

Care service inspection report

Harmeny School

School Care Accommodation Service

Mansfield Road

Balerno

Edinburgh

EH14 7JY

Telephone: 0131 449 3938

Type of inspection: Unannounced

Inspection completed on: 5 November 2014



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Service provided by:

Harmeny Education Trust Ltd

Service provider number:

SP2003002598

Care service number:

CS2003011066

If you wish to contact the Care Inspectorate about this inspection report, please call us on 0345 600 9527 or email us at enquiries@careinspectorate.com

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 | 6 | Excellent |
| Quality of Environment | 6 | Excellent |
| Quality of Staffing | 6 | Excellent |
| Quality of Management and Leadership | 6 | Excellent |

What the service does well

Staff at Harmeny knew the children in their care very well and were supportive of their individual needs.

We found evidence that the audit systems were embedded into every day practice.

What the service could do better

The service should consider the recommendations made in 1.3 of this report in relation to health and wellbeing.

The service manager should continue to monitor and maintain the excellent quality of care. They should ensure it is rigorous in identifying any areas for improvement and implementing action plans to address these.

What the service has done since the last inspection

We found that the service continued to look for ways to make improvements. They were continually looking for ways to engage with children and parents in innovative ways.

Conclusion

The service continued to operate to an excellent standard.

1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Prior to 1 April 2011, this function was carried out by the Care Commission. Information in relation to all care services is available on our website at www.careinspectorate.com. This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

The Care Inspectorate will award grades for services based on findings of inspections. Grades for this service may change after this inspection if we have to take enforcement action to make the service improve, or if we uphold or partially uphold a complaint that we investigate.

The history of grades which services have been awarded is available on our website. You can find the most up-to-date grades for this service by visiting our website, by calling us on 0845 600 9527 or visiting one of our offices.

Requirements and recommendations

If we are concerned about some aspect of a service, or think it could do more to improve its service, we may make a recommendation or requirement.

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

A requirement is a statement which sets out what is required of a care service to comply with the Public Services Reforms (Scotland) Act 2010 and Regulations or Orders made under the Act, or a condition of registration. Where there are breaches of the Regulations, Orders or conditions, a requirement must be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

Harmeny School provides school care accommodation. Harmeny School is an independent, grant aided school which is owned and managed by Harmeny Education Trust Ltd, a not for profit organisation with charitable status.

The school is situated in extensive grounds in a rural setting on the edge of Edinburgh with good access to local amenities and bus routes. The accommodation is provided in four purpose-built cottages within the grounds and in one wing of the original 19th century house.

The stated aims of the service were contained in the service ethos statement:

"Harmeny strives to become a unique community characterised by a climate of encouragement and support for all, to achieve success.

We seek to create a living and learning environment which promotes personal, social, physical, intellectual and spiritual development.

We encourage high standards within a framework of a structured social organisation which encourages participation and promotes equality of opportunity, fairness and justice.

In recognising our staff as our major resource, we acknowledge our professional accountability to the child, his/her carers and placing agencies for the quality of experiences we provide.

The responsibility to sustain and develop this community is accepted by all regardless of role or status."

These aims are reflected in the provision of 32 places for children of Primary School age up to Secondary Stage Two who have complex social, emotional and behavioural difficulties.

Specialist help is provided to enable children to address and overcome disadvantage.

Harmeny School is a national resource with children in residence from throughout Scotland. It operates throughout the year.

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

Quality of Care and Support - Grade 6 - Excellent

Quality of Environment - Grade 6 - Excellent

Quality of Staffing - Grade 6 - Excellent

Quality of Management and Leadership - Grade 6 - Excellent

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 that took place between 10:00hrs and 19:00hrs on 27 October and between 10:00hrs and 18:00hrs on 30 October 2014. We gave feedback to the head of care on 5 November 2014.

As requested by us, the provider of the service sent us an annual return. They also sent us a completed self assessment. Before the inspection we sent the service 32 questionnaires to be given to the children who use the service. We received 17 completed questionnaires.

During this inspection we asked the service to show us evidence to support their self assessment. We looked at records:-

- staff meeting minutes
- children's meeting minutes
- staff rotas
- care plans and children's files
- records of medicines administered
- risk assessments for children
- incident records.

