

## Care service inspection report

# Pirniehall Primary School Nursery

## Day Care of Children

West Pilton Crescent

Edinburgh

EH4 4HP

Telephone: 0131 332 5256

Inspected by: Sarah Hermiston

Type of inspection: Unannounced

Inspection completed on: 12 March 2014



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### **Service provided by:**

City of Edinburgh Council

### **Service provider number:**

SP2003002576

### **Care service number:**

CS2003015848

### **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	3	Adequate
Quality of Environment	4	Good
Quality of Staffing	3	Adequate
Quality of Management and Leadership	3	Adequate

### What the service does well

Staff are caring to children and their families. Children were observed to be settled, happy and fully engaged in their activities.

### What the service could do better

In order to improve their practice, the service now needs to:

- Make changes to the medication and accident/incident recording
- Regularly update children's personal folders
- Review group activities
- Develop clear plans for improving the service
- Ensure staff take on responsibilities to make changes in the service.

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

Since the last inspection, staff have continued in their determination to provide a valued resource within the local community.

## **Conclusion**

Pirniehall Primary School Nursery is a friendly, welcoming service where everyone's opinion is valued.

## **Who did this inspection**

Sarah Hermiston

## 1 About the service we inspected

The 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, 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. Recommendations are based on the National Care Standards, relevant codes of practice and recognised good practice.
- A requirement is a statement which sets out what is required of a care service to comply with the Public services Reform (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.

Pirniehall Primary School nursery is registered to care for a maximum of 30 children aged between three years and entry into primary school. The nursery is open Monday - Friday 8.55am to 3.05pm during term time.

The nursery occupies an area within the primary school and has its own designated entrance. The children use the playroom and a smaller room. The main playroom has adjacent toilets and a cloakroom area. There is a fully equipped kitchen area for the preparation of snacks within the playroom.

The nursery class had aims and objectives that included:

- Welcome and support the whole family, valuing parents and carers as partners in their child's development.
- Create a safe, caring environment where children can grow in confidence, self-esteem and independence.
- Offer stimulating opportunities for learning through play and activity, centred on the needs, interests and learning style of the child.
- Provide a broad, balanced and well resourced curriculum which enables each child to develop socially, emotionally, creatively, physically and intellectually.
- Encourage children to care for and respect themselves, all others and their environment

- Work as a team to plan, monitor, evaluate, and develop both children's learning and our service.
- Work with parents, carers and other professionals for the benefit of the child.

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

**Quality of Care and Support - Grade 3 - Adequate**

**Quality of Environment - Grade 4 - Good**

**Quality of Staffing - Grade 3 - Adequate**

**Quality of Management and Leadership - Grade 3 - Adequate**

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 wrote this report following on unannounced visit on Tuesday 4th March 2014 and an announced visit on Wednesday 12th March 2014.

The inspection was carried out by Care Inspectorate (CI) inspector, Sarah Hermiston.

As requested by us, the service completed an annual return and self assessment form.

We issued 20 care standards questionnaires to the service to hand out to parents. Sixteen were completed and returned to us before the inspection.

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

- Accidents/incidents recording system
- Additional support for learning policy
- Aims and objectives
- Certificate of registration
- Children's files
- Children's register
- Child protection policy and procedures
- Complaints policy and procedure
- Evidence from the service's self assessment and annual return
- Feedback from parents in questionnaires
- Infection control policies
- Information on parent's notice board
- Medication recording system
- Meeting minutes
- Newsletters
- Risk assessments
- Positive behaviour strategies
- Public liabilities insurance
- Standards, Quality and Improvement Plan
- Staff records

We spoke with:

- The Head Teacher
- Depute Head Teacher
- All staff
- Three parents
- Children.

We examined the resources, toys, equipment and environment.

We observed:

- Children in the playrooms and garden
- Staff interactions with each other, the children and parents.

### **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 completed self assessment document from the service provider. We were satisfied with the way the service provider had completed this and with the relevant information they had given us for each of the headings that we grade them under. The service provider identified what they thought they did well, some areas for development and any changes they planned.

