

# Wee Rascals - A Summers Nursery Day Care of Children

Morrison Way  
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Kintore  
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**Type of inspection:**  
Unannounced

**Completed on:**  
21 June 2024

**Service provided by:**  
Summers Nursery Limited

**Service provider number:**  
SP2003003231

**Service no:**  
CS2009231982

## About the service

Wee Rascals - A Summers Nursery is registered with the Care Inspectorate to provide a care service to a maximum of 92 children at any one time, aged from birth to those not yet attending primary school.

The service is provided from two one storey purpose-built premises (Wee Rascals and Wee Rascals Too) in Kintore, Aberdeenshire. The children have direct access from most of the playrooms to an enclosed outdoor play area. The nursery is close to local shops, the countryside and other local amenities.

## About the inspection

This was an unannounced inspection which took place on 19 June 2024 between 09:40 and 17:40, 20 June 2024 between 09:40 and 18:15 and 21 June 2024 between 12:00 and 14:45. Two inspectors from the Care Inspectorate carried out the inspection.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered throughout the inspection year. To inform our evaluations of the service we:

- Spoke with children during their play.
- Received written feedback from 46 parents and carers.
- Spoke with staff and management.
- Observed practice and children's experiences.
- Reviewed documentation.

**Key messages**

- Children were very well supported by staff who were consistently responsive to their needs.
- Good quality child led play, learning and development opportunities were available to children throughout the day.
- Significant recent improvements to the environment supported the children to have better and more varied play and learning experiences.
- Children had fun spending a lot of time outdoors, engaged in a variety of activities.
- Very significant positive changes had been made across the nursery since the last inspection and there was a clear commitment across the team to continual improvement. This had impacted positively on the outcomes for the children.
- Children and families were supported by a motivated and skilled staff team who worked closely with each other to provide high quality, inclusive experiences for all children.

**From this inspection we evaluated this service as:**

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How good is our care, play and learning?	4 - Good
How good is our setting?	4 - Good
How good is our leadership?	5 - Very Good
How good is our staff team?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

## How good is our care, play and learning?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

### 1.1 Nurturing care and support

Children benefitted from consistently positive interactions with staff. The team were caring and nurturing in their approach, were interested in the children and clearly enjoyed spending time with them. Positive and trusting relationships had been built which helped children to feel safe and secure. Staff thought carefully about their tone of voice and ensured that they sat at the children's level to enhance their engagement. Children were praised for their achievements which helped to build confidence. One parent told us, "I feel the staff genuinely care for (my son) and take an interest in him" and another that, "My children have formed clear comforting attachments with the staff. Their confidence in all areas have blossomed. They are so happy, excited and content when I collect them at the end of the day." A child told us that, "My ladies make me better and cuddle me."

Lunchtime was a positive, unhurried and sociable experience. There were opportunities for children to develop their independence skills, for example, setting the table, self-serving and pouring. Children were well supported by staff and were reminded to eat slowly. Food was prepared in line with best practice guidance. This all helped to reduce the risk of choking. Children and staff enjoyed conversation and it was a nice opportunity for everyone to connect. To build on the experience further staff could eat alongside the children. This would support positive role modelling and create a more inclusive experience. Children who were finding lunchtime difficult were supported very well, with thought given to their individual needs and preferences. This then led to children feeling more settled and able to participate. Effective systems were in place to ensure that staff were aware of children's dietary needs every day including any updated information. Staff, including the cook, were very knowledgeable about children's allergies and dietary preferences. Staff encouraged and supported the children to drink throughout the day which supported their hydration.

Children's personal care was supported by staff using a consistent respectful and nurturing approach. Staff used these opportunities as nurturing one to one time to build on positive relationships. Nappy changing was undertaken in line with current best practice.