We spoke individually with five children and informally with many more. We met with the head of the service, the head of care, two cottage managers, and two senior practitioners. We met with the head of nutrition and the learning and development consultant. We spoke with four members of the care staff and two homemakers. We spoke informally with other members of staff and observed staff practice during the inspection.

We took all of the above evidence into consideration when writing this report. We also took into account the Public Services Reform (Scotland) Act 2010 and associated Statutory Instruments, the National Care Standards for School Care Accommodation, and the Scottish Social Services Council (SSSC) Codes of Practice for Social Service Workers and Employers.

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.firelawscotland.org

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

There were no requirements or recommendations outstanding from the last inspection

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 Care Inspectorate received a completed self assessment document from the service provider. The self assessment identified the strengths of the service and also identified a vision for the future which included areas for development. The self assessment reflected what we found at the inspection.

Taking the views of people using the care service into account

Before the inspection we sent out 32 Care Standard Questionnaires (CSQs) to be given to the children. We received 17 completed questionnaires. We have made comment about their responses within the body of this report. In response to the statement: 'This is a nice place to stay,' eight children strongly agreed, five agreed, one disagreed, one strongly disagreed and one child indicated that they did not know.

In response to the statement 'Overall I am happy with the standard of care I get here' eight children strongly agreed, seven agreed, one disagreed and one strongly disagreed.

During the inspection we spoke with five of the children who were staying in the cottages. In the main, they indicated that they were happy there. Some of the children said that they wanted to be somewhere else, like staying with a family.

They talked about sometimes when there were things they were unhappy about but recognised that staff tried to help them with these things. They said that their rooms were comfortable. They talked about a forthcoming Halloween party and said they were looking forward to it.

Taking carers' views into account

Carers include parents, guardians, relatives, friends and advocates. They do not include care staff. We did not receive any views from carers at this inspection. During the inspection we saw two parents visiting their children. Both indicated that they were happy that their children were well cared for at Harmeny.

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: 6 - Excellent

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

At previous inspections we have graded this aspect of the service as excellent. At this inspection we found that the service continued to operate to an excellent standard.

The school has a written participation strategy which identifies how they will consult with the people who use the service and demonstrates their commitment to making changes based on the views of children and their parents. We saw that consultation is embedded in everything that happens at the school and children and parents know that their views are important.

An information booklet told children what they could expect from the school and what the school expected from them. The booklet invited children to speak out and told them about the systems they could use to get their views heard.

A comprehensive website provides information about Harmeny Trust, the school and the long term plans. The website provides information such as board meeting minutes, parents' forum and the Harmeny magazine. The site invited views and provided contact details. This kept parents informed about what was happening day to day as well as at a strategic level and encouraged parents to present their views.

Each child had a keyworker who ensured that the views of the children were included in all aspects of care. In addition they looked for ways to include parents in the life of their child. We found evidence that regular one to one meetings between the child and the keyworker took place.

During the inspection we had lunch in a cottage with four of the children and three staff. We also had dinner with four children and three staff. Throughout both we saw that the children were comfortable and animated in the company of their carers. The staff encouraged the children to present their views. They were respectful and sensitive and responded positively. By doing this they encouraged children to speak up and recognise that their views are important. We also saw the children complete forms at the end of their meal to say if they had liked it or not and to make suggestions for other food that they would like.

Regular house meetings offered further opportunities to talk about preferences and discuss the things that the children wanted from their time at Harmeny. From these discussions and by looking at the minutes of the meetings we found that children's suggestions and views had been listened to and acted upon. Recent discussions had included planning for a Halloween party and purchase of Halloween costumes. Some children had requested TV's for their bedrooms which they now had. Children had also been included in the planning of a skate park. The children told us that they felt included in making decisions. We saw that staff had built very positive relationships with the children. We saw that disputes and disagreements were managed effectively.

During the inspection we again looked at children's care plans. As at the last inspection the care plans continued to reflect the views of the children and their families. We saw that the initial care plans had been written taking the views of the children, parents or carers, and other professionals into account. A system of reviews then brought these people back together to update the care plan and again find out the views of the children and their parents. This ensured that everyone was clear about the plan and gave both parents and the child the chance to give their views. We found that staff supported children to make their opinions heard, either by suggesting that they write them down on 'Having your say' forms or by attending the review with the child to give encouragement. In this way, children were supported to influence their care plans and be involved in planning for their future.