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

The majority of children arrived happily into the nursery, confidently saying goodbye to their parents and carers. Staff responded quickly to those children who needed a cuddle and reassurance when they first arrived. We were impressed by the children's confidence in showing us their personal folder and telling us what they liked to do at nursery.

## Taking carers' views into account

Parents were clearly happy with the service they and their child received. Their comments and feedback have been included throughout this report.

## 3 The inspection

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

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

Grade awarded for this theme: 3 - Adequate

#### Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service.

#### Service strengths

We found the service had good standards in the areas covered by this statement. At this inspection, we focused on planning for play, personal plans and records of involving parents/carers in the improvement of the service. In our questionnaire all parents confirmed that the service involved them and their child in developing the service, for example asking for ideas and feedback.

Before starting the nursery, parents were invited to visit the playroom with their child and they were given an information booklet. This meant that parents were told what their child would do at nursery, how they could get involved in the nursery and what the 'Curriculum for Excellence' was. At this time, parents were asked to give nursery staff written information about their child. This meant that staff knew about each child's needs and how they could plan to meet these before they started. In our questionnaire, all parents confirmed that they and their child were able to visit the service before using it.

Staff offered parents/carers opportunities to become involved in the life of the nursery and the care and support of their child. For example parents/carers were welcomed and encouraged to:

- Share a hobby or interest with children and staff
- Come to parent's meetings to discuss their child's progress
- Look at their child's personal folder
- Get involved in developing the garden
- Stay and play sessions

- Help with trips and outings.

We observed children being active, happy and relaxed in the care of staff. Through mind mapping in talking and thinking floor books, children gave their thoughts and ideas when planning activities. Each child had a personal folder to keep records of their learning. Children enjoyed showing us their drawings and photographs that were in their folders.

Parents/carers were welcomed into the playroom and were able to speak with staff at the beginning and end of the session. The conversations we heard between staff and parents showed us that working in partnership was part of everyday staff practice.

Arrangements were in place to support children when they were going to school. This included visits to their new class room and joining in with school assemblies. As a result children became familiar with the school and their new teacher.

Parent consultations were held every six months. At these, parents could speak with staff about their child's development, find out more about the nursery and discuss the work staff did. All of this helped to develop good relationships between staff and parents.

Parental involvement and feedback was important to the service. Innovative ways such as focus groups and feedback mornings were used to make sure everyone was able to contribute. A summary of findings was shared with parents which helped instill confidence that ideas and suggestions were taken on board.

When necessary staff attended interagency child planning meetings. This meant that parents/carers, staff and other professionals were able to discuss children's care and support needs and plan how the nursery could help the child. This practice helped make sure that children were getting the right support to meet their needs.

### **Areas for improvement**

In their self assessment the service told us, 'As part of the evaluation and development of our new Planning, Assessment and Self-Evaluation procedures, we will be asking for parent/carers views on how useful they are finding our new timetable of meetings/ communications with them'.

The talking thinking floor books were in their infancy so we were unable to assess the impact they were having on children's learning. We discussed with the nursery teacher how these could be further developed to capture children's learning and themes as they evolved as opposed to one floor book per theme. We will check the progress of this at the next inspection.

**Grade awarded for this statement:** 4 - 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 service had adequate standards in the areas covered by this statement.

Children were able to move freely between the indoor and outdoor environments throughout the day as their play evolved. In our questionnaire, parents told us their child regularly got fresh air and energetic physical play whilst at nursery. Since the last inspection, parents had been involved in devising plans and carrying out work to enhance children's experiences in the garden by building a large sand pit and planting areas.

The relationship between staff and children was supportive, nurturing and caring. We heard staff supporting children by showing them how to do things the right way. This helped make sure the nursery was a secure place where children trusted staff to keep them safe. In our questionnaire, a parent told us, 'I am so happy about the staff and how they look after my child'.

The layout allowed children to move freely around the activities. Toys and equipment were laid out to allow children to access them easily. This helped develop children's independence.

Staff worked in partnership with other agencies such as Health Professionals, Educational Psychologists and Occupational Therapists to support children with additional needs. Learning assistants supported children with specific needs to help them fully take part in the life of the nursery and encourage their learning.

