

# Care service inspection report

## Isla Primary School Nursery

### Day Care of Children

Isla Primary School

Peel Farm

Lintrathen

Kirriemuir

DD8 5JJ

Telephone: 01575 577110

Inspected by: Sharon Malcolm

Type of inspection: Unannounced

Inspection completed on: 7 January 2014



HAPPY TO TRANSLATE

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### Service provided by:

Angus Council

### Service provider number:

SP2003000043

### Care service number:

CS2003015776

### Contact details for the inspector who inspected this service:

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## Summary

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

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

### We gave the service these grades

Quality of Care and Support	5	Very Good
Quality of Environment	5	Very Good
Quality of Staffing	5	Very Good
Quality of Management and Leadership	5	Very Good

### What the service does well

- \* The service had a very good child, parent/carer participation strategy. The parents were involved in various aspects of the service evaluations and improvements.
- \* The staff had a very good understanding of early years learning and development and implemented activities to suit each of the children's needs.
- \* The nursery school environment supported the children's health and well-being. There were lots of opportunities for children to explore the surrounding area and to gain a detailed understanding of nature and wild life.
- \* The staff worked with members of the community and local authority to make improvements to the service.
- \* The head teacher provided quality leadership within the nursery/school, which promoted confidence in pupils and staff alike.

## What the service could do better

- \* The staff should develop accident and incident recording systems. This would promote consistency in documentation and would make auditing easier.
- \* The staff should consider developing their Continuous Practice Development (CPD) records. Written evaluations of their learning will also assist them in reflective practice and areas for development.
- \* Cleaning items such as mops and buckets must be stored appropriately.
- \* The staff should continue to develop the children's learning folders, recording next steps for learning where appropriate.

## What the service has done since the last inspection

- \* The staff had developed their understanding of Getting it Right for Every Child (GIRFEC) and were beginning to look at ways to include the framework into their practice.
- \* The staff and children continued to visit the nearby forest weekly, which promoted the children's health and well-being.

## Conclusion

The children were happy in the nursery setting and had established rapport with friends and staff. The children benefited from an array of learning opportunities, they were able to lead their own learning and individual interests were promoted. The staff were attentive to the children's needs, ensuring that each child was treated as an individual. The nursery/school staff worked as a team and were fully supported by the head teacher. The staff ensured that parents/carers were involved in assessing and improving the service. The parents we spoke to confirmed that they felt included in all aspects of the child's learning and development. The environment was bright, clean and spacious, best use was made of the nursery, playing fields and adjacent café/courtyard.

## Who did this inspection

Sharon Malcolm

# 1 About the service we inspected

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

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

## 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 Inspectorate.**

The nursery is located within rural Angus. The Nursery/Primary School is situated within Lintrathen, which is surrounded by panoramic views. The nursery operates Monday - Friday afternoons from 12:45 - 15:15 pm. The nursery was registered to provide care to a maximum of sixteen children at any one time. At the time of the inspection, seven children attended the nursery.

The staff consisted of an Early Years Practitioner (EYP) who worked Monday - Friday and a senior Early Years Practitioner who worked Mondays. The EYP's were fully supported by the head teacher.

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

**Quality of Care and Support - Grade 5 - Very Good**

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

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

**Quality of Management and Leadership - Grade 5 - Very Good**

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

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website [www.careinspectorate.com](http://www.careinspectorate.com) or by calling us on 0845 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 compiled the report following an unannounced inspection, which took place between 12:00 -16:45 on 07 January 2014. The inspection was carried out by Care Inspectorate Inspector Sharon Malcolm.

As requested by us, the service sent us an annual return. The service also sent us a self-assessment form.

We issued six questionnaires to parents of children who used the service. All of our questionnaires were returned before inspection. All parents were happy with the service and quality of care and support. Four of the parents/carers wrote positive comments about the service.

In this inspection, we gathered evidence from various sources, including the relevant sections of policies, procedures, records and other documents:

- Evidence from the service's most recent self assessment.
- Personal plans of the children who use the service.
- Observing how staff work.
- Staff continuous professional development files.
- Observation of the environment.
- Nursery/school Improvement Plans.
- Health and safety records.
- Complaints records.
- Examining equipment and the environment.
- Child protection records.