The service had a contract with Who Cares? Scotland, allowing all children regular access to an independent advocacy worker. Some children also received visits from their local authority children's rights officer.

Weekly written reports were sent to placing social workers to keep them up to date with the lives of the children and offer opportunity to comment.

Harmeny continued to hold regular informal events, such as sports day and a Christmas show, when children, parents, social workers and other interested people, attended. The events were planned by staff with the help of children. This offered opportunities for people to focus on topics such as working together, communication and breaking down barriers.

Records showed that staff regularly spoke with parents. We saw that parents and other relatives were actively encouraged to visit. This provided parents with an opportunity to see where their child was living and establish relationships with the staff.

An active Pupil Council were empowered to make presentations to the board of governors to present the views of pupils. The board had taken on the views of the children and as a result of presentations had increased pocket money and were considering the purchase of new vehicles suggested by the children.

A Parent and Carer Group provided representation from parents to the board and the school.

The school complaints and suggestions system provided an additional opportunity for everyone to present their views. We saw that complaints were taken seriously and investigated vigorously and that the outcome was reported in line with the policy. Complaints resulted in change to practice or supported reconciliation where necessary.

In response to the Care Standard Questionnaires two children strongly agreed, ten agreed, one disagreed, one strongly disagreed and three indicated they did not know in response to the statement:

'Manager and staff ask me for my ideas and use them to make things better'.

One child strongly agreed, eight agreed and eight disagreed with the statement: 'Managers and staff ask me for my ideas often enough'

Nine children strongly agreed, six agreed and two disagreed with the statement: 'I get to choose things about how I look, like what clothes I wear and how I do my hair'.

Three children strongly agreed, 11 agreed, two disagreed and one indicated that they did not know in response to the statement:

'I get a say over how my room looks'.

Areas for improvement

Whilst the Care Standard Questionnaires indicate that most of the children were very satisfied that the service asked for their ideas, there was a significant number who indicated that they did not feel they were asked often enough. In addition, some children told us that they felt that staff did not have enough time for them. They said that the information booklet told them that staff would always be available to speak to them. They said that sometimes staff said they did not have time but they would get back to them and they didn't.

We discussed this with the head of care at feedback. He indicated that he would explore this further with staff and children and consider how they could help the children feel more included and empower them to use systems for discussion effectively. See recommendation made in 1.3

The provider should continue to monitor and maintain the excellent quality of care. They should ensure it is rigorous in identifying any areas for improvement and implementing action plans to address these.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 3

We ensure that service users' health and wellbeing needs are met.

Service strengths

At previous inspections we have graded this aspect of the service as excellent. At this inspection we found that the service continued to operate to an excellent standard when ensuring that the health and wellbeing needs of the children were met.

Care plans continued to evidence that children's health needs were discussed when they arrived at Harmeny. This formed a central part of the support for children and their keyworkers ensured that they were registered with appropriate health professionals such as GP, dentist and opticians. In addition children were supported in their personal care.

We saw that children's care plans were following the Getting It Right For Every Child (GIRFEC) model and that staff were using the language and processes in line with GIRFEC. GIRFEC is a nationwide strategy introduced by the Scottish Government to standardise the way that services record the work they are doing with children and children.

All of the children had risk assessments which were up to date. Incident reports were completed correctly and indicated what action needed to be taken if necessary.

The staff were very aware of the health and wellbeing needs of the children and worked with them to support them in establishing relationships, building self esteem and achieving a healthy lifestyle. We found that the staff were knowledgeable about what services were available and were able to direct children to the services they needed at the right time.

During the inspection staff were seen to be caring and supportive to the children they were working with and that they had built good relationships. The staff continued to update their knowledge and understanding of the challenges facing children with training in attachment theory. We saw that staff were sensitive in their approach to children and encouraged them to make positive choices. Staff were seen to be good role models in their own behaviour when they were with children and children received consistent messages from staff

We saw that incidents they were appropriately recorded. The management team had a very good overview of incidents and reviewed them to look for patterns and identify what could be done to lessen incidents. In addition, the manager with lead responsibility made a monthly report to the school management team which enabled a strategic overview of the process.

