

Care service inspection report

Full inspection

Cults Primary School Nursery Day Care of Children

Cults Primary School
Earlswells Road
Cults
Aberdeen



HAPPY TO TRANSLATE

Service provided by: Aberdeen City Council

Service provider number: SP2003000349

Care service number: CS2003014422

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	5	Very Good
Quality of staffing	5	Very Good
Quality of management and leadership	5	Very Good

What the service does well

The nursery provides a stimulating and attractive area for children both inside and outside.

Staff have developed relationships with the parents which helps to increase their understanding of children's development and learning. It also helps staff get to know each child as an individual.

What the service could do better

The service are continuing to build on their use of outside spaces and increasing children's independence. They hope to further increase children's ease of access to the outside area.

Staff are also planning to further increase their links with parents using the nursery blog and the interactive profiles.

What the service has done since the last inspection

The nursery has made many improvements since the last inspection, including greater use of the outside area and local woods. They have increased children's choice and access to resources. They have introduced parent forums and share information with parents through blogs and online profiles for the children.

Conclusion

The nursery is an active, happy place for children and parents. Staff make every effort to make sure that children are safe, healthy, achieving, nurtured, active, respected responsible and included. Parents and younger siblings have a range of opportunities to join in with nursery activities and at the end of the sessions neither children nor parents are in a hurry to leave the nursery garden.

1 About the service we inspected

The Care Inspectorate is committed to improving the health and wellbeing of all children receiving a care service. We want to ensure they have the best start in life, are ready to succeed and live longer, healthier lives.

We check services are meeting the principles of Getting it right for every child (also known as GIRFEC). Set up by the Scottish Government, GIRFEC is a national approach to working in a consistent way with all children and young people. It is underpinned by the principles of prevention and early intervention. The approach helps services focus on what makes a positive difference for children and young people - and what they can do to improve. Getting it right for every child is being woven into all policy, practice, strategy and legislation that affect children, young people and their families.

There are eight wellbeing indicators at the heart of GIRFEC. They are: safe, healthy, achieving, nurtured, active, respected, responsible and included. They are often referred to as the SHANARRI indicators. We use these indicators at inspection, to assess how services are making a positive difference for children.

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

Cults School Nursery is part of the primary school building in Cults, a residential suburb of Aberdeen. The service is registered to provide a care service to a maximum of 40 children at any one time, aged from three years to those not yet attending primary school. The service operates morning and afternoon sessions, Monday to Friday term time only.

The aims of the service are to provide a safe, welcoming, stimulating environment where members of the school community work together in partnership to ensure all learners are happy, included, nurtured, supported and challenged to fulfil their full potential.

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 5 - Very Good

Quality of staffing - Grade 5 - Very Good

Quality of management and leadership - Grade 5 - Very Good

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

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website www.careinspectorate.com or by calling us on 0345 600 9527 or visiting one of our offices.

2 How we inspected this service

The level of inspection we carried out

In this service we carried out a low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

What we did during the inspection

We wrote this report following an unannounced inspection. This was carried out by an inspector on 17 March, 2016, from 8.30am to 4.30pm and feedback was given to the head teacher and staff.

As part of the inspection, we took account of the completed annual return and self assessment forms that the provider had completed and submitted to us.

We had sent 20 care standards questionnaires (CSQs) for distribution to parents/carers and 12 were returned prior to the inspection.

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

- parental surveys and evaluations
- wall displays
- children's interactive learning diaries
- parental involvement and other policies
- planning and self evaluation
- staff training records
- accident records
- risk assessments
- minutes of parent forum meetings
- discussions with staff and the senior management team
- observation of staff practice and of the environment
- discussion with 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.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 fully completed self assessment document from the provider. We were satisfied with the way the provider completed this and with the relevant information included for each statement that we grade services under.

The provider identified what they thought the service did well and some areas for development and any changes it had planned. They also gave information about how they involved feedback from children and parents/carers in reaching its assessments

Taking the views of people using the care service into account

Children were seen to be settled and engaged with the activities on offer as soon as they came into the nursery. They were excited about going to the woods for the morning and making sure their backpacks and boots were ready. Some were pleased because their mums or dads were going with them on the outing.

Children said they were going to be looking for the houses they had made for the fairies, others wanted to make doors for the fairy houses. Some children wanted to make dens for themselves and their friends.

