

Care service inspection report

Full inspection

Balnacraig School School Care Accommodation Service

Fairmount Terrace
Perth



HAPPY TO TRANSLATE

Service provided by: Balnacraig School

Service provider number: SP2010011127

Care service number: CS2010272007

Inspection Visit Type: Unannounced

Care services in Scotland cannot operate unless they are registered with the Care Inspectorate. We inspect, award grades and set out improvements that must be made. We also investigate complaints about care services and take action when things aren't good enough.

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Contact Us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

0345 600 9527

www.careinspectorate.com

 [@careinspect](https://twitter.com/careinspect)

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	4	Good
Quality of environment		N/A
Quality of staffing		N/A
Quality of management and leadership	4	Good

What the service does well

We identified a number of key strengths in the two quality themes inspected.

- There were a number of instances where staff had helped and supported young people to make positive changes to their behaviour, improve their self-esteem, become safer, have enjoyable experiences and achieve in education.
- The service helped make young people's early experience of the service as positive as possible. They also developed plans to support them to move on from Balnacraig in a managed and gradual way where this was possible.
- Staff had a range of opportunities to develop knowledge, skills and leadership capacity.
- The service had a wide range of well-developed quality assurance processes. When fully utilised these had contributed to on-going improvements in a number of areas.

What the service could do better

The main areas for development include:

- keeping the management of challenging behaviour under close review
- improving the consistency of personal plans in order to achieve positive outcomes more consistently
- improving some aspects of recording practice
- ensuring that managers maintain oversight of incidents as they occur.

What the service has done since the last inspection

The service had:

- made further improvements to the main care accommodation with young people's involvement
- begun the process of introducing a new therapeutic model for care and support
- conducted a review of placement endings and identified lessons learned
- reduced service capacity from 19 to 14 young people
- continued to develop relationships with a range of external organisations.

Conclusion

The service had experienced a difficult and unsettled few months prior to the inspection in November 2015 but had taken action to address most of the concerns and difficulties. A subsequent review of placement endings allowed managers to identify key lessons to learn and to draw up a plan for minimising future disruptions as far as possible. They have been able to implement some

of these. However, recent months have seen further peaks in the number of incidents of very challenging behaviour by some young people. These have inevitably had a negative impact on other young people and staff. Managers have responded by putting some additional supportive measures in place and by the time the inspection had ended these appear to have had a calming effect. Whilst there is evidence of a number of positive outcomes for some young people, there are also some inconsistencies that need to be ironed out if the service is to continue achieving its stated goals.

1 About the service we inspected

Balnacraig School is a school care accommodation service for up to 14 children and young people at one time. It is an independent residential school for young people with additional support needs arising from social, emotional and behavioural difficulties. The provider is a private company limited by guarantee, administered by a board of directors. The school also provides day places for some children (though this is not part of the registered care service). The same provider has a registered care home service in Perth and Kinross.

The registered service comprises the following:

- the main residential school, a two-storey Victorian building located in a residential area close to Perth city centre. This has an adjoining purpose-built residential building with four wings, each with en-suite bedrooms with communal sitting areas. There is also a kitchen, laundry and offices;
- a detached house (Am Bruach) in the main school grounds with en-suite accommodation for two young people.

The service's mission is to 'make positive meaningful changes in the lives of young people, underpinned by our share core values of respect, integrity, compassion, honesty and fairness. We nurture individuals and seek to develop a caring and confident community by providing a range of quality learning and care experiences to keep people safe and protected, improve health and wellbeing, raise standards of attainment and achievement and empower young people to be active and responsible citizens.'

The Care Inspectorate regulates care services in Scotland. Information about all care services is available on our website at www.careinspectorate.com

This service was previously registered with the Care Commission and transferred its registration to the Care Inspectorate on 1 April 2011.