Sleep routines were effectively organised to support a relaxing and calm environment and a smooth transition. Children were supported to go to sleep with their own comforters if needed. Staff sat with them, helped them to settle with rubbing their back or tummy and using a gentle tone of voice. Care needs to be taken to ensure that there is sufficient space between babies sleeping in cots in the sleep rooms or on sleep mats in the playrooms. This is to keep children safe and to support effective infection prevention and control practice.

Staff knew the children well and used this knowledge to support their individual needs. Key information about children, including their care routines, health information, likes and dislikes, was reflected in their written personal plans. This information was reviewed on a regular basis to ensure that information was kept up to date. Personal plans could be further developed to include more detail about specific things individual children were being supported with currently which staff shared with us during the inspection.

Written support plans were in place for children who needed additional support. Children's needs were carefully considered in partnership with families and key external professionals and were well supported. We were able to see that this helped children to settle and achieve. Staff knew the importance of having input from relevant professionals such as health visitors, educational psychologists and speech and language therapists. They worked hard to develop these links and access the right supports for children and their families.

### 1.3 Play and learning

Children were supported by staff who were focused on children's right to play. Good quality play, learning and development opportunities were available to children throughout the day. As a result children were fully engaged in various activities and had fun. Activities were child led, focusing on their particular interests and passions.

Children's literacy was supported through opportunities for reading in small groups or on a one to one basis. Staff used some mathematical language such as "big" and "small" and used natural opportunities for counting and number recognition to support numeracy. The team should continue to develop how they support children's literacy and numeracy.

Children had the opportunity to be outdoors for most of the day and many children were. Children were observed to be engaged and having fun outdoors. Where children were looking as if they needed support or encouragement to engage in an activity this was quickly recognised and positive staff engagement ensured children felt included. Staff should continue to build on mark making opportunities for children outdoors, such as chalks, paint, paper, pencils and crayons to support literacy.

Work had been undertaken to remove a lot of plastic resources both indoors and outdoors and replace these with more natural resources and this should continue. Some loose parts, such as tyres, large plastic tubes and guttering were available outdoors for children to use in their play, supporting them to be creative and to problem solve. The service had plans to develop this further and had asked for their families to contribute any relevant spare resources they could access. The garden areas could be further enhanced with the introduction of items such as tree stumps, large stones and slabs which bugs can hide under and then can be explored.

Children had been involved in planting and were watering in the greenhouse. The service should continue to build on this positive learning opportunity. Staff and children told us about a recent trip to the local garden centre to choose some resources for their planting activities and how this had supported children's choice, learning and independence skills. Parents told us about trips to natural spaces in the community, "...where they can search for bugs, explore the wooded area and learn about nature. These trips also include imaginative elements such as searching for treasure and looking for clues. They also include road safety in their trips to the wee green space." The team were committed to increasing opportunities for children to participate in different outings, providing rich and varied learning experiences.

There were many opportunities for the children to develop their gross motor skills. A range of balance bikes and scooters had been recently purchased and were well used and enjoyed by the children.

Staff had been developing the indoor spaces which were more inviting and provided increased opportunities for different types of play. Again this could be developed further. Loose parts and open-ended resources could be further developed to help children be more creative in their play and support opportunities for numeracy. The home corners, for example, would benefit from more items that can be sorted, carried,

enveloped, mixed, measured and poured. These could include, pine cones, pom poms, dried pasta and real life resources such as jugs, bowls, handbags, tubs and spoons.

Staff ensured that learning was responsive to children's needs and interests. Weekly plans were in place based on children's next steps. Staff understood the importance of individualised learning and there were some good examples of how this had been supported. Observations of children engaged in play and their learning were linked to planning and also linked to similar observations so that children's progression could be tracked.

## How good is our setting?

4 - Good

We evaluated this key question as good where several strengths impacted positively on outcomes for children/people and clearly outweighed areas for improvement.

### 2.2 Children experience high quality facilities

Children benefitted from an environment which was well furnished, homely and inviting. The entrance area and corridors had been decorated with lots of attractively presented information which helped to promote engagement with families.