Many parents commented on how happy their child was at nursery and how much they looked forward to coming.

Taking carers' views into account

All the parents who were talked to on the day of the inspection were very happy with the nursery. They found the staff warm and approachable and the activities varied. They liked the opportunity to have the forest sessions and many parents were willing to attend these outings to give the higher adult:child ratio that was required.

Many of the parents commented on how happy their children were at the nursery and how much they enjoyed using the nursery garden. They also talked about the information which was shared with them, both verbally and through displays and the nursery blog, as well as the opportunity to be part of the parent forum, which met termly.

The responses of the 12 parents who completed the care standards questionnaires (CSQs) were all very positive. Ten of the parents strongly agreed and two agreed that 'Overall, I am happy with the quality of care my child receives in this service'. They all confirmed that they and their children had been asked for their ideas and feedback to help develop the service. Parent's comments included:

'My son is extremely happy at nursery and talks about "how many sleeps until it is time to go back" when we are in the holidays'

'Cults nursery is very well run and is an enjoyable environment for my daughter to learn'

'Both myself and my daughter think it is great'.

3 The inspection

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

Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 6 - Excellent

Statement 1

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

Service Strengths

At this inspection we found that the service was excellent at involving children and parents in assessing and improving the quality of care and support provided by the service. To assess this statement we spoke with children, parents and staff and observed staff practice. We also looked at the wide range of information available for parents, including questionnaires, newsletters, blogs, records of consultation and opportunities to contribute their ideas to nursery planning.

In the school's welcome policy they stated 'We believe that children learn best when there is close cooperation between home and school, and we value parents/carers as partners in the education of the children entrusted to our care. We offer opportunities for you to be meaningfully involved in school life and we are appreciative of your support.' Throughout the inspection we saw many examples of this in practice, with cooperation through parents' forums, curriculum workshops, feedback on interactive profiles and sticky notes for parents to write their evaluation of activities and add to planning. The nursery blog was valued by parents as another way of keeping in touch with nursery activities and giving feedback. This had been developed following parental suggestions, as were the interactive online Learning Journeys which had just

been introduced. Written feedback was displayed for parents each term summing up their ideas and outlining actions which had been taken in response, in the form of a 'You Said, We Did' display.

The school ensured that parents were well informed about the nursery before their child attended by providing an informative welcome pack. There were nursery visits for parents and children, including visits to a forest session and a teddy bears picnic. There were shorter introductory sessions over the first week, giving children time to settle into the group. The principal teacher ensured that she had met all the new children before they started at the nursery. Parents received school newsletters and regular nursery updates with relevant information.

Staff welcomed children and their families into the nursery at the beginning of the session and were seen to make time to chat with families when they arrived to collect their children. Parents joined in the forest sessions and other outings and there was a very relaxed and open relationship between staff, parents and children. There were already regular open sessions for parents and the nursery was planning to develop further Stay and Play sessions for parents, which would give them more flexible opportunities to share in their child's experience.

Respect for the children's ideas was seen to be an underlying principle for all the nursery activities. Children were involved in planning and their ideas were followed and extended. They used mind mapping and floor books to record their ideas. Staff were flexible in their approach and supportive of the children. The role play area had just become 'Daddy's office' and children went with staff to choose their own supplies, such as envelopes and paper from the school office. Staff had discussed with children what they needed for their office and were planning to involve parents in building up the resources they had suggested.

Children were actively involved in planning for snacks and activities, able to choose resources, take photos and contribute to evaluation of activities and open days. Two days a week they were able to freely choose indoor or outdoor play, and the nursery was planning to extend this by improving ease of access to the garden.

The nursery was working on further improving the links between learning at home and in the nursery by encouraging parents to share achievements from home. Parents were able to download these on to the children's interactive profiles and staff printed them off for display in the nursery; or parents brought in photos or certificates earned for sports or other activities in the community. This tied in with the school statement that 'We value our position in the community and we welcome all pupils and their parents/carers to our school'.

Staff knew it was important to include all the children and their parents who came to the nursery, and made a special point of communicating with families who were new to the area or less settled in the community. They tried to ensure they had opportunities to form friendships, give their views and contribute to the school community.