We found that children enjoyed a healthy and nutritious diet at Harmeny House. During the inspection the inspector had dinner with the children and staff. The food was delicious, healthy and nutritious. The allocation of 'homemakers' in each of the cottages had been a success. The homemakers worked alongside staff to provide meals and keep the cottage clean and tidy. Visitors such as teachers and social workers often went to the cottages for lunch or tea which made mealtimes a sociable event. We saw that the children ate well and talked about their favourite foods. They confirmed that the food was always of good quality and reflected their tastes. They told us that they could get something different if they did not like what was on offer. Children could make themselves snacks and drinks when they wanted to. In addition children who chose special diets such as vegetarian were catered for.

We found evidence that the children took part in lots of physical activities such as cycling, skiing, skate park, football, the assault course and many outdoor pursuits. They were also involved in an extensive garden project (Harmeny Community Allotments) where they grow their own vegetables which were then used in the cooking. They were involved in local groups such as Boys' Brigade, Brownies, guides and rugby. This helped them to maintain good health and for enjoyment. We heard that staff took part in activities alongside the children and gave them encouragement. Children were encouraged to express themselves through music, drama and art.

The staff celebrated children's achievements which promoted self esteem.

Being a school, education had a prominent focus and the staff worked well over education and care to provide a holistic approach to individual children. Some children went to school off campus and the staff worked with local schools to enable children to achieve academic success.

The service had a locked cabinet for the storage of medicines which was well organised and contained appropriate medication belonging to identified children. We found that staff were following the medication guidance.

Staff consulted with the Child and Adolescent Mental Health Services (CAMHS) team to help them understand and work with the complex needs of the children they cared for. We found evidence that staff worked effectively with children affected by mental health issues and saw from case files that they helped to support their emotional well being.

Staff had taken part in updates to child protection training and the staff we spoke with were knowledgeable about the actions they should take if there were concerns about any of the children. Staff were trained in holding safely should this be necessary.

We saw that staff encouraged the children to treat each other with respect. They recognised that some children struggled with group living and tried to help them negotiate with each other.

Children went on regular outings both in a group and individually. They were encouraged to broaden their horizons and helped to research their chosen destinations and plan their activities.

We heard that sanctions were fair and appropriate.

Replies to the 'Care Standard Questionnaire' showed that eleven children strongly agreed, five agreed and one did not know in response to the statement: 'Staff help me to stay in touch with people who are important to me'

Eleven strongly agreed and six agreed with the statement 'Staff help me go to along to any activities I want to do like hobbies, clubs and sports'.

Eight strongly agreed, eight agreed and one did not know in response to the statement:

'Staff understand the things that are important to me'.

Four strongly agreed, nine agreed, two disagreed and one strongly disagreed in response to the statement

'I get food when I need it'.

Six strongly agreed, ten agreed and one disagreed with the statement:

'I am able to talk to staff about anything'.

Eight strongly agreed, seven agreed and two disagreed with the statement:

'Staff treat me fairly and with respect'.

Six strongly agreed, four agreed, four disagreed, four strongly disagreed and one child indicated they did not know in response to the statement:

'Staff have enough time for me'.

Six strongly agreed, nine agreed, one strongly disagreed and one child indicated that it was not applicable in response to the statement:

'I feel protected from abuse'.

Four strongly agreed, ten agreed, one disagreed and two strongly disagreed with the statement:

'I feel protected from bullying'.

Eight strongly agreed, six agreed, two disagreed and one child indicated that it was not applicable in response to the statement:

'Staff try to get me to choose healthy food'.

Three strongly agreed, ten agreed, three disagreed and one strongly disagreed with the statement:

'If I or anyone else have had to be restrained, staff did this fairly and safely'.

Seven strongly agreed, seven agreed, seven disagreed and one strongly disagreed with the statement:

'I have a care or personal plan'.

Five strongly agreed, two agreed, two disagreed and three children indicated they did not know in response to the statement:

'I get a say about what goes in my care plan'.

