

Fenton Barns Nursery Day Care of Children

Fenton Barns
North Berwick
EH39 5BW

Telephone: 01620 850 670

Type of inspection:
Unannounced

Completed on:
29 May 2025

Service provided by:
Fenton Barns Nursery Ltd

Service provider number:
SP2011011701

Service no:
CS2011301486

About the service

Fenton Barns Nursery provides care for a maximum of 56 children at any one time aged between three months and primary school entry.

The nursery is a purpose built wooden building on one level. The premises provide playrooms for three age groups, toilets and changing facilities. Each playroom has an all-weather outdoor veranda. There are five outdoor spaces for children to use. One for growing and harvesting fruits and vegetables and four for a wide range of outdoor activities. The nursery is situated in a retail centre in a rural part of East Lothian. It is close to the towns of Dirleton, Gullane and North Berwick

About the inspection

This was an unannounced inspection which took place on 26 May 2025 between 08:30 and 17:00 and on 27 May 2025 between 10:00 and 13:00. Two inspectors carried out the inspection.

To prepare for the inspection we reviewed information about this service. This included, registration information, information submitted by the service and intelligence gathered since registration.

In making our evaluations of the service we:

- spoke with children using the service
- considered feedback from 11 families through an online questionnaire
- considered feedback from five staff through an online questionnaire
- observed practice and daily life
- reviewed documents relating to the care of children and the management of the service.

As part of this inspection, we undertook a focus area. We have gathered specific information to help us understand more about how service supports children's safety, wellbeing and engagement in their play and learning. This included reviewing the following aspects:

- staff deployment
- safety of the physical environment, indoors and outdoors.
- the quality of personal plans and how well children's needs are being met.
- children's engagement with the experiences provided in their setting.

Key messages

- The range of rich, stimulating areas and resources helped to support children's learning and development.
- Personal plan information was used effectively to support children's overall health and wellbeing.
- Children had fun through a variety of play, learning and development opportunities which promoted their choice, creativity, wellbeing and imagination.
- We observed an effective cycle of high-quality observations and identified next steps.
- Although improvements had been made to the planning for children's play and learning, the service should now further develop their planning approaches.
- Significant improvements had been made in ensuring effective quality assurance, self-evaluation and improvement plans were in place and children benefitted from a service that was continually improving and developing.
- The service should ensure staff are on the correct part of the register with the Scottish Social Services Council (SSSC) that reflects their role and responsibilities within the service.

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?	5 - Very Good
How good is our leadership?	5 - Very Good
How good is our staff team?	3 - Adequate

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 and clearly outweighed areas for improvement.

Quality Indicator: 1.1 Nurturing care and support

Children received praise, encouragement, cuddles and reassurance as needed from staff, fostering a sense of love and nurture that supported their overall wellbeing and happiness. Staff consistently engaged with children at their level, using calm, gentle tones and showing genuine sensitivity to their emotional needs. Families echoed this in our questionnaire feedback, as they told us about "Caring staff who have a genuine love for the children."

As a result, strong attachments were developed, creating a secure and emotionally nurturing environment that promoted positive wellbeing and resilience.

Children were kept safe as medication was stored securely and records were mostly up-to-date. Medication reviews with families were carried out every three months as per guidance. Although staff recorded when they had provided medication, this was not always acknowledged by the parent collecting the child on all forms. The service rectified this on day two of inspection and moving forward would ensure they ask families to acknowledge when medication had been administered in the service. An area for improvement was made at the last inspection around medication and this has now been met.

Children mostly appeared to enjoy their food and were confident to ask for more with requests for extra chicken being met, promoting choice and supporting appetites. When asked about snack and meals in the service one family told us, "It is great that my child is exposed to more exciting and adventurous foods. That coupled with having an Eco Garden where vegetables are grown and the nursery being surrounded by farmland, makes it a very healthy place where all sorts of foods can be learnt about and tried." Although there was no choice for lunch, the service served a nutritious lunch menu and as they have a chef, they would offer an alternative if the children did not eat what was on offer. Staff were attentive to individual needs, for example; when a child was tired and not ready to eat, they were supported to rest and offered an alternative later. Staff demonstrated awareness of choking guidance and allergies, with clear procedures in place. As a result, children benefitted from nutritious mealtimes that met their dietary requirements.

