement suggested throughout this report to support their ongoing improvement plan. This may include developing the way in which they record the information in children’s care plans.

What the service has done since the last inspection
Since the last inspection Westerlea Early Years has continued to assess and improve the quality of the service it provides. Staff have accessed training...
relevant to the changing needs of the children attending in order to continue to meet their needs and promote positive outcomes.

**Conclusion**

Westerlea Early Years was performing very well with some areas of excellent practice. The service provides a warm and welcoming environment where children and families are supported to achieve their potential. The staff are reflective practitioners who are committed to continuous improvement.
1 About the service we inspected

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service to ensure they have the best start in life, are ready to succeed and live longer, healthier lives. The Care Inspectorate has an important role to play in supporting this approach in inspecting care services for children.

The Getting it Right for Every Child (GIRFEC) approach is underpinned by the principles of prevention and early intervention. It’s a consistent way for people to work with all children and young people.

The approach helps practitioners focus on what makes a positive difference for children and young people - and how they can act to deliver these improvements. Getting it right for every child is being threaded through all existing policy, practice, strategy and legislation affecting children, young people and their families.

In Scotland, the Getting it right for every child (GIRFEC) approach puts wellbeing at the very heart of its approach. The eight ‘indicators’ of wellbeing that form the basis of GIRFEC are- safe, healthy, achieving, nurtured, active, respected, responsible and included - often referred to as ‘SHANARRI’.

The service is registered to provide care for a maximum of 15 children aged between birth to five years. The service operates from Westerlea, Capability Scotland Headquarters, Edinburgh.

The aims of the service state:
Westerlea Early Years aim is to provide an accessible, reliable and professional support service for children with additional support needs age birth to five years old and their families. We believe that children with disabilities are entitled to the same experience as any other child so we try to reflect this in many different aspects of our service. Our aim is to provide stimulating and fun activities that will allow children to develop through play while also meeting the needs of the family.
At the time of the inspection there were 56 children accessing the service on a part time basis.

**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 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 on 31st August 2015. We returned on 1st September 2015 to complete the inspection and give feedback to the team leader and manager. The inspection was carried out by a Care Inspectorate inspector.

As requested by us the service sent us a completed annual return.

We issued six care standards questionnaires to the service to distribute to families and four of these were returned before the inspection.

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

- Discussions with staff present on the days of our visit.
- Discussions with parents.
- Relevant policies, procedures and documents.
- Observations of staff working with children.
- Observations of the resources available to children.
- The environment used by the children.

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
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.

The service did not submit a self assessment prior to the inspection.

Taking the views of people using the care service into account
Children present during the inspection were unable to give their views on the service. However, they appeared happy and relaxed in the care of staff while engaged in play and activity.

Taking carers' views into account
We spoke to six parents during the inspection and their views are reflected throughout this report.

Four care standards questionnaires were returned before the inspection.
Comments included:

"Westerlea was a lifeline for us and our child. They provided a warm, welcoming and extremely supportive environment for us where our child was stimulated and we met other parents and children. We cannot thank them enough and the staff are wonderful!"

"Westerlea is an exemplary, consistent and supportive service. I wish they had more funding to expand the provision further. What they do is amazing!"
"This service is fantastic. I can happily leave my child knowing they are in a safe, stimulating and happy environment with wonderful staff. All the staff do a great job and have created brilliant learning opportunities for my child.

We are always in partnership with their best interests. The staff use their resources to the best of their abilities and plan their days to be best suited to my child’s needs. My child doesn't settle into places easily without parents but they love going here. The service couldn't be any better! And the staff make it a wonderful experience!"

"I always feel very happy to take my child to Westerlea. They love it there. They are thoroughly engaged, entertained and cared for and the staff are always keen to hear from us and work on areas where our child is focusing/ making progress. We could not praise this service more highly."

All four parents who returned our care standards questionnaire strongly agreed that they were happy with the quality of care and support provided by the service.
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 1
“We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service.”

Service Strengths
We found that the service was performing to an excellent level in relation to this statement. We assessed this through:

- Discussions with the manager, team leader and staff members.
- Discussions with parents.
- Observations of staff practice.
- Observations of children’s play.
- Looking at relevant policies, procedures and documents.
- Looking at relevant evidence recorded by the service.

We saw that staff knew children very well and supported them to make choices throughout their play. Staff used their understanding of each individual child to interpret their body language and non verbal choices which were then used to influence the play choices offered to children.