Playrooms were bright with plenty natural light. Staff spoke of having made significant improvements to the environment. Work had been undertaken to declutter the rooms, ensuring all resources were safe, well maintained and reflected children's interests. Zones, such as the home corners, reading areas and construction areas were more defined and better resourced. This had supported the children to have better and more varied play and learning experiences. Staff were reviewing the zones regularly and building on this further. The construction zones for example had been improved and contained a variety of positive resources including hi visibility vests, hard hats, spirit levels and rulers. These areas would however also benefit from other resources including a more extensive range of block play resources and maps.

Children spent a lot of time outdoors, supporting their physical and mental health and really enjoyed this. Several children chose to be indoors and this was well supported. Five out of the six play rooms had direct access to outdoors which further increased outdoor opportunities. Parents commented very positively about children's access to outdoor play. The outdoor spaces were fully enclosed and ensured a secure environment.

Adult sized comfortable soft seating was in place within some of the playrooms which supported positive opportunities for staff to snuggle up with children to read a story or have a chat. It would be beneficial for this to be consistent across all the playrooms.

Positive infection prevention and control practice took place across the nursery. For example, handwashing took place before meals, hands and faces were wiped afterward, the environment was clean and nappy changing was undertaken in line with best practice. Plans were progressing for the services nappy changing facilities to all meet the current Care Inspectorate guidance 'Nappy changing for early learning and childcare settings (excluding childminders).' The provider agreed to provide written information about plans and confirm completion date to the Care Inspectorate.

**How good is our leadership?****5 - Very Good**

We evaluated this key question as very good where there were significant strengths which supported positive outcomes for children.

**3.1 Quality assurance and improvement are led well**

Children and families were supported by a team who were very committed to ongoing improvement. Very significant positive changes had been made across the nursery since the last inspection. This had impacted positively on the outcomes for the children.

Staff spoke very positively about the leadership of the management team. They felt very well supported. A key change which has made a positive impact was having scheduled time off the floor to undertake written work and professional development. Staff told us that this had reduced stress levels which in turn increased motivation and positive engagement with the children. We found that the management team were very organised and had clear and effective systems in place.

Staff were focused on continuous improvement and this had been led by and fully supported by the management team. There had been considerable improvements made to the environment which now created much more inviting and stimulating spaces for the children to work and play. Staff were feeling well supported and spoke of everything being more organised and efficient with rotas being introduced and clear plans in place. Very regular training was taking place and systems were in place for staff to reflect on the training and the impact this had made on their practice and outcomes for the children.

The staff team were being supported by the management team to develop their self evaluation skills. They had started to look at key documents to support them with this, including 'A quality framework for daycare of children, childminding and school-aged childcare.' It was positive that work had started in relation to this, however this should now be further developed so that staff are able to critically reflect on their practice and use this to inform the services improvement plan.

Staff had been reflecting on the environment, looking at the different zones within the play rooms and considering what could be added, taking account of children's interests. This was recorded in individual rooms 'zoning folders' which showed, in photographs and writing, clear improvements. It was positive that there was recognition from staff that there was still work to do despite the significant changes and impact already. Staff were considering the impact of changes and how these were supporting positive outcomes.

The service's improvement plan was focused on the requirements and areas for improvement outlined within the last inspection report for the service. There was clear evidence that all of the identified areas had been progressed. The improvement plan was reviewed on a regular basis to ensure that actions required were kept on track. It would be beneficial for the improvement plan to be more outcome focused going forward to ensure actions lead to positive outcomes for the children.

A range of audits were taking place on a regular basis to ensure that continual improvements were being made. The infection control audit, for example, was comprehensive and included observations of staff practice in relation to a range of practice including handwashing, nappy changing, knowledge and use of cleaning products and exclusion policy awareness.