Children enjoyed telling us about their achievements that were noted on the achievement wall. We saw that this helped to develop children's self-esteem and sense of achievement.

Children were encouraged to do things for themselves which promoted their independence. We observed the children making pancakes, spreading butter on their crackers at snack, sweeping up sand, washing their dishes, hanging out washing, putting on their own coats and tidying up when they had finished with toys.

Children were supported by staff to make healthy choices regarding food. We observed snack time to be a positive experience. Staff and children sat down together to prepare and eat snack which provided an opportunity for children to increase their independence and learn social skills associated with mealtimes. In our questionnaire, all parents confirmed that the nursery provided a healthy and well-balanced diet which met their child's dietary and cultural needs.

Children were able to increase their understanding of technology through the use of a laptop computer, a range of electronic toys and smart board. These opportunities helped children to develop skills for the future.

Through the celebration of Eid, Divali and Chinese New Year, children developed an appreciation and understanding of different cultures and faiths.

Children were encouraged to follow good hygiene routines and knew when to wash their hands. Good arrangements were in place to care for children who were ill and all staff were trained in administering first aid.

Swimming groups, Stay and Play, Emotional Literacy groups and Talking Time sessions helped to support parents to become involved in their child's learning and development and improve their life chances.

### **Areas for improvement**

In their self assessment the service told us they would 'develop the use of child involvement and well-being scales to support meeting children's health and well-being needs'.

The majority of children's folders that we looked at had not been updated for the past six months. Where observations had been made we saw very little information about the child and how staff were supporting them in their learning and development. Staff expressed their difficulties in finding time to do paperwork. We spoke about how the completion of folders could be done with children during the session. We also noted that children were having to climb on furniture to get their folder. It would be helpful if the folders were brought down to the children's level. (See requirement one).

We found that there was some confusion over record keeping and the procedures for the administration of medication to children. In one child's file it was noted that they had a serious allergy, yet no further information was recorded. Staff told us this was an undiagnosed allergy which led us to speak about the importance of keeping accurate records. We found a bottle of medicine in the cupboard that was not labelled and another that had a hand written label. (See requirement two).

At group time, staff had decided that the children would sing a song about pancakes and get each child to come take a turn of flipping a pretend pancake. This became quite difficult as parents were arriving to collect their child before they had their turn to flip the pancake. We felt that this activity could have been offered at the playdough table which would have allowed for more quality learning and interaction between the children and staff. The manager agreed that staff should now reflect and consider if there are other ways to give children the experience of group time. For example having smaller key worker groups. (See recommendation one).

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**Grade awarded for this statement:** 3 - Adequate

**Number of requirements:** 2

**Number of recommendations:** 1

## Requirements

1. The provider must ensure that staff are clear about their responsibility to complete children's special folders. In doing this staff must make quality observations of children at play and make plans on how they are going to meet the needs of the children. A review of each child's personal plan must be carried out with parents at least every six months or when a change occurs to the child's circumstances.

This is to comply with:

The Social Care and Social Work Improvement Scotland (requirements for Care Services) Regulations 2011 (SSI 2011/210), regulation 4(1)(a) Welfare of users.

We have also taken into account the National Care Standards of early Education and Childcare up to the age of 16. Standard 5 - Quality of experience.

Timescale: within one month of receipt of this report.

2. The provider must review the administration of medication procedures in order to ensure children's safety and wellbeing. The provider must then ensure that all staff comply with these procedures at all times. When doing this, the provider should refer to the Care Inspectorate guidance on 'The management of medication in daycare and childminding settings'. This is to comply with:

The Social Care and Social Work Improvement Scotland (requirements for Care Services) Regulations 2011 (SSI 2011/210), regulation 4(1)(a) Welfare of users.

We have also taken into account the National Care Standards of early Education and Childcare up to the age of 16. Standard 3 - Health and Wellbeing.

Timescale: within one week of receipt of this report.