For example, when a child showed an interest in leaving the playroom to go outdoors the member of staff responded by supporting him to access the garden play space. This excellent practice meant that despite communication
barriers children’s interests were used to adjust their care and promote choice. This helped children to feel safe, respected and included.

Staff told us that they also responded to parents’ daily communication about their children to plan play opportunities. For example, one child’s parent had told a member of staff that they had become interested in pirates at home. The member of staff responded by adjusting the plan for the session to include pirate themed activities such as hunting for ‘treasure’ in the garden. This immediate responsive planning allowed children to explore their interests and influence their care.

The service offered a variety of ways for parents to become involved. Group sessions that parents could attend with their children offered them a way to become involved in the service and provide feedback. Weekly hydrotherapy sessions, music groups, book groups and sensory groups ran alongside the respite service offered to families.

Family members and siblings were welcome to attend also which encouraged families to learn together and share their experiences. One parent told us that this was “invaluable” to them and that they really appreciated the "community feel". This excellent practice meant that whole families were included and relationships nurtured.

Staff also offered support to parents to develop play opportunities at home for children. This involved offering advice, suggestions and modelling play activities using inexpensive equipment. A parent commented on a questionnaire issued by the service that staff had “given her play ideas to use at home”.

Parents could access the 'toy lending library' to continue children’s play interests at home. The manager told us that they also lent parents any pieces of equipment or sensory room items they were considering purchasing to help them make the decision. These excellent practices helped families to develop their play experiences with their children which built relationships and supported parents.

Regular 'coffee mornings' were attended by families which staff used as an opportunity to gain feedback about the service in order to inform
improvements. Staff also used this time as a chance to provide parents with support on various issues. For example, they had recently invited an external speaker to attend the coffee morning to give parents advice about toilet training in response to parental request. This innovative practice meant that parents were supported with areas of learning that were important to them and their families.

The service looked for formal feedback from families on a regular basis. Parents were encouraged to use 'have your say' forms and 'how are we doing?' forms to share their views. These were then used by the staff to evaluate their service and make improvements.

Newsletters also encouraged parents to share their views and asked for their suggestions on matters such as fundraising and purchasing new resources. The manager told us that parents were very active in supporting the service through fundraising and volunteer work. For example, a parent, along with a volunteer group had made improvements to the sensory garden and outdoor play area for children.

A variety of events encouraged parents to become involved in the service. A recent 'fun day' had been successful in raising funds for the service and a parent commented that "the fun day allowed them to meet other families" and "have fun with the children". Parents were invited to participate by sharing their skills and some parents as a result ran a food stall and face painting stations. This community event allowed all families to become involved in the service and influence the improvements made with funds raised.

**Areas for improvement**
The service should continue to build on their already excellent practice in this area and continue to develop ways for children and families to assess and improve the quality of care provided.
Grade
6 - Excellent
Number of requirements - 0
Number of recommendations - 0

Statement 2
“We enable service users to make individual choices and ensure that every service user can be supported to achieve their potential.”

Service Strengths
We found that the service was performing to a very good level in relation to this statement. We assessed this through:

- Discussions with the manager, team leader and staff members.
- Discussions with parents.
- Observations of staff practice.
- Observations of children’s play opportunities.
- Looking at children’s care plans.
- Looking at relevant policies, procedures and documents.

The service had gathered a range of information relating to each child in order to form their care plan. This enabled staff to effectively plan to meet their needs. Staff also worked alongside parents and other professionals to identify ‘next steps’ in each child’s learning and development.

One parent who returned our care standards questionnaire commented that staff were "always keen to hear from them on areas that their child was focusing or making progress." This very good practice of working in partnership with parents allowed staff to plan for each child’s learning and effectively support them. As a result staff were able to describe how the resources they had set out for each session were planned to help individual children make progress with their development and work on their targets. This helped children to achieve.
We observed staff working with children and saw that interactions were positive, calm and nurturing. This helped children to feel safe and secure. Staff used various methods to support their communication with children and enable them to make choices. For example, skilled use of signing and visual picture cards helped children to engage in activities and make choices in their play.

This was also used by parents and staff supported parents to learn key signs to build on communication methods used at home. This very good practice meant that effective links between the service and families were used to support children.

Children and their families had access to a range of activities and support sessions within the service. This meant that they could choose the sessions that best suited their child’s development and provided support to the family as a whole. For example, some children attended the respite sessions offered by the service as well as attending a music class or hydrotherapy session with their parent. This enabled children and their parents to make choices and engage in aspects of the service suited to their individual needs.