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 4 - Good

Quality of environment - N/A

Quality of staffing - N/A

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

What we did during the inspection

We wrote this report following an unannounced inspection by one inspector. Visits to the service took place on:

- Saturday 30 April 2016 between 11.40am and 1.55pm
- Tuesday 3 May 2016 between 11.10am and 5.15pm
- Wednesday 4 May 2016 between 3.55pm and 10pm
- Tuesday 10 May 2016 between 10.30am and 3.40pm
- Friday 13 May 2016 between 11.15am and 5.30pm.

We gave feedback to the management team on 23 May 2016.

As part of the inspection, we took account of the self-assessment form that we asked the provider to submit. We sent eight care standards questionnaires to the manager to distribute to young people and their parents and carers and received six completed questionnaires. We also sent 12 questionnaires to the manager to distribute to staff and received four completed forms. We asked 11 social workers for comments on service quality and received three responses.

During this inspection process, we gathered evidence from various sources.

We spoke with:

- the chief executive (the manager of the service)

- the head of education
- the head of care
- the business administrator
- two house managers
- six care staff
- two night care staff
- a teacher.

We looked at:

- the service's improvement plans
- young people's records, including assessments, plans, updates for social workers and reviews
- records of accidents, incidents, child protection concerns and complaints
- medication records
- training records
- management and staff meeting records
- staff supervision dates
- the latest staff survey results
- responses to other consultation activities with young people, social workers and parents and carers
- staff rotas
- board records
- a range of audits and incident analyses
- the child protection policy and procedure
- a review of placement endings.

We also had lunches with staff and young people and inspected parts of the premises inside and out.

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: No

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.

We received a fully completed self-assessment. This identified what they thought they did well and areas for improvement. We felt it would have benefited from more information about young people's views and contributions. The evaluation of quality theme 4.4 was also lacking in detail.

Taking the views of people using the care service into account

Ten young people were using the service when we inspected. We received the views of six via questionnaires. We also spoke to two in more depth and two briefly and in passing. Other young people were reluctant to speak with us when we visited, despite a number of requests. This meant we were unable to obtain more information about the responses some gave in their questionnaires.

In the questionnaires, four indicated they were very happy or happy overall with the quality of care and support they received, and two were not as satisfied. Our impressions were that some young people's responses reflected their desire to live elsewhere, perhaps with their families, though they also raised specific issues.

One young person made a point of telling us they 'really liked all members of staff', and named several as being 'really nice', and one who 'helped a lot'. She also felt safe at Balnacraig.

Another two also told us they felt safe at Balnacraig, though one wanted to live at home. They both felt they had made progress since moving there however. This included educational progress, being more active and being better behaved. They liked most of the food. Both felt they were treated fairly and with respect, though one felt others weren't. One felt he was also more active.

Taking carers' views into account

We received three responses from young people's local authority social workers. Two were very happy with service quality and felt that Balnacraig had supported young people to achieve positive outcomes. Another was less satisfied with the service. They told us:

- 'The young person has settled well at (Balnacraig). She is making steady progress. Their approach is very focused on her needs and this has assisted in her feeling secure and settled. This placement is meeting expectations and is helping the young person make steady progress in her all round development'.
- 'Expectations have been fully met'.
- 'Unfortunately I have been disappointed with the service provided by Balnacraig'.

We have included further details in the relevant quality themes.

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: 4 - Good

Statement 3

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

Service strengths

We chose to review this statement because this year the Care Inspectorate is scoping child sexual exploitation (CSE) practice in children and young people's services. This is part of our contribution to 'Scotland's National Action Plan to tackle Child Sexual Exploitation' and focusses on frameworks of CSE practice, staff understanding and care planning outcomes. 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 concluded that the service's performance was adequate overall. The following strengths had a positive impact on some young people's experiences. However, while weaknesses were not significant enough to have a substantially adverse impact, they did constrain performance and make it inconsistent overall. The service had however, been particularly successful in achieving positive outcomes for young people in Am Bruach. We came to this conclusion following discussions with staff and young people, feedback from social workers, observation of staff working with young people and a review of relevant records. We have focused particularly on wellbeing outcomes relating to young people being safe, healthy, active, nurtured, achieving and responsible.

