

Care service inspection report

Full inspection

Seamab School Care Accommodation Service

Rumbling Bridge
Kinross



HAPPY TO TRANSLATE

Service provided by: Seamab Learning and Care Services Ltd

Service provider number: SP2003002135

Care service number: CS2003009787

Inspection Visit Type: Unannounced

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Summary

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

Grades for this care service may change after this inspection following other regulatory activity. For example, if we have to take enforcement action to make the service improve, or if we investigate and agree with a complaint someone makes about the service.

We gave the service these grades

Quality of care and support	3	Adequate
Quality of environment	3	Adequate
Quality of staffing	4	Good
Quality of management and leadership	4	Good

What the service does well

The service provides a range of informal opportunities for children to have their say. This helps the children to give their views in a way that is less formal and appropriate to their age.

All children had detailed individual care plans. These included a profile of the child which noted their strengths and preferences, as well as detailing their day to day care needs.

The service promoted a healthy lifestyle for children by providing them with a wide range of opportunities for being fit and active. Through a positive and proactive education programme, children had been involved in regular activities which included skiing, hill walking and mountain biking.

What the service could do better

In response to recommendations made at the last inspection, the service had put in place some appropriate systems to monitor the quality of key processes. However, given the areas for improvement identified at this inspection in relation to medication procedures, the quality of the environment and staff supervision, we concluded that these systems had not been fully implemented, and have not proved effective in maintaining a high enough standard of service in some areas.

What the service has done since the last inspection

The service had invested heavily in training in Dyadic Developmental Psychotherapy (DDP). This training helps staff to understand the impact of trauma and loss on children's ability to form attachments. Staff told us they had benefited from the initial training and are looking forward to the on-going developments in this area of work which is informing their practice.

Conclusion

Overall we found that the service had continued to look at ways in which they can improve the outcomes for children. However, we feel that progress in some areas could be further improved by a review of routines to ensure the rationale is individually planned and age appropriate.

The provider has advised they will give priority to the areas for improvement identified at this inspection and we are reassured that work to review these areas had begun during the inspection process.

1 About the service we inspected

Seamab is an independent school, administered by the Board of Trustees of Seamab, which provides education and residential care for pupils, aged between 5 and 13 years, experiencing severe social, emotional and behavioural difficulties. Referrals are made from across Scotland and pupils are placed on a 52 week basis.

The education premises, situated in Rumbling Bridge near Kinross, consist of four classrooms, arts and crafts room, family room, library and offices. There is a multipurpose games area and grassy playing areas for football and other games, within spacious grounds. Pupils live in three bungalows, each with five single bedrooms, two bathrooms, two public rooms and separate staff facilities, set in private woodland five minutes drive away from the school building.

The service's conditions of registration state:

- 1) To provide a care service to a maximum of 15 children.
- 2) Blairdenon will provide accommodation to a maximum of 5 children aged 5-13 years.
- 3) Dumyat will provide accommodation to a maximum of 5 children aged 5-13 years.
- 4) Whitewisp will provide accommodation to a maximum of 5 children aged 5-13 years.
- 5) To comply with the current staffing schedules attached dated 21 May 2012 which must be displayed together with the certificate.

Seamab's recently revised vision, values and commitment state:

Our vision

Our vision is to enable our children to have a childhood in which they feel safe, accepted and happy. We will create an environment in which all our children can heal, grow and learn.

Our values

We are ambitious and optimistic for our children and we believe every child can achieve their potential.

We believe all of our children have the capacity to grow and develop through learning, education and new experiences.

We listen to children and their families and encourage active and participative citizenship.

We believe that all our children benefit from developing secure and consistent attachment relationships with the people who care for them.

Our commitment

We will achieve our vision and be true to our values by providing the best possible education and care services and managing our resources well.

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 3 - Adequate

Quality of environment - Grade 3 - Adequate

Quality of staffing - Grade 4 - Good

Quality of management and leadership - Grade 4 - 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 medium intensity inspection. We carry out these inspections where we have assessed the service may need a more intense inspection.

What we did during the inspection

We wrote this report following an unannounced inspection. This was carried out by two Care Inspectorate Inspectors. The inspection took place on 3, 4 & 5 May 2016. We gave feedback to the Chief Executive, Head of Care and three Team Managers on 23 May 2016. We also considered further information which we asked the provider to send us on quality assurance systems, environment and education processes to support confirmation of grades

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

We asked the service to distribute questionnaires to children and staff prior to the inspection visit. Only one child and three staff responded to our request.