Children appeared familiar with the mealtime routine. The lunchtime experience was mostly calm, well-organised and supported children's wellbeing. Children were given opportunities to self-serve their own drinks and cutlery. We discussed with the service further opportunities to self-serve in the older playrooms could be developed to further promote children's developing independence skills. Staff had been developing the mealtime experiences. For example, the recent addition of table mats created with photos of children's families, promoted conversation amongst children at the table allowing children to feel a connection to their families. Children had been consulted about their mealtime experience using the 'colour calming monster.' As a result, they told us, "You have to hear the music, you can't be too loud," which had helped to shape a calmer, more respectful dining environment. Staff mostly supported the children by sitting at the table which as a result supported relaxed conversations with children.

Personal plans were created with families to capture children's needs, interests and preferences using the wellbeing indicators. Personal plan information was used effectively to support children's overall health and wellbeing.

Pastoral Notes were regularly updated with any actions or impacts on children's wellbeing recorded. These were regularly reviewed, and updates were revisited and recorded appropriately. As a result, staff had a clear and current understanding of each child's unique circumstances, enabling them to provide sensitive, individualised care that promoted positive outcomes for children.

We found the dates when reviews had been carried out were not clearly recorded in personal plans. Although reviews had taken place some were just over the six-month period. We discussed the need to more clearly record the reviews being carried out with families. This would ensure staff are clear when the next review is needed to take place and reflect that reviews were carried out at least every six months, or sooner if there is a change in a child's circumstances or wellbeing as per legislation. The service had already identified this through their own quality assurance processes and paperwork showed steps were in place to address it. An area for improvement made at the last inspection regarding personal plans has now been met.

Children were able to rest and have quiet times if they wished. Children were given opportunities to sleep or rest within the cosy areas created throughout the environment. Mats and blankets were provided indoors for children who require a sleep, along with their personal comforters, ensuring they're comfortable and able to rest safely in line with their individual needs. Staff had completed safe sleeping training and described how they used this learning for children's routines and supported them to transition to sleep mats. Sleep charts were updated and staff carried out regular checks to support children's wellbeing and safety.

Quality Indicator: 1.3 Play and Learning.

Children had fun through a variety of play, learning and development opportunities which promoted their choice, creativity, wellbeing and imagination. Experiences on the days of our visit included, arts and crafts, swinging and climbing, watering potatoes, measuring plant growth, storytelling, loose parts play, imaginative play, French lessons and making dough snakes and log pile houses. Feedback from families about the service told us, "Love the 'managed risk' aspect of their learning. Using real tools, supervised, learning how to do things safely" and "Lots of outdoor play involving forest skills, making and building things, arts and crafts, observing nature, going on walks nearby as well as more quiet indoor play also including reading stories." We agreed that the wide variety of spaces and resources on offer provided quality play and development experiences.

The service had an Eco Garden where children were encouraged to help grow local produce for use within their homemade meals in the service. The service had achieved their green flag for eco schools which fostered children to be responsible citizens committed to sustainability. These experiences supported children's understanding of the natural world and encouraged curiosity, problem-solving and responsibility. Time spent engaging with real-life, hands-on learning in this space helped promote sustained interest and enriched their overall play and learning experiences.

Floor books showed that staff provided children with engaging and stimulating play experiences that captured their interests and supported their development. Examples included den and fort building, which encouraged creativity, problem-solving and collaboration. These experiences reflected staff's understanding of how to promote curiosity extend learning through play and respond to children's ideas. The service should now further consider their planning for children aged 0-3 years to ensure experiences stem from observing what children are interested in and responding to those cues, rather than imposing pre-determined activities that may not always match their developmental needs or engagement levels of children.