Parental responses in the CSQs and on the day of the inspection were all very positive. Parents said they received lots of information and that the staff were friendly and helpful. They indicated that the information displayed, the nursery blog and the parents' forum, meant they knew about the nursery activities and how to contribute their ideas. They also said it was easy to talk to staff and they all knew their child's key worker.

Areas for improvement

The staff should continue to value the ideas and involvement of parents and children in all aspects of the nursery.

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

After examination of documentation, observation and discussion with parents and staff we have graded this statement as excellent. Discussions with staff and parents indicated that staff knew individual children well. Parents and staff shared comprehensive information about each child before the child started with the nursery. This included children's likes, dislikes, allergies, medical conditions and any other information considered to be relevant in order to best settle each child. Care plans were updated by parents and staff each term.

Parents told us that they felt really welcome, and that staff were caring and supportive both to the children and to their families.

Staff were aware of the importance of health and wellbeing, not only as part of the curriculum but as essential foundations on which to build children's learning and achievement. A key worker system was in operation so that parents knew who to share information with, and the key workers took particular interest in their children and ensured that their interactive diaries were kept up to date. They also tried to spend some small group time with their key children so that they could give them individual attention and observe any interests or problems which arose. Key workers would take their children to the library or on other small group visits round the school to help with transitions

Staff were nurturing in their approach to the children and all the parents who returned the CSQs strongly agreed ' My child appears happy and confident with the staff'. Staff respected and responded to children's ideas and gave them opportunities to be responsible, such as cutting up fruit for snack. They were also helping the children to achieve independence in getting ready for going outside, to the garden and woods, and in making day-to-day choices in the playroom. Children were seen to be happy and chatting to staff, and talking about what they would do in the woods or out in the garden. They also liked having responsibilities such as fetching the signing out sheets for parents and preparing snack.

The children were involved in preparing healthy snack items and staff were aware of the importance of promoting healthy eating. The children were actively involved in preparing and serving snack, and parents said that staff encouraged children to try new foods/tastes. In particular the children had

made and enjoyed vegetable soup, and staff had shared the recipe with parents both on the blog and in printed copies.

The visits to the nearby woods had been introduced as a way of helping children develop resilience and independence, and staff were involved in evaluating the process to ensure that children had the maximum benefit from the outings. Children were learning about keeping themselves safe in the discussion and preparation for their visits, as well as during their time in the wood. They were working on becoming more independent in the preparation for the visit, taking their own backpacks, drink and fruit with them for snack and being part of assessing the risks they met in the woods.

Children's creativity was also encouraged through a wide range of resources, both indoors and outside in the attractive nursery garden. Children's work was displayed and photographed to go in their online journeys, as well as in the floor books. Children were able to dress up, use arts and crafts, the interactive whiteboard and the range of construction and small world toys to express their ideas either individually or in small groups. In the woods some of the children were busy making houses and doors for fairies, as well as toys for them to play with.

The nursery was well aware of the importance of transitions and they ensured that each child had a visit from a member of staff before they started. This could be at one of the feeder groups in the community or private nurseries. They also had visits to the nursery and the woods, with a teddy bears' picnic being very important. Children had their own introductory information with a picture of their key worker to help them feel attached to a member of staff before they started. Moving up to primary one involved a number of visits to the area so that it would not be strange, as well as using the wider school facilities and outside play spaces. They had buddies from primary 6 and took part in whole school occasions such as assembly.

In the CSQs parents agreed that the nursery made good use of resources in the community and that staff shared information about their child's learning and development with them. They also agreed that there was a clear code of behaviour and staff encouraged children to form positive relationships with other children.

Areas for improvement

The nursery had identified the benefit of developing ways of recording evidence of pupils evaluation of their own learning and extending use of next steps in individual children's learning. They could include children developing individual targets of their own they would like to achieve.

Grade

6 - Excellent

Number of requirements - 0

Number of recommendations - 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

Statement 2

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

Service Strengths

After considering the evidence the service was seen to have made the environment safe and to protect service users.

To keep children safe the nursery had a secure entry system and visitors were required to sign in and out. A member of staff monitored children and families entering and leaving the nursery to ensure all children left with a responsible adult.