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

- information on how the organisation involves people who use the service and how they can have their say
- individual care plans and information recorded about the children including risk assessments
- evidence of meetings with outside health professionals
- accident and incident records
- medication recordings
- the environment and equipment
- staff training and supervision calendars
- minutes of staff, managers and board meetings
- the service child protection policy

- a range of quality assurance information including the service development plan.

We spoke with:

- the children living in the service
- the Chief Executive
- the Head of Care
- three Team Managers
- seven Social Care Workers
- five external professionals

We spent time within the Bungalows and joined the children for meals during our visits.

We took all of the above evidence into consideration when writing this report. We also took into account the Public Services Reform (Scotland) Act 2010 and its associated statutory instruments, the National Care Standards for School Care Accommodation, and the Scottish Social Services Council (SSSC) Codes of Practice for Social Service Workers and Employers.

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 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 heading that we grade services under.

The provider identified what it thought the service did well, some areas for development and any changes it had planned.

Taking the views of people using the care service into account

No parents' or carers were spoken to as part of this inspection.

Taking carers' views into account

We spoke with three children individually during our inspection visits and met the other children at meal times and in their living environment. We spent time with them outside in the grounds and within each bungalow. Children's comments about living at Seamab have been considered within the writing of this report.

3 The inspection

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

Quality Theme 1: Quality of Care and Support

Grade awarded for this theme: 3 - Adequate

Statement 3

"We ensure that service users' health and wellbeing needs are met."

Service strengths

We decided to look at this quality statement as it allows us to consider how well the service meets the health and wellbeing needs of children and young people. The Care Inspectorate is also looking in detail at the level of knowledge and activity related to child sexual exploitation (CSE) across care services for children and young people. The information we gather will help us understand the current situation in Scotland and allow us to identify where improvements in knowledge and skills are needed. We considered CSE under this statement.

We concluded that the service achieved an adequate standard in this statement, demonstrating strengths which have a positive impact on children's experiences but the weaknesses are important enough to have a substantially adverse impact.

From our discussions with children, managers and staff, from looking at a range of written evidence including a sample of care plans, and from our observations during the inspection, we noted the following strengths:

All children had detailed individual care plans. These included a profile of the child which noted their strengths and preferences, as well as detailing their day to day care needs. The use of "big" and "wee" plans meant that care plans were child centred and more accessible to younger children.

Some of the plans we looked at had well-defined targets, detailed plans on how these might be achieved, and a record of progress towards positive outcomes. We noted that some children had made very good progress in relation to their agreed targets.

Progress in this area has had a positive impact on some children's ability to communicate and understand their feelings, which in turn had helped them to manage their behaviour more effectively, and had reduced the number of times they had needed to be held safely to prevent them from hurting themselves or others.

Through careful, well-planned support, some children had been helped to accept additional input from other professionals for example, play therapists which had in turn helped them to understand and come to terms with some of the difficult experiences they had had in the past.

Within the care plans, children's health care needs were clearly documented. All of the children were registered with a local GP practice, and the service had worked in partnership to establish good links which helped to ensure that they could discuss any complex issues related to the children's health needs. In addition, the service had established links with the local CAMHS team and was able to make direct referrals. CAMHS staff were providing on-going consultancy for Seamab staff in relation to one child that we case tracked.

The service had regular input from a multi-disciplinary team which included speech and language therapist and occupational therapist. When we looked at care plans, we found that some children had very good communication profiles which helped children to communicate more clearly, and for staff to be able to support them with this.

The service had invested heavily in training in Dyadic Developmental Psychotherapy (DDP). This training helps staff to understand the impact of trauma and loss on children's ability to form attachments. Staff told us that this had informed their practice with children and felt that it had been the basis for the improvements which children had made, particularly with regard to a reduction in the incidence of safe holds for some children. The service had

commissioned the training provider to continue to work with the staff teams on a consultancy basis, helping to ensure that the evidence-based approach becomes embedded in day-to-day practice.

The service promoted a healthy lifestyle for children by providing them with a wide range of opportunities for being fit and active. Through a positive and proactive education programme, children had been involved in regular activities which included skiing, hill walking and mountain biking. Through this, they had not only been able to improve sports skills and physical fitness, but had also found levels of achievement which had built their sense of worth and self-esteem.