## Recommendations

1. The provider should ensure that staff consider the purpose of large group time and reflect if it is meeting the needs and interests of the children. National Care Standards for Early Education and Childcare up to the age of 16. Standard 5 - Quality of Experience.

## Quality Theme 2: Quality of Environment

Grade awarded for this theme: 4 - 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

The areas of strength noted in theme one, statement one also apply to this statement.

### Areas for improvement

The areas for improvement noted in theme one, statement one also apply to this statement.

**Grade awarded for this statement:** 4 - 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 service had good standards in the areas covered by this statement. In our questionnaire, all parents confirmed that the service was a safe, secure, hygienic, smoke free, pleasant and stimulating environment.

On the days of our inspection, the playroom was suitably ventilated, bright and attractive. The equipment, furnishings and resources were appropriate for the age and stage for the children attending the nursery. Toys and equipment were laid out to allow children to access them easily. In our questionnaire, all parents confirmed that the service had a suitable range of equipment, toys and materials for the children.

Children's work was displayed attractively around the playroom and in the hallway. These were linked to themes, children's interests and current projects. This helped to foster a sense of belonging in the nursery.

Staff knew that they needed to make sure that the nursery was safe and that children were protected from harm. Regular recorded checks (risk assessments) of the nursery and equipment helped make sure children were safe while at nursery.

Children had free access to the safe, well maintained outdoor area. Since the last inspection, staff, children and parents had worked hard to make improvements to the outdoor play area. As a result children's learning was enhanced as they were now involved in planting, sand play and den making.

Staff had attended Elementary food hygiene training. This meant that they were aware of their responsibilities to follow good practice guidance when preparing snacks.

All staff were trained in Child Protection. The nursery policy told staff what they should do in the event of having a concern about a child's welfare. In our questionnaire, all parents confirmed that they were confident that staff would protect their children from harm, abuse, bullying and neglect.

### Areas for improvement

In their self assessment the service told us they would 'develop nursery children's input into the School Council and Eco-Committee'.

The accident and incident recording system did not have a section for parent/carers to sign and acknowledge they had been informed of any accidents or incidents. This meant there was no record of them being informed. (See recommendation one).

**Grade awarded for this statement:** 4 - Good

**Number of requirements:** 0

**Number of recommendations:** 1

### Recommendations

1. The provider should make changes to the accident and incident recording forms to make sure there is the opportunity for parents/carers to sign them. National Care Standards for Early Education and Childcare up to the age of 16. Standard 14 - Well-managed service.

## Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 3 - Adequate

### Statement 1

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

### Service strengths

The areas of strength noted in theme one, statement one also apply to this statement.

### Areas for improvement

The areas for improvement noted in theme one, statement one also apply to this statement.

**Grade awarded for this statement:** 4 - 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

When grading this statement, we have taken into account the issues raised throughout this report.

Before starting to work in the service, new staff went through an 'induction'. This meant that new staff were given information about their job and in particular what their role was in protecting children.

The nursery teacher met with other professionals in the local area at 'Cluster meetings'. This created an opportunity for good practice to be shared in group discussions and through visiting each other's nurseries.

With enthusiasm, the nursery teacher told us about the training they had recently taken part in and the plans they had to implement changes into the nursery. Where appropriate staff were registered with Scottish Social Services Council and knew about their responsibility to follow the codes of practice that aim to raise standards of care and increase the protection of children.

The 'whistle blowing' policy told staff about the importance of being confident to report any concerns they might have about other staff practice or behaviour. Staff confirmed to us that they did feel able to speak to the depute head teacher about anything they might be concerned about.

During 'In service' training days, the whole staff team received training on a variety of subjects. This showed us that there was a supportive, learning culture in the nursery.

Each member of staff kept records of their own Continuous Professional Development. This meant that staff kept records of the training they had attended. The system for staff annual Performance Review and Development (PRD) helped management and staff to work together to set targets, formally reflect and assess staff performance. In our questionnaire, all parents confirmed they were confident that they staff had the skills and experience to care for their child and support their learning and development.