The building was seen to be in a good state of repair, with procedures for staff to identify maintenance issues which were actioned by the janitor. The nursery had a bright and welcoming entrance with well laid out displays which were informative and colourful. These included photographs of the children involved in indoor and outdoor activities and children's drawings. The notice boards also displayed local, national and nursery information, which included local clubs, feedback about parent evaluations, the Scottish Government Curriculum for Excellence, snack suggestions and menu, and the nursery information booklet. There was an appropriate balance of children's work, printed text, photographs, posters and other displays. There were attractive displays showing activities in which the children had been involved, including the 'Learning at Home' board.

The layout of equipment made very good use of the space available, with safe access for the children to move between activities. The furnishings and units were appropriate to the age range of the children and allowed easy and independent access to all areas of the classroom. The children were able to access resources which were well stored and clearly labelled with text. There

were sufficient storage facilities, including a large storage container for outdoor resources, which was about to be upgraded. There were timetabled opportunities for visits to the library, use of the gym hall and attendance at school assemblies.

The children had daily access to a secure outdoor play space immediately outside the classroom which included grass, a mud kitchen and digging area, raised beds for growing and a wooden climbing area. An area of the local woods had also been developed with the assistance of the local ranger and was used on a regular basis.

To keep children safe and healthy, risk assessments had been developed for premises and outings, and staff also recognised the importance of supervised risk taking in the development of the individual child. Infection control measures had been put in place for visits to the woods, with running water and soap available for hand washing.

An appropriate child protection policy was in place. Staff demonstrated a clear understanding of their role and responsibility in relation to child protection and completed annual child protection training updates.

Accidents and incidents were recorded. Staff demonstrated a knowledge of first aid and training was kept updated. An appropriate policy and procedure was in place for the storage and administration of medication and staff had a sound knowledge of this process. Staff ensured that children with allergies were kept safe whilst being included in the group.

In the CSQs returned all parents agreed or strongly agreed that the nursery was safe, secure, hygienic, pleasant and stimulating, and had a suitable range of equipment, toys and materials for the children. One parent had written 'I feel it is a very safe and secure environment'.

Areas for improvement

To continue to explore the development of the risk benefit process with parents and children and involve children in taking responsibility for identifying and recording risks.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Statement 3

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

Service Strengths

After considering written and photographic evidence and talking to staff, parents and children this theme has been graded very good.

Though the space in the nursery was quite restricted, staff had laid out the playroom to allow children to make independent choices and to play in small groups in areas of their choosing. In order to respect children's ideas there was a choice of resources available for sand and water play, a large area for construction, and areas such as the role play corner, changed in response to children's ideas.

Children were able to use areas outside the nursery, such as the school library and gym, to help them become familiar with other areas in the school. They also went on errands with staff to the school office and other classrooms to build up their confidence. Termly trips to places of interest such as Drum Castle, the Hub and Duthie Park were important events for children and parents alike. One parent commented 'I have been able to get involved in nursery trips to see first hand the great work that the staff do'.

Children were helped to take responsibility for the environment through tidy up routines and discussions about use of equipment and safe storage. Children were able to have a sense of achievement from growing crops such as peas and radishes and harvesting strawberries. When going to the woods there was also discussion about safety and taking care of the woods. Staff were working on using the Shanarri indicators for recording outcomes for children of activities such as their forest visits.

Staff had worked on developing the outside areas to allow children to extend their learning outside. The mud kitchen and digging area encouraged a lot of cooperative play and the balancing log presented a challenge. There were den making materials and opportunities to grow flowers, fruit and vegetables. The larger school grounds were also used for the wheeled toys, for mixing with the older children and for the challenge of the larger fixed equipment.

In the CSQs one parent said 'I love the fact they spend a lot of time outdoors with the children, which my son also loves'. All 12 respondents strongly agreed 'My child regularly gets fresh air and energetic physical play'.

Areas for improvement

The nursery had plans for direct access to the outside garden, which would enable the children to have free flow to the outside area. This would allow the children additional choice in being able to access all areas of the curriculum outdoors.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

Statement 3

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

Service Strengths

At this inspection we found that the service had a very good professional, trained and motivated workforce, which operated to National Care Standards, legislation and best practice. To assess this statement we looked at staff training records, relevant policies and procedures, records of staff meetings, spoke with children, parents and staff and observed staff practice.