A plan was in place to share the Curriculum for Excellence training with care staff, but in the meantime children were well supported by care staff to participate in active physical play, whether through climbing and balancing on the sturdy outdoor play equipment at the bungalows, cycling and walking. Some children were also supported and encouraged to attend activities on an individual basis outside of Seamab, including horse riding and disco swimming.

The service worked effectively to support contact with families, providing transport home with consistent staff for children who found this difficult, and also facilitating contact in a dedicated bungalow so that children and families could have privacy and support during visits.

Areas for improvement

Whilst we have highlighted a range of strengths in this statement we noted the following significant areas for improvement:

The system for storing, recording and administering medication had not been effectively implemented. This had resulted in one young person not receiving a full course of antibiotics. There was also a discrepancy between the medication which was recorded and the amount of medication which was found during our medication check. Both of these issues represent a potentially negative impact on the health and wellbeing of children. (See Recommendation 1)

We were also concerned that staff across the campus did not have sufficient knowledge of all children's health and dietary needs. For example, one young person was offered food at a meal time which could potentially have triggered an allergic reaction. It was clear from our observations that staff had no knowledge of this. (See Recommendation 1)

The service had a robust system in place for recording, reporting, monitoring and analysing incidents. Incident reports were routinely shared with external professionals. A high level of incidents was mentioned to us as an area of concern by two out of the five external professionals that we spoke to during the inspection. On-going investment in Dyadic Developmental Practice is planned to support teams in their work with children and reducing incidents. We noted a reduction in incidents for some children, and would support the work of the management team in continuing to work to reduce the number of incidents.

Risk assessments were reactive and described mainly what staff should do after an event had occurred. The service should develop these to include a focus on defining specific risks, highlighting likely triggers and detailing preventive strategies. (See Recommendation 2)

The service had recently improved the care plans for children. The management team should offer support to ensure staff have the necessary skills and understanding to maintain this standard of planning.

We noted an over reliance on some routines such as bath and bed times. We observed an importance in the way staff spoke about routines that was detracting from the positive evening experience. The focus on bath times meant that the meal time experience and the relaxation time after was impacted. We discussed with the management team the need to review these areas to ensure the routine is individually planned and age appropriate.

Whilst we found that CSE was referred to in the service child protection policy the management team have advised that this is under review. We recommend that the policy on CSE considers how this will give a clear framework of practice for staff to follow if they have any such concerns. (See Recommendation 3).

Grade

3 - Adequate

Number of requirements - 0

Recommendations

Number of recommendations - 3

1. The service should review their medication management procedures to ensure there is appropriate storage, administration and audits in place across the full service. Information relating to children's health, dietary and communication needs must be shared with all who are working in the service.

National Care Standards, Care Homes for Children and Young People, Standard 6: Feeling Safe and Secure, Standard 7: Management and Staffing.

2. Risk assessments should consider including preventative strategies and possible triggers as a way of reducing potential risk or incidents before they occur.

National Care Standards, Care Homes for Children and Young People, Standard 6: Feeling Safe and Secure, Standard 7: Management and Staffing.

3. The provider should develop their policy on child sexual exploitation (CSE) to ensure it provides staff with a comprehensive framework of practice that sets out responsibilities in relation to managing risks and concerns.

National Care Standards, Care Homes for Children and Young People, Standard 6: Feeling Safe and Secure.

Statement 4

“We use a range of communication methods to ensure we meet the needs of service users.”

Service strengths

We decided to look at this quality statement as it allows us to consider how well the service meets the needs of children and young people in relation to the range of communication methods used.

We concluded that the service achieved a good standard in this area, demonstrating strengths which have a positive impact on children's experiences.

From our discussions with children, managers and staff, from looking at a range of written evidence including a sample of care plans, and from our observations during the inspection, we noted the following strengths:

Shared electronic systems have the potential for improved information sharing across the whole service. Care plans and joint involvement across care and education seek to ensure all relevant information is shared effectively.

Regular child's planning meetings take place involving the key team of staff supporting the children. This helps promote a shared responsibility for children's care and education needs.

Planned shift handover meetings allow staff to share achievements and note areas of concern. Careful planning in this way allows for additional support to be put in place to manage potentially difficult situations better.

Improved communication with families, placing social workers and external professionals to ensure consistency. Social workers noted that they received weekly updates more regularly now.

Children's Stories being rolled out provided very good summaries which gave in-depth understanding to children's journey and past history.