There was a balance of spontaneous and planned activities within the playrooms and staff worked well as a team to discuss and develop planning based on children's interests. We were encouraged to hear from staff they had been developing planning approaches, one staff commented, "The introduction of responsive planning in the owls has been amazing." We discussed that the service should now further explore the differentiation between responsive and intentional planning to ensure they were not duplicating work in their planning cycle. Intentional planning should be purposeful and informed by what we know about each child's development, whilst responsive planning is immediate and based on tuning into children's interests and needs in the moment.

We found observations recorded on the online family app were meaningful and well considered to each child's individual learning journey. Some entries were written as a letter to the child, giving a warm, personal touch that helped build connections between home and setting. To further strengthen this good practice, the setting could consider ways to make the style and frequency of observations more consistent across the staff team, ensuring all children and families benefit from a similar high-quality experience. Comments from families showed appreciation for the insights into their child's experiences. To ensure challenge and progression, next steps were identified and followed up through observations, supporting children's learning and progress. We have revised an area of improvement made at the last inspection to reflect improvements in observations and next steps and that plans for experiences still needed further work. (See Area for Improvement 1).

An online system, daily chats and information boards were used to update parents on their child's development, interests, and experiences within the setting. This was confirmed by a parent who told us, "I feel well informed about what is going on. There is a board at the gate, and they get regular updates through family app." When asked what would make the service better other families commented, "More photo updates - although realise time doesn't always allow." The service had begun to consider ways they could share more photos with families with ideas such as photo galleries being shared regularly. This would further strengthen family partnerships and help maintain a strong sense of connection between home and nursery for all.

Staff spoke positively about the connections they had with the small rural community around them. Recent visits included seeing lambs on surrounding farms and visits to the farms poly tunnels to look at local produce being grown. Local farms supported the children's learning further by supplying some plants, such as tomato plants and potatoes for planting within the nursery. A local school also provided positive feedback on the partnership working the service had established with them to support children's transitions. Staff spoke about future developments such as developing a 'supper' experience in the local café to support children's learning and connection within the community. The regular adventures and visits in the local community helped children develop a sense of community and the world around them.

Areas for improvement

1. To support children to reach their full potential, the manager and staff should continue to develop planning approaches that are both intentional and responsive. Planning should be based on what is known about each child's development and current interests, with a particular focus on ensuring that experiences for children aged 0–3 years are led by observation and responsive interactions, rather than pre-planned activities. This would ensure all children experience meaningful and developmentally appropriate play and learning.

This is to ensure 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)

How good is our setting?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality Indicator: 2.2 children experience high quality facilities.

The setting was comfortable, homely and welcoming. Outdoor learning was important to the service where they worked hard to encourage children to be outdoors most of the day. Indoors was within a purpose-built building which offered a variety of well-designed spaces that supported the smooth and effective running of the service. The use of natural materials, including wooden walls and ceilings, created a warm, calm atmosphere with a forest-like feel indoors, helping to bring elements of the outdoors inside.

Children benefited from well-organised spaces to meet children's care, play and learning needs, helping them feel safe, included and that they mattered. Children had lots of opportunity to freely move around indoors and outdoors through the free flow approach to the garden for the full nursery session. The availability of open-ended resources enabled children to engage their imaginations, develop life skills and spark curiosity. As a result, children were motivated, confident and having fun in the environment.

Careful consideration had been given to the layout of the playrooms to offer a range of spaces for children to make choices, support their interests and develop their ideas. The outdoor spaces particularly in the Puffin and Owl garden, provided a wide variety of stimulating, well-planned experiences that encouraged children to explore, investigate and make choices in their play. Structures offering shelter supported continued outdoor access in all weathers, recognising the importance of daily outdoor play for wellbeing and resilience. For example, staff carefully considered how to keep children warm during the colder months with areas such as the fire pits and the yurt with log burner. We saw that the outdoor spaces helped promote physical development, creativity, social interaction, and problem-solving. Families told us, "It's hard to get my child to leave at the end of the day" and another said, "They explore outside, plant things, play adventurous games with water and mud and even have a fire pit which they use safely with adults for things such as making hot chocolate." The range of rich, stimulating areas and resources helped to support children's learning and development.