Areas for improvement

It was evident from the Care Standard Questionnaires that some of the children were unhappy or dissatisfied with some aspects of the service, specifically in relation to staff time, bullying, restraint, healthy food and understanding of care plans. We have identified in the strengths how we assessed that children are treated well in relation to these aspects. We suggested that managers need to check regularly with children that they feel they are being well cared for and can use the school's systems for discussion and resolution of dissatisfaction. See recommendation 1

We saw that the service kept non prescribed medication such as paracetamol, cough medicines, etc for the use of all children. Some of these medications came with dispensers specific to that medication (i.e. Calpol). We felt that there was risk of cross infection should the syringe used for medication be used between children. We suggested that the service takes advice from the LAAC (Looked After and Accommodated Children) nurse regarding child specific medication. See recommendation 2

We saw that children spent time in their bedrooms and we were told that this was in order to help them focus and restore calm. However, we saw that sometimes this was used for staff to recharge rather than as a therapeutic intervention for the children. The children wanted to know how long they would be in their rooms and found it difficult to manage without specific times. We suggested that the service reviews the practice of time in bedrooms, to ensure that it was specifically used to benefit the children and that the children know the purpose of this and how long they can expect to be in their rooms. See recommendation 3

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 3

Recommendations

1. The service should help children to use the school's consultation and discussion systems to identify and address areas of dissatisfaction such as those identified within the Care Standard Questionnaires. National Care Standards - Care homes for children and young people - Standard 18 - Concerns, comments and complaints
2. The service should consult with the LAAC Medication Nurse.
3. The service should review the practice of children spending time in their bedrooms. They should clearly identify the purpose, process and expected outcomes for individual children National Care Standards - Care homes for children and young people - Standard 6 - Feeling safe and secure

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 6 - Excellent

Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the environment within the service.

Service strengths

Evidence found in Quality of Care and Support, Statement 1, also applies to this statement. We found that the service used the same processes to consult parents and children about the environment.

Children had personalised their rooms with posters and soft furnishings.

Areas for improvement

Evidence in Quality of Care and Support, Statement 1 also applies to this statement.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 2

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

Service strengths

At previous inspections we have graded this aspect of the service as excellent. At this inspection we found that the service continued to operate to an excellent standard.

All of the cottages had suitable lighting, heating and ventilation and were in good state of repair.

Children could be confident that they were protected by security measures which included restricted entry and vigilant vetting of visitors.

Staff reported any concerns about the premises to the estate manager who then ensured that all safety and premises issues were dealt with quickly and efficiently. We looked at a maintenance plan which included regular redecoration and upgrading of furniture and soft furnishings. This was further evidenced by the fact that we have seen continual upgrade of the premises furnishings and fittings at each of the inspections we have carried out. We found that the manager continually assessed the environment to ensure that it best meets the needs of the children.

The cottages were clean and hygienic and procedures were in place to ensure regular cleaning took place. Homemakers, Staff and children worked together to keep the environment pleasant. As already stated, children were very involved in influencing the environment of the service. This meant that they had an investment in maintaining the cottages and keeping them looking nice. There was an established culture in the school of taking care of the surroundings. Broken items were quickly replaced and maintenance was managed well.

Children were encouraged to make the cottage their own and we saw many photographs and children's art work tastefully displayed throughout the cottages. There were enough communal rooms to allow children to meet together if they wished and also to have privacy when they needed it.

Children enjoyed using the extensive grounds owned by the school. The school had a dedicated outdoor learning centre which offered children experiences such as kayaking, skiing, orienteering, adventure trips, team building games, environmental studies, and community involvement. Harmony community allotment project helped children improve their skills as well as learn about growing and nature. Vegetables and fruit grown in the allotments were used in the cottages to make meals, making it an integrated part of the whole school. Children were also involved in eco projects and the school was on the way to achieving their eco green flag.

Risk assessments had been carried out for the premises to ensure that dangers were minimised. Policies and procedures about infection control and health and safety were in place and followed by staff.

All staff had completed CALM (Crisis, Aggression, Limitation and Management) Training which helped them to recognise and diffuse difficult situations and when absolutely necessary, hold children safely.

Homemakers had carried out food hygiene training. Kitchen staff had completed extended training in food hygiene.

Duty managers had completed First Aid training in order to provide assistance in case of accidents.

Regular fire drills were carried out and recorded.

We saw an up to date insurance certificate which provided public liability cover.

Each child had their own bedroom which provided them with a personal private space. They had chosen the decoration of their rooms and had personalised them to suit their tastes.

Staff understood that children used technology such as internet and mobile phones much more readily than in the past. They were aware of the dangers these posed to the personal safety of the children in their care. We saw that they were working with children to help them use these technologies safely. The children were at different stages in this process and were aware of what they needed to do in order to have continued use of their phones and the internet.

All of this helped towards ensuring that children were cared for safely and could make the most of the school environment.