Some good examples of work with speech and language therapists were seen in some care plans. We could see how this input could be used by staff when planning interventions.

Very detailed individualised communication profiles were in place for children that could support engagement and involvement.

Overall we noted that for some children, evidence of improved ability to express themselves verbally had led to a reduction in incidents.

Areas for improvement

From the evidence sampled we noted the following areas for improvement:

We support the providers view that developing the skills and understanding of residential staff, as key attachment figures, in working with the impact of loss and trauma, will contribute to further improvement of relationships with children and achieving positive outcomes.

Children's communication profiles should be used more consistently and effectively to inform the development of risk assessments and care plans.

A number of children had helpful life stories. Further consideration should be given to how these can be extended, how children can be more be more involved and how staff can use these to inform their work.

The management team were implementing a programme of development in Dyadic Developmental Practice, with the support of a specialist independent consultant. A new resource to support assessment and monitoring outcomes for children had recently been resourced. The provider anticipates that this will ensure that evidence based approaches will become embedded in practice.

Grade

4 - Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 3 - Adequate

Statement 2

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

Service strengths

We decided to look at this quality statement as it allows us to assess if the environment is safe and service users are protected.

We concluded that the service continued to achieved a good standard in this area, demonstrating strengths which have a positive impact on children's experiences.

From our discussions with children, managers and staff, from looking at a range of written evidence including a sample of care plans, and from our observations during the inspection, we noted the following strengths:

The service had a range of policies and procedures in place to guide staff practice and inform the development of systems to keep children safe while they lived at Seamab. Children were informed of what was expected of them if there was an emergency in the school or bungalows, such as fire .

Staff were trained in CPI (Crisis Prevention Institute) an accredited method of safe holding. Incident records were completed and a report made to the Board of Governors to provide an external overview. Recent developments to the CPI model have been shared with staff.

The main building was kept secure and monitored by an alarm. We were greeted at the front door and introduced to staff and children as a matter of course. This ensured that staff and children were aware of who was in school at any time.

Regular checks were carried out to ensure fire safety equipment and testing was up to date. The service worked in accordance with the Fire Service guidance, procedures and any recommendations made at annual checks were seen to be actioned accordingly.

The service had a child protection policy in place and staff were aware of what was expected of them in relation to this. We saw staff responding to situations appropriately where required. We were also confident that the management team continued to be aware of their responsibilities in relation to managing protection and welfare concerns and took appropriate action in reporting to and updating all involved when they had a concern.

We found that incident, accident and safe holding records were completed in a timely manner and these were passed to senior management for signing and completion. This meant that staff were accountable to senior managers for their practice and further exploration of any uncertainties were seen to take place.

Incidents, accidents and protection issues that the Care Inspectorate are required to be notified of were completed in good time and contained sufficient information to allow us to see appropriate action is taken to inform relevant professionals where appropriate.

We found that the senior on duty system which sees a member of the management team on campus provides increased support in terms of responding to situations without taking staff away from their designated responsibilities.

Areas for improvement

From our discussions with children, managers and staff, from looking at a range of written evidence and from our observations during the inspection, we noted that improved information sharing about children's health, dietary and communication needs must be implemented across each of the bungalows. Information must be available on all children to all staff to ensure children are kept safe whilst they move about the campus. (See Recommendation 1, Quality Theme 1, Statement 3.)

Grade

4 - 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

We decided to look at this quality statement as it allows us to assess if the environment allows children to have as positive a quality of life as possible.

We concluded that the service achieved an adequate standard in this area, demonstrating strengths which have a positive impact on children's experiences but the weaknesses are important enough to have a substantially adverse impact.

We found the main communal areas to be pleasant and homely, with modern, comfortable furniture and natural light, improved by easy access to the kitchen and dining areas.

Each bungalow had a large kitchen and a dining area which provided the space to eat together. The main living room in each bungalow was equipped with some leisure and entertainment equipment for the children to use. Newly developed and renovated parts of the premises such as the kitchens were seen to be spacious, bright and colourful and had been planned with children's needs in mind.

We saw the children were generally relaxed in their environment when playing outside on the bikes, scooters and play equipment. There was some seating outside for children to use and the wooded area in close proximity to the bungalows gave children the chance to work with staff to build a tree house.

There were further opportunities available to the children for outside play at the main school building. These included the development of space so children could explore nature within the confines' of the school grounds.