Questionnaires that had been requested, filled in and returned to the Care Inspectorate.

Discussions with various people, including the supervisors, the staff, the children who attend the nursery and the parents/carers of children who use the service.

### **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](http://www.firelawscotland.org)



## The annual return

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

**Annual Return Received:** Yes - Electronic

## Comments on Self Assessment

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

We received a fully completed self assessment document from the service. Questionnaires based on the self assessment were issued to parents/carers, so that they could contribute to the overall evaluation of the nursery.

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

"The crocodile and the shark make different sounds"

"It's a rainbow picture"

"Dylan is on the tractor"

"They are high and low sounds"

"Look at me, I am climbing high."

### **Taking carers' views into account**

"The nursery provision is excellent. It is very warm, welcoming, educationally and developmentally focussed. My child and sibling have found it very beneficial particularly attributed to Mrs Cameron who provides a structured yet nurturing approach to all children. Would recommend to any parents/family."

"Fantastic school and team."

"I genuinely couldn't be happier with the facility. The children have wonderful opportunities there. As far as staff goes the early years provider Sheila Cameron is second to none."

"I am happy with the service staff are really good. My child has done really well; he is coming on leaps and bounds."

## 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

The nursery evidenced that they had a very good participation strategy. The staff had thought of a number of ways to include parents in assessing and improving the service.

Parents were able to read the written, or online version of the nursery/school handbook, which provided useful information about the nursery/school routines and environment. Prospective families were invited to visit the nursery and meet the staff prior to their child starting nursery.

During pre-admission visits, parents were asked to complete 'My World' booklets. The booklets are designed to enable parents to inform the staff about their child's routines, family members and special interests. In turn, the information helped the staff to meet the children's needs from early on.

The school nursery entrance was welcoming and provided parents with a space to chat about their children and to catch up on any information in relation to nursery/school. The school improvement plan, risk assessment and various policies were situated on a table for parents to read. The head teacher advised us that the children had made a large mosaic for the area highlighting the health and wellbeing indicators.

A suggestion box was available for parents to offer any comments in a confidential way. There were no comments for us to read in the suggestion box. A television was also situated within the school entrance, visual images of the children's work, nursery/school aims and values and any information about events or notifications were displayed on the TV for parents to read.

Parents were advised of the many ways that they could be involved in assessing and improving the quality of care and support. The nursery/school had an active parent committee, which included parents whose children attended nursery. The committee met regularly to evaluate the nursery/school's progress and to discuss future events and fund-raisers.

Questionnaires were issued to parents regularly throughout the year. Settling in questionnaires were given to parents a few weeks after their child started nursery. The last evaluation of the settling in questionnaires highlighted that parents felt their child had settled in well into the nursery setting.

Parents were also asked to respond to nursery/school evaluation questionnaires. The questionnaires were designed in a way which encouraged parents to offer a detailed response to the questions, as opposed to a 'yes' or 'no' answer. The responses that we reviewed evidenced that the parents were more than happy with the nursery. One of the parents did say that they would like their child to be given some additional work, which could be done at home. The school responded to this request by identifying if all the parents felt the same. The staff identified that, overall, parents were happy for their children to have some work to do at home. Children then selected a topic of their choice, which they could research at home.

The children were given lots of opportunities to lead their own learning. We observed the children playing with activities of their choice and interacting with other children randomly. There were mind maps displayed in the nursery and within the children's Big Learning Book, which demonstrated that the children frequently engaged as a group to share their views and to discuss what they would like to learn about. Parents were invited to read the 'Big Book of Learning' and to note any comments.

The staff provided children with an array of learning and play activities, which supported the National Curriculum for Excellence Framework.

All of the children had their own learning journey. The staff record observations of the children's learning and there was also some evidence that the children's next steps for learning were identified and evaluated. The staff encouraged the children to contribute to their folders. Parents were encouraged to take their child's learning journey home from time to time and to make any comments. One of the parents wrote:

"Mummy and daddy think you have done really well and are very proud. Keep it up."

The staff talked to the children about their parents' comments, which promoted the children's confidence and self-esteem.

We issued Care Inspectorate questionnaires to all of the parents. All of which were returned to us. Comments made by parents included:

"The nursery provision is excellent. It is very warm, welcoming, educationally and developmentally focussed."