Staff adhered to infection, prevention and control procedures, including regular hand washing. Children were familiar with the hand washing routine and showed good hand washing practices. There was designated nappy changing areas and appropriate personal protective equipment was used when tending to children's personal care needs. We asked the service to be mindful of children's privacy when changing children and use the available blind to protect children's privacy.

When asked what could be better, families commented, "Cleaning the facilities more often" and "The facilities seem dated and tired." Whilst we acknowledge this feedback, we found the environment was clean, well-maintained and uncluttered, creating a calm and welcoming environment for children and staff. The regular access to indoors and outdoors meant that keeping mud out of the playrooms could be a challenge. Staff developed the use of mats at the Owl room entrance and created a five steps process to coming indoors which helped to prevent muddy boots spreading into the playroom. This fostered children to have responsibility of taking care of their environment.

A cleaner attended each evening and supported the daily cleaning tasks carried out by the auxiliary staff member. This effective approach to maintaining cleanliness contributed to a hygienic and organised setting, supporting children's health and wellbeing. It also helped reduce pressure on staff, allowing them to focus more on nurturing relationships and delivering play and learning experiences.

Staff worked well together to identify and remove risks to children within the setting both indoors and outdoors. Children were involved in risk assessing the outdoor space by using laminated photos boards to assess the outdoors every day. Risk assessments were displayed in the environment for all to see. There was robust risk assessments in place to support indoor and outdoor environments. Risk assessments were regularly reviewed and as a result children in the setting were kept safe.

How good is our leadership?

5 - Very Good

We found significant strengths in aspects of the care provided and how these supported positive outcomes for children, therefore we evaluated this key question as very good.

Quality Indicator: 3.1 Quality assurance and improvement are well led.

The service had a clear vision of 'children will strive to learn through play in an outdoor environment that harnesses natural curiosity and confidence within.' This vision, along with the service's values and aims, was visible to families within the parent's pack and improvement plans and shared with new families and staff. Their vision was evident through the observations made during inspection where play-based learning in the rich outdoor environment was priority. This created a happy and welcoming ethos which promoted a positive atmosphere for children to have fun, build relationships and learn about nature.

The manager and staff were committed to providing positive outcomes for children through their journey of continuous improvement. The service had carried out self-evaluation and there was an improvement plan in place. Improvement focus areas included: sharing best practice in the team, developing quality assurance, developing the environment, training and development of staff and planning development. Staff contributed effectively to improvements within the service and recorded developments through the use of floor books within each playroom. One staff told us, "If I have suggestions or concerns, the management team listen and, if appropriate, take action", this was echoed in the manager's feedback who told us, "I empower the full team to be reflective practitioners. Every member of staff is encouraged to use the self-evaluation floor books to improve the service." The staff team were fully immersed in improvement priorities and took the lead on different aspects of their improvement journey. For example, staff spoke enthusiastically about their contributions, such as designing and building a water wall, demonstrating ownership and pride in their work. This ensured there was a culture of continuous improvement with strong supportive leadership.

Quality assurance processes were well developed and had a positive impact on outcomes for children. Effective systems were in place to audit and monitor procedures and evaluate the setting. A robust quality assurance calendar ensured key areas of practice were monitored throughout the year, with focused action plans created, reviewed and updated regularly. We found that most of the areas for improvement we identified, such as planning and personal plan reviews, had already been recognised through the service's existing quality assurance processes. As a result, children benefitted from a service that was continually evolving and improving.

The service had also identified a need to increase the involvement of children and families in self-evaluation and improvement.

Plans were in place to achieve this through family meetings, a 'you said, we did' notice board and the use of floor books to capture children's voices. These actions supported meaningful participation and further strengthened leadership. An area for improvement identified at the last inspection regarding effective quality assurance, self-evaluation and improvement planning involving staff, children and parents had now been met.