Children were able to personalise their rooms with their chosen bedding and personal items. We saw how children had really enjoyed personalising their room to their own liking and these were individually tailored to their age and stage of development.

There was the opportunity to free up space to facilitate family contact arrangements within the bungalows and the option to use the empty buildings was being utilised where appropriate.

Staff had taken care to limit the amount of paperwork on walls throughout the home, providing essential items of information in the office area. Children's certificates of achievements were displayed in the kitchen/dinning room areas and children told us they were proud of these.

Areas for improvement

Whilst we have highlighted a range of strengths in this statement we noted the following significant areas for improvement:

The procedures for daily observation by staff and managers in identify maintenance and repair issues was not as effective as it could be. We had a significant concern with offensive graffiti left on a living room wall which had not been address appropriately or removed in a timely way. It is crucial that the environment is a pleasant place for all who live in it and children are not subjected to a delay in maintenance or repairs. See Recommendation 1.

There is a need for the provider to ensure all work undertaken with children takes place in an environment that encourages an ethos of respect. This will ensure all children can live in a home that is valued and where people take account of their immediate surroundings. (See Requirement 1, Quality Theme 4, Statement 4)

Grade

3 - Adequate

Number of requirements - 0

Recommendations

Number of recommendations - 1

1. The Provider should establish a clear plan for managing ongoing maintenance issues in a timely manner. This should include identifying actions required and who is responsible for monitoring completion. Children, staff and stakeholders should contribute to this process.

National Care Standards - School Care Accommodation, Standard 5, Comfort, Safety and Security & Standard 7, Management and Staffing.

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 4 - Good

Statement 3

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

Service strengths

This statement was examined after a review of the self-evaluation returned to the Care Inspectorate, the previous inspection report and any notifications we may have received.

We concluded that the service achieved a good standard in this area, demonstrating strengths which have a positive impact on children's experiences.

We found the service continued to encourage staff to be professional, well-trained and motivated within the areas outlined in the National Care Standards, legislation and best practice.

We confirmed that all staff were appropriately registered with the Scottish Social Services Council (SSSC). Any concerns in relation to staffing had been managed effectively in accordance with the SSSC Codes of Practice.

We spoke individually with a range of staff across all levels and we found that they understood their roles in providing care for the children living in Seamab. We saw that some staff were afforded development opportunities due to the recent changes to the staffing and management structure.

In discussion with staff we saw they were able to demonstrate a good understanding of the range of needs of the children and were clear about the ways in which they could be supported to achieve their aims and goals.

Staff told us that they could access a range of appropriate training and were encouraged to expand their knowledge and skills. Staff acknowledged the positive impact of recent DDP training and spoke of how this training had made them think differently about the care they provide. We were encouraged by the staff's confidence in this area and their motivation to embrace this model.

Staff were supported through close working and daily contact with their team manager and assistant team manager. Staff met regularly to discuss any issues within the team and also used the daily handover and debrief as methods of sharing information.

Overall, we found the development of a 'whole staff' training programme has been positive for Seamab. The priorities for the on-going training programme are based on the priorities for improvements linked to the wider service development plan.

Areas for improvement

Whilst staff told us they felt well supported through close working and daily contact with their team manager and assistant team manager we found conflicting views with regards to formal supervision sessions taking place regularly for all staff. Access to effective supervision promotes better opportunities for a professional, trained and motivated workforce which operates to National Care Standards, legislation and best practice.

We discussed this with the management team and were provided with additional supporting information. We concluded that due to absences, recent management changes and annual leave there were times that formal supervision sessions were required to be changed or re-scheduled. This may have contributed to the lack of consistency for all staff. We ask that the provider continue to monitor this area to ensure effective practice.

Grade

4 - Good

Number of requirements - 0

Number of recommendations - 0

Statement 4

“We ensure that everyone working in the service has an ethos of respect towards service users and each other.”

Service strengths

We decided to look at this quality statement as it allows us to consider how well everyone working in the service has an ethos of respect towards the children and each other.

We concluded that the service achieved a good standard in this area, demonstrating strengths which have a positive impact on children's experiences.

From our discussions with children, staff and managers, from looking at a range of written evidence including a sample of care plans and daily recordings and from our observations during the inspection, we noted the following strengths:

When communicating with children, staff used a low, even and encouraging tone of voice. They generally used techniques aimed at de-escalating potentially challenging behaviour and we saw how children generally responded well to this approach.

The language used in written records was respectful and we saw how children's opinions about aspects of their care were noted in daily communications records.

