

# Care service inspection report

Full inspection

## Harmeny School School Care Accommodation Service

Mansfield Road  
Balerno  
Edinburgh



HAPPY TO TRANSLATE

Service provided by: Harmeny Education Trust Ltd

Service provider number: SP2003002598

Care service number: CS2003011066

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	6	Excellent
Quality of environment	6	Excellent
Quality of staffing	6	Excellent
Quality of management and leadership	6	Excellent

### What the service does well

The service has embedded strategies for getting the views of children and their families and uses the feedback to make improvements.

Harmeny has an ethos of continual improvement and development in every area of care and education.

Harmeny Outdoors offers children new and exciting experiences which enhance their life skills.

The staff work with children in a positive way and children receive lots of praise.

The premises are comfortable and welcoming and maintained to a high standard.

### What the service could do better

The service should continue to identify areas for development and use action plans to manage improvement.

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

The service has continued to build on the standard of practice we have previously reported and is clearly committed to continuous evaluation and improvement.

### Conclusion

Harmeny provides a warm, nurturing environment where children are valued and respected.

The staff are committed to the children and do their best to help them to realise their potential.

Harmeny continues to be sector leading in its field of expertise.

# 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)

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

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 nineteenth century house. The school also provides a day education service, supported by a dedicated cottage.

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 needs.

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.

## 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 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](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 that took place on 22 February and 10 March 2016. We gave initial feedback to the manager at the time of the inspection. We concluded the inspection on 31 March 2016.

As requested by us, the provider of the service sent us an annual return. They also sent us a completed self assessment.

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

- care plans and children's files
- participation materials
- meeting minutes
- incident records
- audit processes
- a variety of policies and procedures.

Before the inspection we sent the service 30 Care Standard Questionnaires to be given to the children who use the service. We received eight completed questionnaires. We spoke with four children during the inspection and met many more.

During the inspection we had discussion with, the head of school, a care manager, a senior residential care worker, two residential care workers and a homemaker.

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.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.

The Care Inspectorate received a completed self assessment document from the service provider. The self assessment identified the strengths of the service. The grades the service awarded themselves reflected what we found at inspection.

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

Before the inspection we sent out 30 Care Standard Questionnaires (CSQs) to be given to the children. We received eight completed CSQs. Details of the responses are contained in the body of this report.

Four children strongly agreed and four agreed with the statement:

'Overall I am happy with the quality of care I get here'.

Some children identified that sometimes other children took their things without permission. We saw that staff tried to help children to keep their possessions safe. They could get staff lock their doors if they wanted to and staff challenged children who took other people's things.

During the inspection we spoke with five children who were staying at Harmeny. They were, generally, very positive, comments included:

"I like my room and have got lots of Lego to play with"

"The staff are quite good, and the food is ok"

"Its really great outside, I love the skate park"

"Sometimes I don't like the food" .

### **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.

## 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

This statement was examined as the participation of children and young people in their care and support is very important to achieving good outcomes for them. In 2015-16 all services are being inspected against this statement.

At the last inspection we said that the service was operating to an excellent standard. At this inspection we found that the service continued operating to an excellent standard in relation to this quality statement.

Consultation with children was fully embedded in everyday practice at Harmeny. Children and their families were routinely involved in and making decisions. These decisions ranged from day to day choices about what activities they wanted to be involved in, strategic decisions about changes within the school and decisions about their future and influencing their care plans.

Evidence to support this included:

During lunch we saw that children were offered alternative choices if they did not fancy what was on the menu that day. Children were also asked to give their comments about meals on a daily basis so that they could influence menus and get the food they like.

Children could make choices from a wide range of activities both in the cottages, in school and in the wider community. They made choices based on their interests and were also encouraged to try new things and broaden their experiences.

An active pupil council delivered messages to all managers and board members. Pupil council representatives were clear about the need to find out the views of other pupils and make sure they had a voice. Examples of changes made though the pupil council included extension to the skate park and involvement in the planning of the new park. The pupil council were also consulted on any changes within the school such as changes to the school day and changes to the assessment framework. Questionnaires were written in simple, understandable language which the children understood and were able to respond to.

Managers explained the need for change to children and told them how changes would benefit them. By including children throughout the planning and discussion stages children were more willing to adapt to changes and viewed change as exciting and worthwhile. In addition, any changes had a set review date to find out if they had been positive and worthwhile.