The staff were trained, experienced and willing to evaluate their practice in line with new guidance such as the Education Scotland's 'Building the Ambition', as well as taking into account the Scottish Government's Curriculum for Excellence. The staff group for the nursery had a principal teacher one day a week, a teacher and three nursery nurses. The principal teacher was undertaking a masters qualification for work in early years and was closely involved with the nursery, despite having class commitments with primary one this year. The nursery teacher had been on Aberdeen's Wee Green Spaces training, which was a sustainable and rights based approach to regular use of outdoor spaces. This was a practical course to help staff develop routines in using the outdoor spaces and audit practice to make sure that children were getting the maximum benefit and learning from these outings.

All teachers and nursery nurses were appropriately registered with the General Teaching Council for Scotland (GTCS) of the SSSC. All members of the nursery team engaged in professional dialogue with the senior management team through the annual professional review and development meetings, and

written records of these were kept. All staff were involved in continual professional development and recorded and evaluated the training undertaken.

Records showed appropriate and effective communication between staff, children, parents and other agencies. Individual Education Plans were maintained for children with additional support needs, and children and their families were appropriately supported by staff. Chronologies were maintained for all children which recorded any significant communication with parents or other agencies.

All the parents who returned the CSQs strongly agreed that 'My child appears happy and confident with the staff'. All agreed or strongly agreed 'I am confident that the staff will protect my child from harm, abuse, bullying and neglect' and 'The staff treat my child fairly and with respect'. Parent's comments included:

'I have found the staff group extremely helpful and welcoming during the time my son has been attending nursery'

'My son is very comfortable with all staff'

'I can't praise the staff enough'

'The nursery staff foster an extremely positive environment which is both caring and encouraging to the individual child'.

Areas for improvement

For staff to continue to attend, evaluate and put into practice training to improve outcomes for children.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Very Good

Statement 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

At this inspection we found that the service had very good quality assurance systems which involved everyone in the service in assessing aspects of the quality of the service. We looked at service improvements, questionnaires, the annual improvement plan and records of consultation, spoke with children, parents and staff, and observed staff practice to assess this statement.

The aims and policies of the nursery were subject to constant review by staff and parents through the 'Policy of the Month' process. There was a complaints procedure in place which was displayed for parents and there was a suggestion box at the entrance to the nursery. Parents were told 'Please do not hesitate to contact us if we may be of assistance to you at any time.'

Staff used feedback from the parent focus groups on all aspects of the service. Parents had been asked about additional information that could be usefully shared on the nursery blog. Parents had been interested to have snack menus online, as well as nursery recipes. Using the blog as a way of auditing the views of parents, in particular working parents, was being considered as another way of gathering feedback. Parents' views could also be expressed through the focus groups and the representatives on the parent council.

Staff were involved in continuous evaluation of the practice, including informal peer observation and support. They contributed to self evaluation of the

service, along with parents who were asked to take part in grading of the service. The principal teacher was involved in weekly planning meetings with nursery staff, and the deputy head teacher's remit involved all aspects of the nursery, including improvement plans.

The school had a Standards and Quality report which was available to parents, and inspection reports were also shared with parents. The school audited their progress against the improvement plan and the nursery was involved in some whole school targets, such as increased use of the outdoor environment.

The nursery had used Scottish Government Child at the Centre quality indicators as part of the self evaluation process but was moving on to use the new How Good is Our Nursery document from Education Scotland.

The senior management team in the school worked closely with the nursery staff to ensure they had the resources to take forward improvements such as greater use of technology in the nursery, using the iPads and the interactive whiteboard. They were also looking at providing direct access to the nursery garden through new doors and outside ramps.

Areas for improvement

The nursery is to start using the new How Good is our Nursery document, which has just been released. Staff will be given the opportunity to become familiar with the document and then assess their practice against the quality indicators.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

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

Previous requirements

There are no outstanding requirements.

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

Previous recommendations

There are no outstanding recommendations.

6 Complaints

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

7 Enforcements

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

8 Additional Information

There is no additional information.

9 Inspection and grading history

Date	Type	Gradings	
2 Oct 2012	Unannounced	Care and support	5 - Very Good
		Environment	5 - Very Good

		Staffing Management and Leadership	4 - Good 4 - Good
6 Oct 2009	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good 5 - Very Good 5 - Very Good

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Tha am foillseachadh seo ri fhaighinn ann an cruthannan is c?nain eile ma nithear iarrtas.

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