Parents and carers were asked for feedback on a regular basis and there was evidence of the team taking action in response. This was also displayed at the entrance areas in 'you said, we did' boards so that families could visually see how the service was taking forward their comments and suggestions. One parent

told us that, "The nursery ask for parent suggestions and have been quick to take up suggestions and make changes." Another that, "I feel very able to give constructive feedback and I feel my views are taken on board."

## How good is our staff team?

5 - Very Good

We evaluated this key question as very good where there were significant strengths which supported positive outcomes for children.

### 4.3 Staff deployment

The nursery was appropriately staffed by a very committed staff team. This helped to ensure that children received quality care and learning experiences and that they were kept safe.

Staff talked about a significant shift in their wellbeing, where they now felt really happy, very motivated and effectively supported. All staff had undertaken a wide range of training recently which had supported them to develop their practice. Due to high levels of motivation now in place some staff had also undertaken a high level of additional training, demonstrating a commitment to their own professional development.

Staff told us that there was always plenty staff to support children's needs and this is what we observed. Since the last inspection an additional member of staff had been put in place for both of the 2-3 years rooms. This has significantly supported staff and meant that they could do more activities with the children and respond quickly to changing needs. Effective arrangements were in place to manage planned and unplanned staff absences. Clear and accessible information was in place about children's individual needs to support temporary or new staff. As staffing levels were positive and staff were observant and effectively deployed, children's needs were responded to quickly. This meant that children felt safe, secure and nurtured.

Breaks were well managed to ensure that key times of the day were well supported, including for lunch and drop off and collection times. This ensured that staff were consistently able to respond to changing needs very quickly. Whilst some children who did not require a sleep enjoyed the opportunity to get back outdoors to play straight after lunch, in some rooms this was not consistent across the nursery. The management team confirmed that they would review this and consider any necessary changes. Allowing all children access to outdoors at these times would promote a quieter and calmer environment for children sleeping and resting indoors.

There had been a significant turnover of staff within the setting recently, however new staff presented as being an asset. Staff were confident, experienced and demonstrated positive engagement with children. More established and newer team members worked well together and valued one another. This ensured effective team working with a focus on providing a quality experience for the children. A parent told us that, "The staff they have recruited are lovely, and very interested in the children and their wellbeing as evidenced in the feedback we receive, and the interactions we see." Families were told about changes of staffing through newsletters, Facebook posts and on the information about staff wall displays in the entrance areas. Parents and carers fed back they would like new staff to always introduce themselves.

Staff communicated well with each other throughout the sessions so that everyone was accounted for and tasks that required to be completed were actioned. Staff in supervisory roles were confident in providing clear direction to the staff team to ensure that the rooms were well organised and children's needs were being consistently met.



A system was in place for the mentoring of new staff with clear tasks agreed and then revisited to see that they had been achieved. This helped new staff to fully understand their roles and responsibilities and develop their knowledge, skills and experience.

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

### Requirements

#### Requirement 1

By 22 November 2023, the provider must ensure that all staff interact with children in a way that supports their wellbeing and ensures their needs are met.

To do this, the provider must at a minimum:

- a) Ensure children are treated with respect and experience loving, caring interactions.
- b) Ensure staff are well informed about the children attending and use this information to provide individualised and responsive care relevant to their needs.

This is to comply with Regulation 4(1)(a) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'My needs, as agreed in my personal plan, are fully met and my wishes and choices are respected' (HSCS 1.23); and

'As a child or young person I feel valued, loved and secure' (HSCS 3.10).

**This requirement was made on 31 October 2023.**

#### Action taken on previous requirement

Staff consistently used a positive and nurturing approach in their interactions with the children. This had supported the development of meaningful and secure relationships. Staff responded quickly to children's individual needs which helped children to feel valued, loved and secure.

This requirement was found to have been met.

#### Met - within timescales

#### Requirement 2

By 22 November 2023, the provider must ensure children's health and safety needs are met through the safe storage and administration of medication.