### Areas for improvement

During the inspection, it was apparent that the nursery teacher carried out many tasks that could have been delegated to other staff in the team. We discussed the importance of all staff working together to take responsibility for making the improvements noted in this report. (See recommendation one).

In the past the school Head Teacher had been responsible for carrying out staff review meetings. Plans were now in place for the Depute Head Teacher to carry these out. We agreed that this would offer a more targeted approach for monitoring the quality of staff practice as the Depute Head Teacher was responsible for overseeing the running of the nursery. We will check the progress and outcome of this at our next inspection.

**Grade awarded for this statement:** 3 - Adequate

**Number of requirements:** 0

**Number of recommendations:** 1

### Recommendations

1. The provider should ensure they foster effective working relationships within the staff team. The consequence of this should be that all staff work together to address the requirements and recommendations made within this report. National Care Standards for Early Education and Childcare up to the age of 16.  
Standard 12 - Confidence in staff  
Standard 14 - Well-managed service.

We have also taken into account the Scottish Social Services Council Codes of Practice for Social Service Workers (6) As a social service worker, you must be accountable for the quality of your work and take responsibility for maintaining and improving your knowledge and skills.

## Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 3 - Adequate

### 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

The areas of strengths noted in theme one, statement one also apply to this statement.

### Areas for improvement

The areas for improvement noted in theme one, statement one also apply to this statement.

**Grade awarded for this statement:** 4 - 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 service had adequate systems and processes in place to make sure there was a systematic approach to evaluation, reflection and assessment of quality. This included:

- Staff Performance Review and Development meetings helped staff reflect on their own performance and think about how it affected the children and the service.
- The Standards, Quality and Improvement Plan (SQIP) was shared with parents. This meant that everyone was told about what the nursery were aiming to work on and improve over the next year.
- Regular staff and management meetings meant that there was continual evaluation and discussion of what was happening in the nursery.
- Parents and children were encouraged to give regular feedback about the service. A summary of action taken by the service instilled confidence that suggestions and comments would be taken on board.
- Support visits from the Quality Improvement Officer from the City of Edinburgh council helped towards monitoring and improving the learning experiences for children.

### Areas for improvement

Whilst we acknowledged that some quality assurance audits were carried out, we felt that these were not in-depth enough to monitor staff practice and assess the impact performance had on the outcomes for children. The management team need to now look closely at the issues raised as a result of our inspection and develop a plan of action on how these will be addressed. (See requirement one).

**Grade awarded for this statement:** 3 - Adequate

**Number of requirements:** 1

**Number of recommendations:** 0

### Requirements

1. The provider must develop a plan of action/improvement plan to ensure improvements are made to the quality of the service provided. It must state the specific tasks to be met, who will complete the task, when the task will be completed, and to what degree. Staff involvement in the development of this plan should make sure staff are assigned a task and accountable for their actions. The

provider must put systems in place for continual evaluation of staff practice and the outcomes of changes made. This is to comply with:

The Social Care and Social Work Improvement Scotland (requirements for Care Services) Regulations 2011 (SSI 2011/210), regulation 4(1)(a) Welfare of users.

We have also taken into account the National Care Standards for Early Education and Childcare up to the age of 16.

Standard 12 - Confidence in staff

Standard 13 - Improving the service



## 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

N/A

### 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 - 3 - Adequate</b>	
Statement 1	4 - Good
Statement 3	3 - Adequate
<b>Quality of Environment - 4 - Good</b>	
Statement 1	4 - Good
Statement 2	4 - Good
<b>Quality of Staffing - 3 - Adequate</b>	
Statement 1	4 - Good
Statement 3	3 - Adequate
<b>Quality of Management and Leadership - 3 - Adequate</b>	
Statement 1	4 - Good
Statement 4	3 - Adequate

## 6 Inspection and grading history

Date	Type	Gradings
21 Jun 2010	Unannounced	Care and support 6 - Excellent Environment 6 - Excellent Staffing Not Assessed Management and Leadership Not Assessed
5 Feb 2009	Unannounced	Care and support 6 - Excellent Environment 6 - Excellent Staffing 6 - Excellent Management and Leadership 6 - Excellent

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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