Staff were as discreet as possible when talking in the presence of children and managed silent communications well. We saw staff use processes of negotiation with children to get positive outcomes.

Children's stated routines were known to staff and they could tell us how and why most children liked to do things. This approach supported children to consider the wider implications of their behaviour.

Staff had an understanding of what could trigger negative behaviours and tried to be sensitive to individual preferences. They used this understanding to try to gauge children's moods. One child told us how "staff help me and listen to me when I am upset or angry".

Staff spoke positively about children's progress and achievements and as previously mentioned certificates of recognition were displayed for people to see.

Awards Ceremony and talent competitions involved full staff involvement, recognising an team commitment from care and education staff.

Hand over's and team meeting considered each child and information on their well-being was discussed and shared.

Areas for improvement

We found that the areas for improvement referred to in relation to Quality Theme 1, Statement 3 and Quality Theme 2, Statement 3 have had an impact on our assessment when considering how well everyone working in the service has an ethos of respect towards the children and each other.

We feel that the provider recognises how these areas of improvement are linked which have led to restrictions on how staff have been able to operate under elements of this Quality Statement.

Grade

4 - Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 4 - Good

Statement 2

“We involve our workforce in determining the direction and future objectives of the service.”

Service strengths

We decided to look at this quality statement as it allows us to consider how well the provider involves the workforce in determining the direction and future objectives of the service.

We concluded that the service achieved a good standard in this area, demonstrating strengths which support a positive impact on children's experiences.

From our sampling of written information, discussions with staff and managers and from our observations during the inspection, we noted the following strengths:

Information on recent changes across care and education were shared with staff to support a better informed workforce who understood the change in approach to service delivery in a more effective way.

Staff told us they can identify their own learning priorities and discuss these with the management team. Additional training is considered where appropriate.

Opportunities for promoted posts with additional responsibilities at senior level are open to staff and we saw some appointments of this nature had taken place.

All staff are circulated a summary of Board meetings and the decisions which have been taken.

Staff are also sent updates about issues and developments across the organisation. A staff newsletter is circulated quarterly with updates on service developments and news about the service.

Staff have been consulted in relation to their learning needs and this has contributed to the development of the training and learning plan for the organisation.

An annual questionnaire is issued to staff and the been reviewed and findings from these questionnaire's are used to inform and influence the strategic objectives in the improvement plans for both care and education.

More recently there has been better consultation about changes and staff told us they had been consulted with regards to their employment terms and conditions. In general they reported that this was a positive exercise and said they had felt listened to regarding their views.

Areas for improvement

Whilst we noted an improvement in this area since the last inspection a small number of staff reported not feeling comfortable with sharing mild concerns or exploring practice issues in depth. Some staff also noted that they did not feel they had enough time to meet up with colleagues to discuss every day practice or developments.

Allowing staff better opportunities to share their concerns openly increases the ability of staff to feel more empowered and confident in making decisions in their direct work with children and young people.

Grade

4 - Good

Number of requirements - 0

Number of recommendations - 0

Statement 4

“We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide”

Service strengths

We decided to look at this quality statement as it allows us to consider how well the provider uses quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service they provide.

We concluded that the service achieved a good standard in this area, demonstrating strengths which have a positive impact on children's experiences. However, we have made a Requirement in relation to internal quality assurance processes as in areas for improvement.

From our sampling of written information, discussions with staff and managers and from our observations during the inspection, we noted the following strengths:

The revised management structure now means that there is a team manager and an assistant manager in each of the three bungalows. The team managers had responsibility for staff support and supervision and incident monitoring.

The 24 hours support offered by a senior on duty system was reported to be having a positive impact on the ability to respond efficiently to incidents in the bungalows at evenings and weekends. We observed the senior on duty responding to situations during our visits which did not involve staff being taken away from what they were doing.

We saw that the service had developed a framework for quarterly reporting which covered aspects of care, environment and staffing. This framework formed part of the quality assurance process within the bungalows.

We found that communication with families and external professionals had improved. Social workers told us this was better when it was managed by either the key workers, assistant team managers or team managers.

There had been a review of how care plans and risk assessments were being recorded and updated. We could see the information recorded in care plans was better in identifying targets and achievements.

Staff we spoke to said they felt they had been fully consulted and listed on the recent formal consultation regarding employment terms and conditions.