In response to the Care Standard Questionnaires, seven children strongly agreed, six agreed and three disagreed with the statement:

'I can lock my door if I want to'.

Six strongly agreed, nine agreed, one disagreed and one strongly disagreed with the statement:

'I can keep my things safe'.

Areas for improvement

Care Standard Questionnaires indicated that some children felt they could not keep their possessions safe. We saw at inspection that doors could be locked. We suggested that this was discussed with children at house meetings and children were helped to keep their possessions safe.

In discussion, we were told that they continue to identify areas of improvement and had plans to refurbish bedrooms.

Managers should continue to monitor and maintain the excellent standard of quality shown at this inspection.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 6 - Excellent

Statement 1

We ensure that service users and carers participate in assessing and improving the quality of staffing in the service.

Service strengths

Evidence found in Quality of Care and Support, Statement 1, also applies to this statement. We found that the service used the same processes to consult parents and children about the quality of staffing.

In discussion, some children made very positive statements about staff and how they had worked with them. They also told us that they had taken part in the recruitment of staff and that they had enjoyed doing that.

Areas for improvement

Evidence in Quality of Care and Support, Statement 1 also applies to this statement.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Statement 3

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

Service strengths

There had been some changes to the staff group since the last inspection. However, a core group of staff remained and this provided consistency to carry forward the positive culture of the service.

In order to support their learning and development the service was overstaffed. By doing this the service were able to mentor and prepare new staff whilst ensuring that children's needs were still being met. The manager was involved in setting up an improved induction process for new staff.

We found that all staff were either qualified or working towards qualifications within an identified timescale. They had access to training opportunities such as HNC, SVQ, as well as courses such as CALM training, first aid, sexualised behaviour, trauma training and attachment theory. Managers had also participated in training such as the PDA in supervision and mindfulness training.

The service had a dedicated learning & development project manager who had an overview of all of the staff training needs. Staff identified training needs through their supervision sessions and said they were encouraged to attend conferences and seminars when staffing allowed. In addition Harmeny produced a variety of in house training opportunities which staff could attend.

As part of the on-going development of the Harmeny Trust a learning and development consultant was working alongside the school to establish an SQA training centre. This would further add to the training opportunities for staff employed at Harmeny as well as offer training resources to other providers of care.

All staff were registered with the Scottish Social Services Council (SSSC) and were aware of their Codes of Practice. The SSSC are the body who regulate care staff and decide the level of qualification for each post.

Staff knew about the National Care Standards and had access to information which informed their practice.

Staff received regular formal supervision and all had participated in annual appraisal.

We found evidence of regular staff meetings where staff shared information and had professional discussion.

We saw that staff were motivated and enthusiastic in their work and committed to providing the best service possible. The Management team continued to have had high expectations of the staff and had a good overview of practice within the cottages.

Managers used staff skills effectively and allocated individual responsibilities appropriately to ensure the smooth running of the service. We also saw that staff were very caring and respectful towards each other which provided good role models for the children.

Staff had access to all policies and procedures through the service's intranet system.

Areas for improvement

Managers should continue to monitor and maintain the excellent standard of quality shown at this inspection. They should ensure they continue to identify areas of improvement and implement action plans to address these.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 6 - Excellent

Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the management and leadership of the service.

Service strengths

Evidence found in Quality of Care and Support, Statement 1, also applies to this statement.

We found that the service used the same processes to consult parents and children about the quality of management and leadership.

Areas for improvement

Evidence in Quality of Care and Support, Statement 1 also applies to this statement.

Grade awarded for this statement: 6 - Excellent

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

In Quality Theme 1 Statement 1 we identified a range of ways that the service involved parents/carers and children in passing on their views. Other people who were involved in the service are known as stakeholders. These could include social workers, visiting professionals such as the Children's Rights officer and staff from CAMHS.

We saw that quality assurance was embedded into every day practice in this service. As well as extensive scrutiny of practice and events on a daily basis, the service had dedicated eight days a year to formal quality assurance. The service was working towards an outcome focused framework to be evaluated by Centre for Excellence for Looked After Children in Scotland (CELCIS).

We found that the views of other professionals were sought through Care Planning Meetings and after any visits to the service. Records indicated that staff spoke regularly with outside agencies and that they were welcomed into the service.

During the inspection we spoke with a social worker who was visiting a child placed at one of the cottages. She said that she felt communication with the service was excellent. They kept her informed and frequently checked with her that they were following the identified care plan and meeting the expectations of the local authority.