"Fantastic school and team."

"I genuinely couldn't be happier with the facility."

"My child has done really well; he is coming on leaps and bounds."

We were also able to speak to some of the parents whose children attended the nursery. One of the parents told us:

"There are good learning opportunities for children. There is lots of 'hands on' learning. We get plenty of information from the staff and they are very approachable."

Another parent said:

The staff really promote the children's confidence. Our son loves going to the forest on Fridays. We get lots of information from the nursery/school on a regular basis and the staff are always available to talk to."

Home planning sheets are also given to parents to comments on. The planning sheets advise parents about their children's learning and forth-coming topics.

The staff told us about some of the topics parents had been involved in. It was evident that there was a real sense of community spirit and that parents were more than happy to support their children's learning and development.

Parents came into the nursery to stay and play with the children, to join in on group activities such as forest walks and explorations - and to talk to the children about their working lives and interests.

### **Areas for improvement**

The staff should continue to ensure that children and their parents/carers are involved in assessing, improving and evaluating the service.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

## Statement 3

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

### Service strengths

The staff ensured that they had as much information about each child before they started the nursery.

Parents were asked to complete a form about their child's personal details, interests, likes, dislikes and additional support needs. Each of the child's details were held within the nursery and main school. The 'My World' booklet that was given to parents to complete, provided them with information about the national framework known as 'Getting it Right for Every Child' (GIRFEC). GIRFEC is a framework for practitioners, which aims to provide a focus for improving outcomes for children and families (Scottish Government 2013). The staff were considering ways to implement GIRFEC into the children's learning and development, having said this, it was evident that the staff had a good understanding of the framework and its benefits (See Areas for Improvement 1.3).

Relatively small numbers of children attended the nursery, this made it easier for the staff to get to know the children soon after they started nursery. The staff were able to establish relationships with parents from early onset and encouraged them to have daily discussions about their child's routines and experiences. We observed the EYP throughout the inspection; she treated each child as an individual, whilst making sure that their needs were met.

The staff met with families to discuss any additional support needs, identify what care was already in place and what professionals were involved in the child's care. During this time, parents were given the opportunity to plan and direct the specific care needs of their child. The staff advised us that none of the children who attended the nursery had additional support needs. The staff were able to tell us about how they had supported children with additional support needs previously. From our discussions with the EYP and the head teacher, it was clear that the staff understood which professionals to contact for advice and what measures to take to ensure that they promoted the health and well-being of the children.

We spoke to the staff about how they protected children from harm. The staff advised us that none of the children were on the child protection register. The staff had a good understanding of local and national child protection guidance. The staff were aware of the procedures that they must follow and the link professionals involved. We were satisfied that the staff would follow guidance and protect children in their care.

The staff went to great lengths to ensure that nursery activities were enjoyable for each child. Planned learning took into account various cultural activities, health and wellbeing, literacy and numeracy, safety and respectful play. The children had been learning about nature and how to look after animals.

We read about a recent project that the children had taken part in. The staff were also keen to tell us about the enjoyable experiences shared by the children, their parents and the staff during the project. The children raised chickens from eggs. By monitoring and turning the eggs (which were placed in an incubator) regularly, the children watched as several of the eggs hatched. The children carried out problem solving activities to identify why the remaining eggs did not hatch.

When the chickens were old enough, families were given the option to take the chickens home for a while to be cared for. The male chickens were taken to a nearby farm to be reared. The children worked with other children in the school to build a suitable home and run for the chickens within the school grounds. The staff followed all the necessary health and safety and infection control procedures during the project, to make the experience as enjoyable and as safe as possible for the children. All of the learning was recorded in a project folder for the children to read and share with parents.

Some of the comments the children wrote in the project included:

"I remembered that I put the eggs in to keep them warm."

"I am checking the temperature, the red line has to be at thirty eight degrees."

"We don't turn them on day nineteen."

We felt that the project assisted the children in meeting their educational needs.

The children benefited from regular indoor and outdoor physical exercise. We observed the children during Kodaly (an approach to music education). The children enjoyed dancing to the rhythm, whilst learning about the beat of the music.

One of the children said:

"They are high and low sounds."