We saw that changes had happened to make improvements to children's lives. For example changes to length of the school day allowed for better opportunities for learning in afternoon classes because pupils did not need to rush back when they were on outings and had more time to complete work.

Changes to breaks, where children had their break in the school area rather than in cottages, meant that there was a more natural transition back to school, and was less disruptive for children. It also meant that children could have more activity time with their classmates during break.

We also saw examples of parents being consulted at a group and an individual level. An active parent/carer group met regularly with the school board of directors where they could influence future projects within the school and comment on changes to policy and procedure. In addition, each cottage had a parent champion who made observations about the care and environment where their children were staying and influenced improvements. We also saw examples where parents had influenced care through timetable planning and making changes to reports as a result of parent's views.

Members of the board of directors regularly visited the cottages and had lunch with the children. On the day of the inspection the chair of the board was visiting the school and spent time with the children in one of the cottages. This gave a direct contact for children to pass their views to the board and provided an insight for board members about how children were being cared for.

Other formal systems within the school included regular visits from a 'Who Cares' representative who spoke with individuals and groups of children. They provided independent advocacy on behalf of the children and checked they were happy staying at Harmeny.

The school encouraged children's rights officers from placing authorities to visit the school and keep in regular contact with children. This gave children a link with home and provided a further voice for the children.

Children influenced their care and support through formal LAAC reviews, planning meetings, meetings with their identified keyworker and day-to-day discussion with staff. They had regular contact with their social workers through meetings and telephone contact. Monthly updates to placing social workers also kept them informed about events in children's lives.

We saw that staff were consistent in valuing and responding to children's views and comments. We heard examples of where children had been supported to influence decisions about the environment of the home, how they spend their time and other care related issues such as planning for celebrations. We saw that staff welcomed interaction with young people and encouraged discussion about day to day care arrangements. We saw staff responding to unplanned opportunities to speak with children. We observed this happening naturally around the dining table and in the sitting room. We saw that children were clearly relaxed and comfortable speaking to staff and freely expressed their views about how they were cared for. Responses to the Care Standard Questionnaires confirmed that children felt that their ideas were asked for often enough and used to make things better.

Children had been involved in the recruitment of new staff. Children met new/prospective staff when they visited the service for their interview and provided feedback to the interviewing panel. They had also developed questions to be asked during the formal interview.

### Areas for improvement

We were confident that the management of the school are committed to looking for new ways to engage with children and families and actively encourage them to present their views.

### 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 chose to look at this quality statement because we wanted to find out about children's experiences in relation to education, training, work, personal interests and achievements.

We assessed that the service was operating to an excellent standard in relation to this quality statement.

Children at Harmeny had care plans which reflected the Getting it Right for Every Child (GIRFEC) paper produced by the Scottish Government. The plans identified key objectives for young people and detailed how staff would help them to accomplish their goals.

Previous inspections have identified that Harmeny have a very strong assessment process which clearly identifies children's needs and strategies to help them achieve. At this inspection we heard of further improvements to the assessment process. An identified staff member had been tasked with standardising assessments across the school in order to improve consistency. Shorter more focused assessment reports were produced to stand alongside the full extensive assessment report. The shorter reports were more outcomes focused and provided more opportunities for children and families to be included and understand the assessment process. In the new assessment process outcomes for children to help them achieve and be responsible and included formed the basis of care planning. The new assessment process was about to be rolled out to children being placed at Harmeny.

In the meantime, the plans we looked at continued to reflect the children's care needs and detailed how they would be supported to achieve their identified desires and ambitions.

School is an integral part of life at Harmeny. We saw that staff actively encouraged children to attend classes and get the most out of their learning. Care staff and teachers worked together to provide integrated care and education which supported a 24 hour curriculum. A recent change to the staffing structure saw the introduction of 'social educators'. These staff worked in class with children and further assisted in the crossover from care to education. Strategies from care were replicated in school to provide consistent messages to the children which helped them to understand what was expected of them.

Careful monitoring of times when children were out of class helped keyworkers to identify issues and find solutions to helping children stay in class and learn.

We saw that the staff helped children to make sure they had the correct clothing and equipment to make best use of their learning.

Some of the children were attending schools outwith the Harmeny campus. In these circumstances we saw that staff worked closely with the schools to ensure that children had the right supports. We saw that staff had regular contact with guidance teachers, had copies of pupil timetables and attended consultations with schools to help children achieve.