We found evidence that senior managers visited the cottages regularly, to observe practice and ensure that they had a good understanding of the individual needs of the children.

Staff meetings took place regularly which allowed staff to be consulted and informed about aspects of the service.

Staff said that they felt supported by each other and the manager.

The staff could access all the necessary policies and procedures and use these to inform practice.

The manager had initiated daily quality assurance systems which they used to monitor areas such as incident reporting, complaints and sanctions. They then used this to evaluate all paperwork and records on a monthly basis to overview practice and ensure recording systems were being maintained accurately. We saw that these systems were used effectively and placed responsibility on staff to ensure that they carried out the duties expected of them.

Areas for improvement

Managers should continue to monitor and maintain the excellent standard of quality shown at this inspection. They should ensure they continue to identify areas of improvement and implement action plans to address these.

Grade awarded for this statement: 6 - Excellent

Number of requirements: 0

Number of recommendations: 0

4 Other information

Complaints

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

Enforcements

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

Additional Information

Action Plan

Failure to submit an appropriate action plan within the required timescale, including any agreed extension, where requirements and recommendations have been made, will result in the Care Inspectorate re-grading a Quality Statement within the Quality of Management and Leadership Theme (or for childminders, Quality of Staffing Theme) as unsatisfactory (1). This will result in the Quality Theme being re-graded as unsatisfactory (1).

5 Summary of grades

| | |
|---|---------------|
| Quality of Care and Support - 6 - Excellent | |
| Statement 1 | 6 - Excellent |
| Statement 3 | 6 - Excellent |
| Quality of Environment - 6 - Excellent | |
| Statement 1 | 6 - Excellent |
| Statement 2 | 6 - Excellent |
| Quality of Staffing - 6 - Excellent | |
| Statement 1 | 6 - Excellent |
| Statement 3 | 6 - Excellent |
| Quality of Management and Leadership - 6 - Excellent | |
| Statement 1 | 6 - Excellent |
| Statement 4 | 6 - Excellent |

6 Inspection and grading history

| Date | Type | Gradings |
|-------------|--------------------------|--|
| 25 Mar 2014 | Announced (Short Notice) | Care and support 6 - Excellent Environment 6 - Excellent Staffing 6 - Excellent Management and Leadership 6 - Excellent |
| 26 Nov 2013 | Unannounced | Care and support 6 - Excellent Environment 6 - Excellent Staffing 6 - Excellent Management and Leadership 6 - Excellent |
| 16 Nov 2012 | Unannounced | Care and support 6 - Excellent Environment 6 - Excellent Staffing 6 - Excellent Management and Leadership 6 - Excellent |

Inspection report continued

| | | | |
|-------------|-------------|--|--|
| | | | |
| 9 Mar 2012 | Unannounced | Care and support Environment Staffing Management and Leadership | 6 - Excellent Not Assessed 5 - Very Good Not Assessed |
| 25 May 2011 | Unannounced | Care and support Environment Staffing Management and Leadership | 6 - Excellent Not Assessed 5 - Very Good Not Assessed |
| 26 Jan 2011 | Unannounced | Care and support Environment Staffing Management and Leadership | 6 - Excellent Not Assessed 5 - Very Good Not Assessed |
| 23 Jun 2010 | Announced | Care and support Environment Staffing Management and Leadership | 6 - Excellent Not Assessed 5 - Very Good 5 - Very Good |
| 29 Jan 2010 | Unannounced | Care and support Environment Staffing Management and Leadership | 6 - Excellent Not Assessed 5 - Very Good Not Assessed |
| 4 Mar 2009 | Unannounced | Care and support Environment Staffing Management and Leadership | Not Assessed Not Assessed 5 - Very Good Not Assessed |
| 5 Nov 2008 | Announced | Care and support Environment Staffing Management and Leadership | 6 - Excellent 6 - Excellent 5 - Very Good 5 - Very Good |

All inspections and grades before 1 April 2011 are those reported by the former regulator of care services, the Care Commission.

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অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

ہے بایتسرد می م وونابز رگی دی روا ولکش رگی دی رپ شرازگ تعاشا ہی

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

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Telephone: 0345 600 9527

Email: enquiries@careinspectorate.com

Web: www.careinspectorate.com