Although the service did not provide food for children, they encouraged parents to provide healthy snacks. We observed children having a snack of rice cakes and fruit and saw that this was a calm and enjoyable time for them. Staff sat at the table with the children and chatted to them while they ate. This helped children to learn about healthy choices and develop social skills.

We spoke to staff members and found that they were clear about their role in protecting children. They told us how they would follow the service’s child protection policy and that they would seek advice in the event of a concern. This helped to keep children safe.

All parents who returned our care standards questionnaires strongly agreed that they were happy with the quality of care and support provided by the service.

**Areas for improvement**

The service could further develop the ways in which they document how they plan to meet each child’s individual needs. We discussed this with the manager
who agreed to look at ways to develop each child’s care plan to evidence the very good planning that staff were doing for each child’s time at the service.

**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
We found that the service was performing to a very good level in relation to this quality statement. We assessed this through:

- Discussions with the manager, team leader and staff members.
- Discussions with parents.
- Observations of the environment.
- Observations of the resources used by children.
- Observations of children’s play.
- Looking at relevant policies, procedures and documents.

Entry to the service was by secure entry system. Within the building, entry to different rooms was restricted by a keypad system. This meant that no one could access the building without the knowledge of staff. Visitors were also asked to sign in at reception and to wear a visitor badge. This meant that staff were aware of who was in the building at all times and made visitors easily identifiable. These measures helped to keep children safe.

Staff encouraged children to be aware of their own safety. They talked to children about keeping safe and reminded them clearly each time when they moved from one area to another that it was "time to hold hands now".

Risk assessments for the environment and, where appropriate, individual children were in place and were effective in maintaining a safe environment. The service used a maintenance service for any environmental issues and staff
were aware of the reporting procedures. We confirmed this was effective in maintaining a suitable environment for children.

Staff had a very good understanding of infection control. We saw that staff cleaned the table before children sat down to eat and that children were supported to wash their hands with soap and warm water. These measures helped to minimise the risk of cross infection and keep children safe.

Staff also completed an 'infection control workbook' in their initial stages of employment. This provided them with a way to explore infection control best practice and evaluate their knowledge. This very good practice meant that the service expected staff to explore and evaluate their own knowledge in relation to infection control in order to improve practice.

We looked at a sample of accidents and incidents that were recorded by the service and found that they were well recorded and audited by the service regularly. This meant that any areas for improvement would be identified.

All parents who returned our care standards questionnaires strongly agreed that the service was a safe, secure, hygienic, smoke free, pleasant and stimulating environment.

**Areas for improvement**
On the day of the inspection we saw that some soft toys were being stored in the children’s bathroom which was also used as a laundry area. We discussed with the manager that these should be removed while the room was used as a bathroom to minimise the risk of cross infection. The manager agreed to address this.

**Grade**
5 - Very Good

**Number of requirements** - 0
**Number of recommendations** - 0

**Statement 3**
“The environment allows service users to have as positive a quality of life as possible.”

**Service Strengths**

We found that the service was performing to a very good level in relation to this quality statement. We assessed this through:

- Discussions with the manager, team leader and staff members.
- Discussions with parents.
- Observations of the environment.
- Observations of children’s play.
- Observations of staff practice.
- Looking at relevant policies, procedures and documents.

The service had worked well to create a welcoming, bright and nurturing environment for children. Resources were stored in a way that made them easily accessible to children, which promoted choice and independence.

There were spaces where children could play together and also spaces where children could spend time playing alone. A parent who returned our care standards questionnaire commented on the "warm, welcoming and extremely supportive environment" where their "child was stimulated".

Staff were very good at planning play opportunities for children to meet their individual needs. They selected resources that encouraged children's development in specific areas and shared these reasons with parents. This helped to create a positive link between the service and home and allowed parents to continue the learning at home.

Children had access to a wide range of resources and environments to support their development. We saw that children enjoyed using the 'sensory room' and 'sensory garden' as well as an outdoor play area. The sensory garden was well equipped and one child enjoyed exploring the water feature. It was clear that the space had been well planned to encourage children to engage with the environment and others, while meeting their individual needs.
Staff were skilled at interpreting the children’s interests and then using resources to extend these. For example, during a painting activity a member of staff observed that the child was interested in using the brushes to move the paint around the tray. In response, she removed the paper and provided the child with additional space and paint in which to explore this. This very good practice meant that staff were using resources to help children explore their own interests at their own pace.