All of the children were involved in some way with Harmeny outdoors. Children had the chance to learn about agriculture, planting and growing, working with the extensive community garden project. Harmeny outdoors also provided opportunities for children to broaden their horizons and try new activities such as skiing, kayaking, camping and team building activities. These opportunities helped children to gain in confidence and physical ability as well as increasing their knowledge and life skills.

The staff at Harmeny know the children well. They could identify the likes and dislikes of the individual children and talked proudly about their skills and achievements. They told us that all of the children had particular talents and interests such as football, skateboard, art and music. In addition staff used their personal skills in areas such as football, rugby, cooking and crafts to stimulate interests. Whenever possible children were encouraged to be involved in clubs and activities within the local community which helped them to develop confidence and skills when meeting new people and socialising with children with similar interests. Through discussion, we found that staff were ambitious for the children and expressed genuine commitment to helping them to achieve.

The position of homemaker was now well established in the cottages. The homemakers provided freshly cooked meals, and kept the cottages clean and tidy, providing a warm and nurturing environment for the children.

Staff expressed clear and consistent messages in relation to expected behaviour which helped children to understand their boundaries. Harmeny operated from a positive ethos, celebrating success and rewarding appropriate behaviour. This provided incentive for positive behaviours. When needed sanctions were clear, sensible and appropriate to the age and stage of the children. They could be negotiated when appropriate which meant that children had an opportunity to recompense for their actions. The children said the rules at Harmeny were fair.

Children told us that staff helped them to manage relationships. They said that if anyone was being unkind to someone else staff stepped in to help them sort it out. The high ratio of staff helped to ensure that children were appropriately supervised and kept safe.

Incidents involving children were appropriately recorded. All incidents were monitored to identify patterns or increases in incidents and the management team used this information to help keyworkers and children to find strategies to minimise incidents.

**Areas for improvement**

The service should progress the introduction of the new assessment system which they believe will benefit children and families and improve consistency across care and education. They should continue to identify areas for improvement and develop action plans to achieve progress.

**Grade**

6 - Excellent

**Number of requirements - 0**

**Number of recommendations - 0**

## 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 young people about the environment.

The children living at Harmeny had personalised their rooms with posters and soft furnishings. They had their own toys and games and things that were important to them. They were also consulted about and involved in any redecoration in the cottages.

#### Areas for improvement

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

#### Grade

6 - Excellent

**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 this service continued to perform to an excellent standard in relation to this quality statement.

The living spaces were comfortable and attractive and a plan was in place to continually upgrade and improve the cottages. All of the staff tried very hard to create a homely environment for the children.

Children were encouraged to take care of their cottage and help to keep it looking nice. There was an established culture in the school of taking care of the environment and helping the children to learn to appreciate their surroundings.

A dedicated maintenance department ensured that maintenance was of a high standard and broken items were quickly replaced.

Photographs of the children were proudly displayed. Personal items such as an artwork produced by children evidenced the personal likes of the children and made the home their own.

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. Bedroom doors could be locked to keep their personal possessions safe. One of the children showed us his bedroom. We saw that his bedroom was comfortable and he had lots of toys which reflected his interests. He told us he liked his room and it was a good place to spend time on his own if he wanted to.

There were enough communal rooms to allow children to play together if they wished and also to have privacy when they needed it.

Each cottage had a well equipped garden where children enjoyed active play. In addition, children benefited from extensive grounds in the school campus. Swings and chutes, the skateboard park, the cycle track and wide expanses of play area were enjoyed by the children. Staff took every opportunity to get the children outside for fresh air and physical activity and encouraged them to enjoy the outdoors.

Staff actively encouraged children to treat each other with respect and instances of bullying were dealt with quickly and sensitively. Children told us that Harmeny was a safe place to stay.

All aspects of safety such as security and fire safety were managed effectively.

### 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

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.

Children had been actively involved in recruitment of staff.

#### Areas for improvement

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

#### Grade

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

We found this service was performing to an excellent standard in the areas covered by this statement.

Harmeny had gone through an extensive staff review and as a result had made changes to the staffing structure over the past six months. The inclusion of social educators, and changed expectations in working across the school had resulted in better crossover between care and education. This had resulted in improvement to consistency of care for children.

We found that the staff team know the children well. They showed a high level of motivation, warmth and commitment towards the children and wanted them to do well.