How good is our staff team?

3 - Adequate

We evaluated this key question as adequate, where strengths only just outweighed weaknesses

Quality Indicator: 4.3 Staff Deployment

Staff were committed and passionate about getting to know and understand children as individuals. Interactions were warm, kind and caring and children were listened to. Staff put children at the heart of the happy, nurturing and enabling outdoor environment. Parents were complimentary of the staff team and the way in which they cared for their child. Families commented, "I'd just like to thank everyone at Fenton Barns Nursery for doing such a great job. There's a palpable sense that all the staff care so much about what they do" and "Staff are interested in my son at drop off and give him extra attention when he is sad being dropped off. Staff are friendly and caring."

The staff routinely engaged in a range of professional learning activities that built on and sustained their practice. This included: child protection, food hygiene, first aid, trauma informed practice, safer sleep, Anji Play (a child-led approach that values risky, self-directed play and reflection using open-ended material outdoors) and forest school training. Staff were confident in discussing how they had improved their practice as a result of their own professional learning activities and shared learning with their wider team to develop practice. The team was made up of staff who had different skills, interests and experiences. What each staff member could bring to the team was valued which resulted in a wide range of learning experiences being developed for children.

A misunderstanding of professional registration expectations had resulted in unclear employment roles within the service. We found that in the one playroom, three support workers were working alone and unsupervised by qualified staff within the room. The manager confirmed that these staff were 'practitioners in training' and were undertaking practitioner qualifications, however their Scottish Social Service Council (SSSC) registration was a support worker role. This meant they should not be unsupervised and working alone without qualified staff within the room. Moving forward, they should include as part of their induction, providing staff with the information they need to complete their SSSC registration application. Staff should be guided to make sure they are registered within the correct part of the register for the role they are employed to carry out. However, as they are not yet qualified staff, they should still have the supervision of qualified staff to support and mentor them in their practice at all times. (See Area for Improvement 1).

An induction process supported newly appointed staff to meet children's needs. The induction programme helped new staff to settle into their role and become part of the staff team. Staff shared that they felt supported during the induction process. One staff told us, "All staff are inducted on their first day and for a few weeks into their employment. The Practitioners and/or management will continue to mentor new staff in their roles." We discussed that induction does not need to be rushed and the service should develop mentors to support and help to train new staff in the service. Support workers and practitioners in training need consistent, close mentoring to develop their skills, confidence and understanding of high-quality practice. We referred the service to the safe and effective staffing resources on the Care Inspectorate hub.

These are in relation to Health and Care (Staffing) (Scotland) Act 2019: statutory guidance (Scottish Government, 2024) and the National Induction resources (Scottish Government, 2022) which emphasises the value of in-the-moment support, such as discussing practice as it happens, reflecting on interactions with children and modelling responsive approaches. The service should ensure that mentors are present throughout the day to offer effective learning opportunities. This would support staff development and confidence which would further develop the overall quality of care and support for children. (See Area for Improvement 2).

Staff had been given roles within their daily routines within the playrooms. Such as nappy changing, lunchtime routines and settling children to sleep. In relation to staff carrying out their daily tasks we could see that staff were aware of their responsibilities in carrying out those tasks. This helped the smooth running of day-to-day routines. An area for improvement made at the last inspection around establishing clear remits for each staff member and ensuring they are carrying out their daily tasks and responsibilities fully had now been met.