Children were able to take resources from inside into the outdoor area when they chose. This meant that they could continue and extend their learning which helped them to feel included and respected. Children had access to a variety of active play opportunities that promoted their health and wellbeing. We saw children enjoyed running outdoors and climbing in the soft play area which encouraged them to learn about keeping healthy.

All parents who returned our care standards questionnaire strongly agreed that the service had a suitable range of equipment, toys and materials for the children.

**Areas for improvement**
The service could look at ways to make the bathroom used by children in the main building more inviting and child friendly.

**Grade**
5 - Very Good

**Number of requirements** - 0
**Number of recommendations** - 0
Quality Theme 3: Quality of Staffing
Grade awarded for this theme: 5 - Very Good

Statement 3
“We have a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice.”

Service Strengths
We found that the service was performing to a very good level in relation to this quality statement. We assessed this through:

- Discussions with the manager, team leader and staff members.
- Discussions with parents.
- Observations of staff practice.
- Looking at staff training records.
- Looking at relevant policies, procedures and documents.

We observed staff working with the children present during the inspection and saw that they were kind, supportive and encouraging. This helped children to feel safe and secure. It was clear that they knew each child well and planned effectively to meet their individual needs. They used praise to build children’s self esteem and recognise their achievements.

Staff worked closely with other professionals involved in the life of each child. This allowed them to work collaboratively to support each child in their development. Staff then used information appropriately to plan for the child’s time at the service and help them to achieve their next steps in learning. Parents that we spoke to throughout the inspection commented on the high level of professionalism of staff working with their children.

There was a strong commitment from the staff to continuous professional development in order to continue to improve outcomes for children. The
manager told us that this was supported well within the company. Staff had attended a range of training opportunities relevant to their role and reflected how these opportunities had improved practice and outcomes for children.

Regular meetings and appraisals allowed staff members the time to discuss their practice and role within the service. We saw that these were well documented and included reflections on practice. Staff also shared any research they had undertaken in order to better support the needs of individual children.

For example, we saw that one member of staff had recently undertaken some personal research on a particular condition relevant to a child attending the service. They had then shared this with staff and accessed further training to support their learning. This very good practice helped staff to become reflective practitioners and improve outcomes for children.

All parents who returned our care standards questionnaires strongly agreed that they were confident staff had the skills and experience to care for their child and support their learning and development. One parent commented that “the staff are wonderful”.

**Areas for improvement**
All staff that we spoke to had a good understanding of their role in protecting children and how they would follow the service’s child protection policy. However, we noted that one member of staff who had joined the team this year had not yet attended any child protection training. This was not in line with the service’s policy. The manager agreed to explore options for this with management as a priority for this member of staff.

**Grade**
5 - Very Good

**Number of requirements** - 0
**Number of recommendations** - 0

**Statement 4**
“We ensure that everyone working in the service has an ethos of respect towards service users and each other.”
**Service Strengths**
We found that the service was performing to an excellent level in relation to this quality statement. We assessed this through:

- Discussions with the manager, team leader and staff members.
- Discussions with parents.
- Observations of staff practice.
- Looking at relevant policies, procedures and documents.

The staff and manager told us that 'respect' is at the centre of all the work that they do with the children and families that attend the service. A member of staff told us that their ethos reflects a focus on 'what the children can do' rather than the barriers faced. This was shown in excellent staff practice that celebrated each child and their unique qualities as individuals.

Children's choices and wishes were respected at all times. Staff were skilled and attuned to the children in their care and as a result they picked up on all possible opportunities to praise children and build their self esteem. This excellent practice helped children to feel valued, respected and nurtured. We saw that one parent had commented on a questionnaire issued by the service that it was "great to see the children so appreciated".

It was clear that staff had developed very strong relationships with parents and carers. We observed staff chat informally to parents throughout the sessions and when collecting their children. We saw that staff made time for parents and that communication was positive, friendly and respectful. Staff took the time to listen to and talk with them about their child’s individual needs and progress. One parent we spoke to commented that what made the service exceptional was "the people" and the "positive, inclusive ethos".

We observed that staff worked well together as a team. They communicated with each other in a positive and supportive manner which provided children with a model of respectful communication. Staff had accessed training in equality and diversity and were able to evidence how this impacted the work they did with children. They completed a 'valuing people workbook' as part of their own reflective practice.
This encouraged them to reflect on their role and how they embedded principles of respect in their work. It examined ways in which the codes of conduct for social service workers and the national care standards were integrated into the ethos of the service and the work done with children and families. This excellent practice encouraged staff to become reflective in their practice and to evaluate the ways in which respect was at the centre of their work with children.