The service had undertaken an external stakeholder's survey so they could assess people's views of the quality of service children receive. The information gathered will inform the quality assurance and quality improvement system across care and education.

Areas for improvement

We noted that in response to recommendations made at the last inspection, the service had put in place some appropriate systems to monitor the quality of key processes. However, given the areas for improvement identified at this inspection in relation to medication procedures, the quality of the environment and staff supervision, we concluded that these systems had not been fully implemented, and had not proved effective in maintaining a high enough standard of service in some areas.

The service attributed the shortfall in the effectiveness of its internal quality assurance systems to the recent changes and absences in the management team. However, the service provider must put in place effective arrangements to make sure that the quality of the service is consistently maintained and developed throughout a period of change, irrespective of staff availability. (See Requirement 1)

Support for recently appointed team managers during their induction period had been hampered by staff changes. We feel that had the Senior Management Team need to consider who takes lead responsibility to ensured more effective systems to manage this better. We feel the areas for improvement as

previously referred to in this report have been a direct consequence of appropriate delegation during a period of further change.

We found that further analysis is required in relation to the level and nature of incident of safe holds. We are not in a position due to the age range of the children to provide a national comparison but we expressed concerns as to the volume of these that were recorded. The Senior Management Team are currently monitoring and reviewing this and we will look at this again at our next inspection.

We discussed with the management team the need to further review risk assessments as outlined in Quality Theme 1, Statement 3, Recommendation 2.

We have been clear with the provider that they must adhere to the quality assurance systems they have put in place as failure to do so will result in further reduction in quality and a re-assessment of grades across all quality themes.

Grade

4 - Good

Requirements**Number of requirements - 1**

1. The provider must ensure that quality assurance systems are consistently undertaken and are effective.

This is in order to comply with:

SSI 2011 - No 210, Regulation 4(1)(a). Children's welfare - a regulation to ensure proper provision for the health, welfare and safety of children.
Regulation 15 (a). Staffing - a regulation to ensure staff receive training for the work they are to perform and that they are competent to provide.

Timescale: To be started on receipt of this report and evidence sent to the Care Inspectorate that it has been completed within six weeks.

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

1. The service should continue to develop the system for carrying out and recording individual risk assessments for children. In particular, there should be a clear system for recording when risk assessments have been reviewed, and whether the level of risk has increased or decreased.

National Care Standards - School Care Accommodation, Standard 5, Comfort, Safety and Security & Standard 7, Management and Staffing.

This recommendation was made on 12 January 2016

We have made a Recommendation regarding risk assessments in this report. (See Recommendation 2, Quality Theme 1, Statement 3, Areas for Improvement).

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
30 Jul 2015	Unannounced	Care and support 3 - Adequate Environment 3 - Adequate Staffing 4 - Good Management and Leadership 4 - Good
17 Nov 2014	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and Leadership 4 - Good
6 Jun 2014	Unannounced	Care and support 3 - Adequate Environment 3 - Adequate Staffing 3 - Adequate Management and Leadership 4 - Good
21 Jan 2014	Unannounced	Care and support 2 - Weak Environment 4 - Good Staffing 4 - Good Management and Leadership 4 - Good
13 Aug 2013	Unannounced	Care and support 5 - Very Good Environment 5 - Very Good Staffing 5 - Very Good

		Management and Leadership	5 - Very Good
12 Feb 2013	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good 5 - Very Good 5 - Very Good
11 Jul 2012	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good 5 - Very Good 5 - Very Good
7 Mar 2012	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good Not Assessed Not Assessed 5 - Very Good
16 Dec 2010	Unannounced	Care and support Environment Staffing Management and Leadership	6 - Excellent Not Assessed Not Assessed Not Assessed
22 Sep 2010	Announced	Care and support Environment Staffing Management and Leadership	6 - Excellent Not Assessed 6 - Excellent Not Assessed
17 Mar 2010	Unannounced	Care and support Environment Staffing Management and Leadership	6 - Excellent Not Assessed 5 - Very Good Not Assessed
16 Sep 2009	Announced	Care and support Environment Staffing Management and Leadership	6 - Excellent 6 - Excellent 5 - Very Good 5 - Very Good
7 May 2008	Unannounced	Care and support	5 - Very Good

		Environment	5 - Very Good
		Staffing	4 - Good
		Management and Leadership	4 - Good

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یہ اشاعت درخواست کرنے پر دیگر شکلوں اور دیگر زبانوں میں فراہم کی جاسکتی ہے۔

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