To do this, the provider must at a minimum:

- a) Ensure information about children's medical conditions and allergies are clearly recorded and reflective of

changing needs.

b) Ensure medication is stored safely.

c) Ensure medication records are completed to ensure safe administration.

d) Ensure staff have the appropriate knowledge and understanding of children's, medical and health needs.

This is to comply with Regulation 4(1)(a) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'My care and support meets my needs and is right for me' (HSCS 1.19).

**This requirement was made on 31 October 2023.**

### Action taken on previous requirement

Clear information was in place relating to children's medical conditions and allergies. Systems were in place to ensure that an overview of children's medical and health needs was clearly accessible and read by all staff daily, including new and temporary staff. This ensured that staff were kept up to date with any changes. Staff demonstrated that they had a good understanding of children's medical and health needs.

We provided advice about how medical care plans could be developed further so that all information was recorded within one document.

Medication was stored well, in lidded boxes with child's name, photo and date of birth.

This requirement was found to have been met.

### Met - within timescales

## Requirement 3

By 31 January 2024, the provider must ensure that children experience positive outcomes by ensuring the service is well managed.

To achieve this, the provider must at a minimum:

a) Ensure management arrangements support monitoring the quality of provision across the two premises.

This is to comply with Regulation 4(1)(a) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I use a service and organisation that are well led and managed' (HSCS 4.23).

**This requirement was made on 31 October 2023.**

### Action taken on previous requirement

A new manager had been appointed for the Wee Rascals Too building. This meant that both buildings now had a designated manager. The managers worked well together and with the fuller management team and staff to support positive outcomes for the children. More information can be found under quality indicator 3.1 : Quality assurance and improvement are led well.

This requirement was found to have been met.

### Met - within timescales

#### Requirement 4

By 31 January 2024, the provider must ensure children's care and wellbeing needs are met by skilled and knowledgeable staff.

To do this, the provider must at a minimum:

- a) Ensure that staff have the knowledge, skills and understanding of child development to provide care to children.
- b) Ensure that staff enable children to facilitate and extend their own play.
- c) Support staff to reflect on and develop their overall practice.

This is to comply with Regulation 4(1)(a) (Welfare of users) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I have confidence in people because they are trained, competent and skilled' (HSCS 3.14).

**This requirement was made on 31 October 2023.**

#### Action taken on previous requirement

The team had been supported to undertake a wide range of training since the last inspection, specific to the areas for improvement that had been identified. Staff spoke to us about how this training, including emotion coaching and supporting children with distressed behaviour, had impacted positively on their practice. It encouraged them to look more holistically at children's needs and consider different approaches to meeting those needs. Children were nurtured and loved and felt secure.

Staff had been working on how they supported children's play and learning and this ensured that children were now leading their own play. Resources had continued to be reviewed and changed to allow children a wider range of experiences. Children were consistently happy and engaged in play throughout our visits.

This requirement was found to have been met.

### Met - within timescales

#### Requirement 5

By 02 October 2023, the provider must ensure children who require additional support will be cared for using strategies that are clearly identified in their personal plan.

In order to achieve this, the provider must adhere to the following:

- a) Ensure any strategies used by staff are consistent, sensitive and effective.
- b) Ensure all staff have a clear understanding of the appropriate and effective strategies to be used with individual children.

- c) Support staff to develop their knowledge, skills and practice in relation to working with children who require additional support.
- d) Provide staff with opportunities to develop their understanding and practice in relation supporting children's emotional wellbeing.
- e) Review policy and procedure to ensure it is underpinned by best practice and legislation.
- f) Engage the services of other professional in a timely manner.

To be completed by: 02 October 2023

This is to comply with Regulation 4(1)(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'My care and support meets my needs and is right for me' (HSCS 1.19).