Areas for improvement

1. To ensure safe and effective staffing, the provider should improve systems to support staff with their Scottish Social Services Council (SSSC) registration. Staff should be registered on the correct part of the register that reflects their role and responsibilities within the service. This will support clear staff deployment, promote accountability and help clarify roles to ensure children are cared for by appropriately registered staff.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes.' (HSCS 3.14)

2. The provider should ensure that new and unqualified staff are consistently supported by experienced and qualified mentors. Mentoring should include regular opportunities for in-the-moment guidance, reflection and modelling of high-quality practice. Sufficient time and capacity should be allocated to mentoring roles to promote staff development, build confidence and improve outcomes for children. Strengthening mentoring in this way would help sustain and enhance the positive outcomes already being achieved in children's care, play and learning.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes.' (HSCS 3.14)

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

To support children's wellbeing, development needs and progress, personal plans should be further developed and include any support strategies necessary to achieve positive outcomes for children.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which states that: 'My personal plan (sometimes referred to as a care plan) is right for me because it sets out how my needs will be met, as well as my wishes and choices' (HSCS 1.15) and 'My care and support meets my needs and is right for me.' (HSCS 1.19)

This area for improvement was made on 10 May 2023.

Action taken since then

Personal Plans had been developed to include information that was used effectively to support children's overall health and wellbeing. Pastoral Notes were regularly updated with any actions or impacts on children's wellbeing recorded. These were regularly reviewed and updates were revisited and recorded appropriately. As a result, staff had a clear and current understanding of each child's unique circumstances, enabling them to provide sensitive, individualised care that promoted positive outcomes for children.

This area for improvement has been Met.

Previous area for improvement 2

To keep children safe and healthy, management should review the storage and recording of medication procedures and ensure medication is audited, in line with current guidance.

This is to ensure care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I experience high quality care and support based on relevant evidence, guidance and best practice.' (HSCS 4.11).

This area for improvement was made on 10 May 2023.

Action taken since then

We found that medication was stored securely and records were mostly up-to-date. Medication reviews with families were carried out every three months as per guidance.

This area for improvement has been Met.

Previous area for improvement 3

To help children to reach their potential, the service should ensure that an effective cycle of high-quality observations, planning for play and identified next steps supports and meets children's individual learning and development needs. This would ensure they provide opportunities which support the learning, development and progression of all children.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I am supported to achieve my potential in education and employment if this is right for me.' (HSCS 1.27)

This area for improvement was made on 10 May 2023.

Action taken since then

We found that improvements had been made to the effective cycle of high quality observations and identified next steps. Further work was still to be carried out in relation to the planning for play within the service.

This area for improvement has been partially met. A new area for improvement to support the service to develop the planning for play approach is reported on within Quality Indicator: 1.3 Play and Learning within this report.

Previous area for improvement 4

To support positive and improved outcomes for children and families, the provider should ensure effective quality assurance systems are fully embedded into practice. This should include, but not be limited to, ensuring effective quality assurance, self evaluation, and improvement plans are in place which involve staff, children, and parents and lead to continuous improvement

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state: 'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.' (HSCS 4.19)

This area for improvement was made on 10 May 2023.

Action taken since then

Significant Improvements had been made in ensuring effective quality assurance, self evaluation, and improvement plans were in place which involved staff, children, and families.

We found the service had carried out self-evaluation and there was an improvement plan in place. Quality assurance processes had been developed and had positive impacts on improving outcomes for children. The staff team were fully immersed in improvement priorities and took the lead on different aspects of their improvement journey. This ensured there was a culture of continuous improvement with strong supportive leadership.

This area for improvement has been Met.

Previous area for improvement 5

To ensure that children experience continuity of care across their day, the provider should establish clear remits for each staff member and ensure they are carrying out their daily tasks and responsibilities fully.

This is to ensure that care and support is consistent with the Health and Social Care Standards (HSCS) which state that: 'I know who provides my care and support on a day to day basis and what they are expected to do. If possible, I can have say in who provides my care and support' (HSCS 3.11)

This area for improvement was made on 10 May 2023.

Action taken since then

Improvements had been made because staff had been given roles within their daily routines within the playrooms. Such as nappy changing, lunchtime routines, and settling children to sleep. In relation to staff carrying out their daily tasks we could see that staff were aware of their responsibilities in carrying out those tasks. That helped the smooth running of day-to-day routines.

This area for improvement has 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.

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?	5 - Very Good
2.2 Children experience high quality facilities	5 - Very 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?	3 - Adequate
4.3 Staff deployment	3 - Adequate

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