We also observed the children whilst they had fun outside. The children had their own enclosed play area. They also accessed the large playing fields and wooden climbing equipment. The children demonstrated that they were confident individuals as they tackled the equipment.



After outdoor play, the children sat together for snack. The children told us about the healthy snacks they helped to prepare. The children grew and prepared their own snacks whenever possible. We sat with the children during snack; the EYP encouraged the children to be independent and to be mindful of manners.

We examined the nursery/school medication policy and documentation. We were satisfied with our findings.

Our observations of the staff confirmed that they met the physical, social, educational, and emotional needs of the children.

### **Areas for improvement**

The staff should consider ways to include GIRFEC into their assessment of the children's needs. We discussed ways in which this could be done during feedback.

**Grade awarded for this statement:** 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 1

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

### Service strengths

Very good evidence supported this theme. Information in relation to this statement has been reflected within Quality Theme 1, Statement 1

### Areas for improvement

(See Quality Theme 1, Statement 1)

**Grade awarded for this statement:** 5 - Very Good

**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

We found that the environment was suitable for the children's learning, development, and well-being.

The children benefited from the open space of the nursery/school and surrounding countryside. The staff made best use of the equipment and resources in the nursery/school and frequently visited other areas of recreation nearby.

The nursery/school was relatively new. We had no concerns about the level of cleanliness within the nursery. Activities and equipment were suitably stored. Items that were suitable for children were kept at low-level, so that the children could access them safely. The children were able to move around the nursery safely and freely, this enhanced imaginative play.

We inspected a number of cupboards in the classroom, most were free from clutter and items were stored appropriately (See Areas for Improvement 2.2).

Every Friday, the children walked with the staff to the forest. The children participated in creative learning. The staff ensured that a detailed risk assessment was carried out with regards to the forest and planned activities. The risk assessment highlighted the steps that the staff had taken, to minimise risks for everyone that participated in the 'Friday Forest' activities.

There were a number of other risk assessments for the nursery/school, most of which had been developed in line with the local education authority guidance. The staff told us about the assessments that they carried out prior to the 'Chicken Project'. We were satisfied that the staff had considered all the associated risks and had referred to best practice guidance prior to writing the risk assessment (See Areas for Improvement 2.2).

The nursery/school policies had also been developed with best practice in mind. The policies provided staff, parents and stakeholders with important information about the service. The staff understood the policies and risk assessments, which were in the process of being reviewed.

The staff had a good understanding of infection control. We noted that the children washed their hands before and after snack and after going to the toilet.

## Areas for improvement

The first aid cupboard within the nursery was untidy. Some of the items in the first aid box had expired. Gloves were not suitably stored. The staff agreed with our findings and said they would rectify the issue immediately.

Although the staff were recording accidents and incidents, they were not using a suitable template. We also identified that insufficient information about an incident had been documented. By developing and implementing a suitable recording template, the staff are more likely to record all the necessary information. This would also make auditing easier. The staff appreciated our advice and agreed to develop a suitable recording system for accidents and incidents (See Recommendation 1).

We felt that the children gained positive experiences from visiting the nearby café/courtyard. The staff advised us that, although they carried out a risk assessment of the area, they did not have a written risk assessment in place. We noted that there were pieces of farming equipment and other hazards associated with the café/courtyard and advised the staff that they should develop a written assessment. The staff agreed to do this (See Recommendation 2).

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 2

## Recommendations

1. The staff should develop and implement a suitable system for recording accidents and incidents. All of the information associated with the accident/incident must be documented.

**The National Care Standards early education and childcare up to the age of 16.**

**Standards 2 - A safe environment**

**Standards 3 - Health and wellbeing**

2. The staff should develop a written risk assessment for the café/courtyard. It may be beneficial to do this in conjunction with the staff/owner of the adjacent service.

**The National Care Standards early education and childcare up to the age of 16.**

**Standards 2 - A safe environment**

**Standards 3 - Health and wellbeing**

**Standards 9 - Involving the community**

**Standards 13 - Improving the service**

## Quality Theme 3: Quality of Staffing

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 staffing in the service.