**This requirement was made on 7 September 2023.**

### Action taken on previous requirement

Written support plans were in place for children who needed additional support. Children's needs were carefully considered in partnership with families and key external professionals and were well supported. We were able to see that this helped children to settle and achieve. Staff knew the importance of having input from relevant professionals such as health visitors, educational psychologists and speech and language therapists. They worked hard to develop these links and access the right supports for children and their families.

This requirement was found to have been met.

### Met - within timescales

## Requirement 6

By 02 October 2023, the provider must support children to ensure they experience positive transitions that are underpinned by individual care and development needs.

To do this, the provider must, at a minimum:

- a) Ensure no child is moved between buildings to meet the needs of the business.
- b) Ensure staff and families have planned transitions based on children's care and development needs.
- c) Ensure communication with families keeps them well informed of upcoming visits, and of how successful their child's visit has been.
- d) Implement a system for management to audit, and review children's transition experiences.

To be completed by: 02 October 2023

This is to comply with: Regulation 4(1)(a) of The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011 (SSI 2011/210).

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'My care and support is provided in a planned and safe way, including if there is an emergency or unexpected event' (HSCS 4.14).

**This requirement was made on 7 September 2023.**

#### Action taken on previous requirement

Effective systems were in place to support children's transitions. Recent changes had further developed the role of parents and carers in this process. Staff spoke of carefully managing transitions to ensure that children felt well supported and secure. We saw positive examples of children being supported with transitions during our inspection visits.

This requirement was found to have been met.

**Met - within timescales**

## What the service has done to meet any areas for improvement we made at or since the last inspection

### Areas for improvement

#### Previous area for improvement 1

The provider should ensure that children receive personal care in an environment that is pleasant and supports high levels of infection prevention and control.

This should include, but is not limited to:

- a) Appropriate nappy changing facilities.
- b) Providing a welcoming changing area which promotes children's independence, privacy and dignity.

This is to ensure that children's personal care practices are consistent with the Care Inspectorate document 'Nappy changing for early learning and childcare settings (excluding childminders).'

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'If I require intimate personal care, there is a suitable area for this, including a sink if necessary' (HSCS 5.4); and

'If I require intimate personal care, this is carried out in a dignified way, with my privacy and personal preferences respected' (HSCS 1.4).

**This area for improvement was made on 31 October 2023.**

#### Action taken since then

Action had been taken since the last inspection to improve nappy changing facilities. Good quality nappy changing stations had been purchased. This meant that no children were now being changed on a mat on the bathroom floor. The nappy changing areas had been decluttered and were now very well organised. This all supported better infection prevention and control practice.

Plans were progressing for the services nappy changing facilities to all meet the current Care Inspectorate guidance 'Nappy changing for early learning and childcare settings (excluding childminders).' The provider agreed to submit a written plan to the Care Inspectorate to confirm action to be taken and expected completion date.

This area for improvement was found to have been met.

## Previous area for improvement 2

To support children's wellbeing, learning and development the provider should ensure that they promote family engagement through embedding in practice, respectful communication and meaningful consultation about their children's play and learning.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that:

'I am actively encouraged to be involved in improving the service I use, in a spirit of genuine partnership' (HSCS 4.7).

**This area for improvement was made on 31 October 2023.**

### Action taken since then

The team had worked hard on continuing and further developing relationships with families to support their children's nursery experience. This was done in a number of ways including regular review of children's personal plans, input from parents and carers to support transition plans, stay and play sessions and parents evenings. This was in addition to informal day to day opportunities also in place.

This area for improvement was found to have been met.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Detailed evaluations

How good is our care, play and learning?	4 - Good
1.1 Nurturing care and support	4 - Good
1.3 Play and learning	4 - Good
How good is our setting?	4 - Good
2.2 Children experience high quality facilities	4 - Good
How good is our leadership?	5 - Very Good
3.1 Quality assurance and improvement are led well	5 - Very Good
How good is our staff team?	5 - Very Good
4.3 Staff deployment	5 - Very Good

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