

Papdale Halls of Residence School Care Accommodation Service

Papdale Halls of Residence
Kirkwall Grammar School
Kirkwall
KW15 1QN

Telephone: 1856876060

Type of inspection:

Unannounced

Completed on:

20 June 2019

Service provided by:

Orkney Islands Council

Service provider number:

SP2003001951

Service no:

CS2005112366

About the service

Papdale Halls of Residence provides co-educational accommodation for pupils aged 12 to 18 years who attend Kirkwall Grammar School. The halls also provide temporary accommodation for visiting groups of pupils from other Orkney schools. The maximum roll is 75.

This service has been registered since 1 April 2005.

What people told us

We were able to interview 21 young people and had dinner with eight young people during the inspection. All were very satisfied with the service. All young people were able to give examples of positive relationships with staff. Some of the young people had recently started the service; all indicated that they felt welcomed and prepared for the moving in. All comments indicated a positive environment to be cared for. The following comments were made by young people:

- "Yes, safe."
- "Safe environment."
- "It's good, the food it caters for vegetarians and vegans."
- "They always look after you."
- "Care plans are updated several times a year. Key worker meets up with us regularly."
- "Any member of staff definitely approachable."
- "Nice, friendly, it's good. I enjoy it."
- "Very welcoming and friendly."
- "Generally, they listen to us."
- "Staff are never negative."
- "Plenty activities, 3G pitch, games hall, swimming."
- "When you do good stuff, they praise."
- "Lovely place to be in. There's a place for everyone. You can have quiet areas."
- "You're supported to do stuff with a new library."
- "They listen to suggestions and [are] acted on."
- "Activities are encouraged, give us stuff to do, games hall, go to youth café. They care how you feel. It seems luxury, you have your own space."

- "Comfortable and homelike."
- "Home away from home."

One young person stated that communication could be improved, we were able to share this particular instance with staff.

We received questionnaires from three parents and we were able to interview one parent during the inspection. All parents indicated that they were completely satisfied with the service. They indicated that there was good consultation with both the school and the service and there was regular termly contact where they were given an update on their child's progress. All indicated that they could contact staff at the residence. Parents stated that if they had a concern or a worry they could approach any of the staff at the service.

We also asked parents if there was any aspect of the care that they thought that the service could do better in. One parent indicated that there could be more active encouragement to get young people involved in clubs and activities within the community. This was passed on to the service.

Self assessment

We did not request a self assessment prior to the inspection. However, we were able to examine the service's developments plans which were rigorous and robust and showed that there was systematic improvement of the service.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	5 - Very Good
Quality of management and leadership	not assessed

What the service does well

We examined the quality of care and support and the quality of staffing during this inspection. We graded both as very good.

The service had developed their transition program for young people who were moving in from island schools prior to starting secondary. The service had developed a full induction programme which gave young people a complete overview of the service, their rights, and responsibilities. This, with the service handbook, and lots of planned activities helped young people with the transition into the residence. This new transition strategy had been well planned and implemented and had resulted in young people coming into the service much more prepared, confident in staff, and aware of their new environment.

We found that there were many systems and strategies in place which supported active participation in the service. Young people indicated that they had an opportunity to voice their opinions and that they are aware there is a process which gives them regular feedback.

There were many forms of contact which allowed young people to feel valued and respected within the service. The young people meet regularly with staff on a one-to-one basis to discuss their care plans. The care plans were found to be comprehensive and reflected the wellbeing indicators. We had discussions with the management team about elements of these plans to ensure that they reflect best practice. Staff were found to have an open approach to young people where young people were supported compassionately and where fun and activities to learn were a feature in their support.

We found that young people were encouraged and supported to make complaints but also that any suggestions that they had made for improvement were actioned by the service. We saw many examples of suggestions that young people had made during the year and that had been changed. Many of these changes helped make young people to be fully involved in the development of the service.

The service, in partnership with the school, had made closer links to ensure that any vulnerable young people's needs were being met. This has resulted in closer working relationships with the guidance staff at the secondary school and regular meetings and consultations to ensure that there was good coordinated planning to ensure young people's needs were being met. Parents also indicated this as a major strength within the resource.

We saw that the staff were very good at valuing and caring for young people who had a range of needs. They ensured that young people who had any impairments were supported and listened to and that any young people who had any diversity needs were being supported appropriately. Again, parents indicated that this was a particular strength within the service.