### Service strengths

Very good evidence supported this theme. Information in relation to this statement has been reflected within Quality Theme 1, Statement 1

### Areas for improvement

(See Quality Theme 1, Statement 1)

**Grade awarded for this statement:** 5 - Very Good

**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

The staff supported each other to ensure that the children's needs were met. The staff had established rapport with the children and their parents/carers, relationships were promoted by the friendly attitudes displayed by the staff.

The parents we spoke to, commended the staff and said that they helped to enhance the children's experiences.

Having spoken to the EYP, it was evident that she went the extra mile to promote the children's experiences.

One of the children's parents said:

"My child and sibling have found it very beneficial, particularly attributed to Mrs Cameron who provides a structured yet nurturing approach to all children."

We did not have the opportunity to meet the senior EYP during our inspection. The inspector had however, met the senior EYP previously and noted that she had a good understanding of how to promote the children's learning and development.

The head teacher was relatively new in post. We were able to talk to her for some time at the beginning of the inspection; she demonstrated a sound awareness of early years learning, health and well-being. It was clear that she supported the staff and provided leadership and direction throughout the school.

The nursery/school administrator had several years experience and knew many of the children and their families well. Her knowledge of risk assessment and record keeping was valued by the staff.

Throughout this report, comments from parents have demonstrated the enthusiasm and commitment displayed by the staff. We also felt that the staff evidenced their knowledge and skills in relation to early years child development. The staff had completed various training courses, which had a positive impact on learning outcomes for the children.

The staff held a suitable early years qualification and were registered with the Scottish Social Services Council (SSSC) and General Teaching Council (GTC).

The staff were able to describe how they implemented the National Care Standards (2005) into their practice. The staff encouraged the children to look for solutions to problems that they had identified and to discover new ways of doing things. This was evident during our inspection.

The head teacher had made considerable improvements to the nursery and involved the staff, parents, children and members of the community in changes that were being made to the service.

### **Areas for improvement**

At the time of the inspection, the EYP advised us that she recorded her learning and training in her personal diary. We advised the staff that it is necessary to record their aims, objectives, learning experiences and reflections consistently. The staff should also evaluate their learning and identify new areas for development (See Recommendation 1).

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 1

### **Recommendations**

1. The staff should consider developing and implementing Continuous Practice Development (CPD) folders for themselves.

This is in accordance with:

**The National Care Standards early education and childcare up to the age of 16.**

**Standards 12 - Confidence in staff**



## Quality Theme 4: Quality of Management and Leadership

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 management and leadership of the service.

### Service strengths

Information in relation to this statement is reflected within Quality Theme 1, Statement 1

### Areas for improvement

(See Quality Theme 1, Statement 1)

**Grade awarded for this statement:** 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

The staff evidenced that their quality assurance processes were of a very good standard.

The staff and parent committee valued the opinions of the children and their parents/carers. Regular evaluations in relation to the quality of care and support were carried out. Suggestions made by parents/committee were implemented where possible, to improve the service.

The head teacher followed the Local Authority's Nursery/School Improvement Plan. Any areas which had been identified through staff or parent evaluation, were also considered within the Improvement Plan.

The head teacher supported the staff to achieve their maximum potential. The head teacher accessed appropriate training for the staff, to ensure that the implemented best practice. We discussed how performance reviews and appraisals could be carried out with staff CPD records (See Areas for Improvement 3.3).

Recruitment processes were robust. All staff were recruited safely. Every parent/carer who participated in supporting the nursery had an appropriate character check carried out as necessary.

### Areas for improvement

The staff should continue to involve service users, carers, staff and stakeholders in the nursery quality assurance processes.

**Grade awarded for this statement:** 5 - Very Good

**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

<b>Quality of Care and Support - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 3	5 - Very Good
<b>Quality of Environment - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 2	5 - Very Good
<b>Quality of Staffing - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 3	5 - Very Good
<b>Quality of Management and Leadership - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 4	5 - Very Good

## 6 Inspection and grading history

Date	Type	Gradings
15 Dec 2010	Unannounced	Care and support 5 - Very Good Environment Not Assessed Staffing Not Assessed Management and Leadership Not Assessed
2 Mar 2009	Unannounced	Care and support 5 - Very Good Environment 5 - Very Good Staffing 4 - Good Management and Leadership 4 - 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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Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iarrrtas.

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

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