Discussion with staff and observation of staff interaction with children confirmed a positive ethos and a culture where staff provided very good role models for children.

We were impressed with the knowledge and commitment demonstrated by staff during the inspection. We saw that the children benefitted from very positive relationships with the staff.

The service demonstrated a high level of commitment to training, professional qualification and best practice. All staff had an annual appraisal where they identified objectives for their professional development. This was further supported by regular one to one supervision where staff discussed practice and reflected on their work with the children.

All staff participated in a thorough induction process. The process had been developed to ensure that new staff had a firm understanding of what was expected of them in their work with children. Over a six month period they were involved in intensive training in order to support their knowledge and understanding in working with children to achieve their targets and keep them safe. Topics included health and safety, child protection, child and adolescent development and understanding the ethos of Harmeny.

Harmeny had a high focus on working positively with the children and building sustained relationships. After induction this was supported by a series of training opportunities to further enhance their understanding of working with children in 'the Harmeny way'.

Managers had also benefited from extensive training. All managers had taken part in 'Mindfulness' training which helped them to focus on their personal awareness, emotional health and sustaining relationships. In addition managers had participated in training focusing on infancy and early years including a placement in a nursery setting. This helped them to recognise the development process of young children and the effects of early years trauma on children's behaviours and well being. The understanding gained from the training helped managers to consider strategies to help children recover from trauma. It is hoped that this training can be rolled out to all staff.

Staff had opportunities to focus on specific areas of responsibility. An example of this was a member of staff being freed from care duties to research and plan the new assessment process. In addition staff had responsibilities in areas such as development of therapeutic approaches, participation strategies, safe practice and supporting education.

A range of team meeting minutes evidenced practice discussion and information sharing. Staff told us team meetings gave them the chance to think about children's overall wellbeing as well as the practicalities of the day to day running of the cottages.

Staff told us the management team were supportive and approachable. They said that Harmeny was a good place to work. They said that they felt supported by their colleagues.

Staff rotas evidenced a good balance of gender and experience to support the children.

All of the 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. We found that all of the staff were qualified to meet the qualification requirements of the SSSC. Staff also knew about the National Care Standards and had access to information which informed their practice.

### Areas for improvement

The service should continue to build on the excellent standard found at this inspection.

### Grade

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

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

We chose this Quality Statement because we wanted to find out if the audit systems we found at the last inspection were being maintained and improved.

We found this service was performing to an excellent standard in the areas covered by this statement.

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 visiting professionals such Children's Rights Officers and placing Social Workers.

We found that the service continued to look for the views of other professionals through care planning meetings, after any visits to the service and through direct discussion. Records indicated that staff spoke regularly with outside agencies and that they were welcomed into the school.

Regular staff meetings and supervision allowed the staff to be consulted and informed about all aspects of the service. We saw a very positive environment where staff supported each other. Minutes demonstrated that staff openly discussed practice and challenge each other in a professional manner. Staff told us that they were asked for their views and felt they could influence the development of the service.

Continual audit was built into everyday practice. Harmeny had consolidated systems to monitor and assess practice in every area of the school. They used sophisticated IT systems to provide statistical reports and identify trends and patterns. They used this information to systematically review all aspects of the school and identify areas for improvement and establish action plans.

Improvements since the last inspection included improved audit to outcomes from keytime, the production of a therapeutic practice and approaches manual called 'The Harmeny Way' and a new healthcare audit system to ensure that all children were receiving standardised health assessment and identification of health issues.

An annual report celebrated achievements over the year and identified priorities within the development plan. All of the priorities were focused on benefiting the children.

The management team had a continual vision for the progress and development of the service.

### **Areas for improvement**

At future inspections we would expect to see how the development plan is progressing and further resulted in improved outcomes for children.

### **Grade**

6 - Excellent

**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

Date	Type	Gradings	
24 Mar 2015	Unannounced	Care and support	6 - Excellent
		Environment	6 - Excellent
		Staffing	6 - Excellent
		Management and Leadership	6 - Excellent
5 Nov 2014	Unannounced	Care and support	6 - Excellent
		Environment	6 - Excellent
		Staffing	6 - Excellent
		Management and Leadership	6 - Excellent
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
9 Mar 2012	Unannounced	Care and support	6 - Excellent
		Environment	Not Assessed
		Staffing	5 - Very Good
		Management and Leadership	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

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**This report is available in other languages and formats on request.**

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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