All parents who returned our care standards questionnaires strongly agreed that staff treated their child fairly and with respect.

Areas for improvement
The service could continue to reflect on and develop their already excellent practice in this area. This will ensure the service continues to place the respect of children and families at the centre of their work.

Grade
6 - Excellent
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 3
“To encourage good quality care, we promote leadership values throughout the workforce.”

Service Strengths
We found that the service was performing to a very good level in relation to this quality statement. We assessed this through:

- Discussions with the manager, team leader and staff members.
- Observation of staff practice.
- Looking at relevant policies, procedures and documents.
- Looking at evidence recorded by the service relevant to this statement.

The manager had developed very good relationships with the staff team and was available to them for support at any time. Staff confirmed that they felt supported by their management colleagues and could approach them for advice in any matter.

Management staff completed leadership training in order to gain the necessary skills for this role. The manager confirmed that this had been valuable training that positively developed their skills and understanding of the post.

Staff developed leadership values throughout their daily practice. They took time to prepare and plan for their groups according to the children and families attending. Staff then evaluated the effectiveness of the session in order to make adjustments and improvements.
We saw that these evaluations contained detailed observations of the session and included parent feedback. This very good practice encouraged staff to continually reflect on their practice and lead on development.

Staff also took the lead in specific developments within the service. For example, one member of staff had set up a ‘relaxation class’ for parents which had been well attended and received positive feedback. Another member of staff took responsibility for the development of a weekly ‘book group’ which developed early literacy skills and encouraged children and parents to read together. These very good opportunities allowed staff to make improvements to the service while developing their own leadership skills.

Staff attended team meetings which were well documented. We saw that they met regularly to discuss matters affecting the service and their roles. We saw from the minutes that staff used this time to discuss individual children, how they could best support families and developments within the service. Any points of action were assigned to individual members of staff. This very good practice meant that staff could discuss points of development in order to improve outcomes for children.

Areas for improvement
The service could explore ways in which to document the impact of their very good leadership values and opportunities. This will help the service to reflect on successful initiatives that have improved outcomes for children.

Grade
5 - Very Good
Number of requirements - 0
Number of recommendations - 0

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

We found that the service was performing to a very good level in relation to this quality statement. We assessed this through:

- Discussions with the manager, team leader and staff members.
- Discussions with parents.
- Looking at examples of self evaluation.
- Looking at evidence of monitoring and staff development.
- Looking at the service’s improvement plan.

The manager spent time in the service to support staff and be available to parents. This provided a way to observe staff working with children and each other. This was then used to inform appraisals and identify areas for improvement. The manager also had support in her role from other management colleagues.

Capability Scotland regularly performed internal audit procedures to ensure good practice in a number of areas within the service in relation to policy and procedure. This helped to ensure effective quality assurance processes.

We spoke with the manager who had clear understanding of the strengths and areas for development in the service. These were used to form an improvement plan for the service which was used as a working document. The improvement plan set out measureable, achievable targets for the development of the service and we saw that progress was regularly evaluated.

The service had developed excellent opportunities for children and families to give feedback. The staff team had worked well to establish good communication and relationships with families. Questionnaires and coffee mornings offered parents the opportunity to comment on specific areas of the service. The manager confirmed she was committed to using this feedback to inform improvements and develop the service in consultation with families.

All parents who returned our care standards questionnaires strongly agreed that the service had involved them and their child in developing the service, for example asking for ideas and feedback.
Areas for improvement
The service could look at their systems in place to ensure their ‘self assessment’
document is submitted within requested timescales. The service could
also develop the use of national best practice models and guidance to support
their self evaluation models. The manager agreed that this would be beneficial
in order to support their ‘outcome focussed’ self evaluation processes.

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
There are no outstanding recommendations.

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Type</th>
<th>Gradings</th>
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<tbody>
<tr>
<td>16 Jul 2013</td>
<td>Unannounced</td>
<td>Care and support 6 - Excellent</td>
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<td></td>
<td></td>
<td>Environment 6 - Excellent</td>
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<td></td>
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<td>Staffing 5 - Very Good</td>
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<td></td>
<td>Management and Leadership 5 - Very Good</td>
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<td>2 Aug 2011</td>
<td>Announced (Short Notice)</td>
<td>Care and support 5 - Very Good</td>
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<td></td>
<td></td>
<td>Environment 5 - Very Good</td>
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<td>Staffing 5 - Very Good</td>
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<td>Management and Leadership 5 - Very Good</td>
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</tbody>
</table>
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nithear iarrtas.

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