We found that the service continued to develop opportunities and activities for young people to take part within the service. It was evident that young people, if they wished, could take part in achievement schemes. This enabled young people to gain certification for their new skills. Achievement was recognised throughout the service and we saw many notices and photographs of young people's achievements being recognised and validated by the whole staff group. Staff spoke with pride about the strengths of the young people within the resource and were able to inform us of young people's interests.

We found that young people were safe and secure and that there was little or no discrimination within the service. Staff and young people worked hard at challenging any form of prejudice and there was a variety of approaches which promoted the residence being a safe environment. We found that they promoted a restorative approach to any incidents that they have had in the last year.

Health and wellbeing were promoted throughout the service with an emphasis on the service being nurturing and caring. For example, staff charging hearing aids. All young people were encouraged to have a healthy lifestyle. There was healthy nutritious meals available and the introduction of fruit and healthy snacks available throughout the day. Staff also promoted health activities throughout the year. These mirrored the PSE (personal and social education) programme at the school. There was also access to mindfulness.

We found the whole staff team were working well together. All were found to be committed to continual improvement. There have been many changes to the service over the last two years. All have been implemented well and been reviewed and evaluated by the whole staff team.

Staff were well equipped and skilled to provide the best care and support to young people. This was supported by very good quality learning opportunities and a strong culture of reflection. We found that staff were utilising a number of learning opportunities, such as the Scottish Social Services Council (SSSC) website which encouraged and supported reflective practice. There was a focus within the staff team of supporting each other's development and there were many opportunities for shared learning. There had recently been a development day which helped raise awareness of sexuality issues for young people.

There was regular supervision of staff and this was supported by a strong culture and ethos of team meetings and team handovers. There was a sufficient priority within the service which showed a strong culture of good communication between staff. This resulted in regular reflection and discussion and also clear and focused attention to planning within daily shift patterns. This resulted in young people and staff having a clear understanding of the roles and responsibilities of the staff group.

We found that staff were committed and enthusiastic about learning and that there was a clear commitment to ensuring that the children and young people in their care were well supported.

There was continuous and robust auditing systems in place which had ensured that the quality of the service had been of a very high standard. Young people and their families are regularly informed of changes. There were effective systems in place which ensured that there was clear development plans for the whole service. There was strong support and links with the external manager who had a key role in ensure that the service had very good governance.

What the service could do better

There was a need for the service to continue to develop their care plans for young people. The care plans should have a focus on goals which are SMART (specific, measurable, achievable, realistic, and time-bound).

The service to develop a record for assessment for staffing for a four-weekly period so that it can be examined by the Care Inspectorate on the next inspection.

Although there were very good individual records of staff learning records it would be beneficial to have a full team overview of learning which could be used to assist in planning future training.

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 0

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

What the service has done to meet any requirements we made at or since the last inspection

Previous requirements

There are no outstanding requirements.

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

Previous recommendations

There are no outstanding recommendations.

Inspection and grading history

Date	Type	Gradings
26 Sep 2016	Unannounced	Care and support 5 - Very good Environment Not assessed Staffing Not assessed Management and leadership 5 - Very good
16 Dec 2015	Unannounced	Care and support 4 - Good Environment 5 - Very good Staffing 5 - Very good Management and leadership 4 - Good
15 Jan 2015	Unannounced	Care and support 4 - Good Environment 5 - Very good Staffing 4 - Good Management and leadership 4 - Good
12 Oct 2012	Unannounced	Care and support 2 - Weak Environment 2 - Weak Staffing 3 - Adequate

Date	Type	Gradings	
		Management and leadership	4 - Good
12 Jan 2012	Unannounced	Care and support Environment Staffing Management and leadership	3 - Adequate Not assessed 3 - Adequate 3 - Adequate
29 Jun 2011	Unannounced	Care and support Environment Staffing Management and leadership	3 - Adequate 3 - Adequate 2 - Weak 2 - Weak
9 Dec 2010	Unannounced	Care and support Environment Staffing Management and leadership	4 - Good Not assessed Not assessed 3 - Adequate
24 Jun 2010	Unannounced	Care and support Environment Staffing Management and leadership	2 - Weak Not assessed 4 - Good 2 - Weak
10 Sep 2009	Unannounced	Care and support Environment Staffing Management and leadership	3 - Adequate 4 - Good 3 - Adequate 2 - Weak
19 Mar 2009	Unannounced	Care and support Environment Staffing Management and leadership	Not assessed 4 - Good 3 - Adequate 3 - Adequate
15 Sep 2008	Announced	Care and support Environment Staffing Management and leadership	4 - Good 4 - Good 2 - Weak 3 - Adequate

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