- Management of child protection concerns was effective and overall the service's risk assessment and management approach was thorough and kept young people as safe as possible. The service had a child sexual exploitation policy that identified specific risk indicators. All the staff we spoke with were aware that concerns about possible exploitation needed to be recorded and reported as with any incidents of a child protection nature. Some had attended relevant training. They demonstrated some awareness of the specific risk and vulnerability indicators. The management summary for each child was an effective way of providing a brief and readily accessible statement of key risks and needs for staff. Staff had been successful in reducing the frequency with which some young people were absent from the service without permission. They also implemented a joint protocol with the police and provided an appropriate response to young people who were absent or missing. This is an important safeguard in reducing the risks of exploitation and harm.
- Young people had good access to primary healthcare support and most were in good physical health. They had access to a varied diet with a range of healthier options (fresh fruit, vegetables and a salad bar), though some were more willing than others to take advantage of this. The manager had recently introduced a comments board in the dining room and a new 'No junk in June' initiative. Management of medication had continued to improve with more effective ways of addressing any shortfalls in practice. The provision of clinical psychology support was a very valuable addition to the service and had benefits for the wellbeing of both young people and staff.
- The PSHE (personal, social, health and economic) programme was a strong part of the weekly school curriculum and provided young people with a very wide range of stimulating, individually catered choices, including an outdoor programme for fresh air, exercise and community involvement.
- There were a number of examples of very good, rewarding relationships between staff and young people. These contributed to young people feeling a stronger sense of worth and self-esteem. We observed instances of relaxed, humorous exchanges between staff and young people, witnessed staff reassuring and nurturing them when they were distressed and also challenging them appropriately. We saw evidence showing they had had lots of fun and interesting experiences. The

occasional use of short breaks provided opportunities for some young people in crisis to have more individual staff attention away from the pressures of the group. The service was also in the early stages of introducing a new, 'therapeutic' model to build on the work already done in providing a strengths-based approach.

- Timetables for young people incorporated a number of special interests to stimulate interest and enjoyment in learning. Small class groups and some one-to-one teaching and support were effective ways of meeting the needs of young people with negative experiences of education. A bike repair workshop was due to start in the near future. Some young people had taken part in innovative activities such as bushcraft.
- Small loans for purchasing more expensive items were a good way of supporting young people to budget and learn a responsible attitude to money. Some young people also cared for small pets or took part in activities involving animals such as dogs and horses: these are known to foster empathy and responsibility.
- The service took young people's complaints seriously, involved them in service development such as improvement of the environment and provided forums for them to express their views, including one-to-one time.

Social workers made the following comments:

- 'Although the young person continues to struggle emotionally at times... this has improved... This will allow the young person to build resilience and social skills/life skills and make her more equipped for being a young adult. She has built good relationships with the staff members and benefits from qualities each of them offer her. The time and commitment shown by the staff has been exceptional. They are always prepared to do what they can in order to support the young person I work with. This has really helped her confidence and sense of security. She knows they care and are there for her, and this is so important for building on other relevant points.... The communication between staff members is very good. Whenever I call... each person has been able to

assist me and provide relevant feedback. Another key point is the commitment and time they have provided to relevant family members. They have done pieces of work to assist them to understand why something has maybe affected the young person.... I firmly believe this is the right placement for the young person.'

- '(The service) has prevented escalation of negative behaviour and the young person is doing very well educationally and is on target to access a number of national awards. He has achieved excellence awards in (one subject) and is in full-time mainstream education. Consequently he is achieving, feeling included and being responsible. The team around the young person appear understanding and knowledgeable of family functioning/dynamics and how this impacts upon the young person. They have a concrete understanding of his strengths and challenges and how to get the best out of the young person.'
- 'They have tried very hard to engage my child into social activities and also tried to encourage him with his physical health. They have ensured his health appointments have been met. Education provisions have been adequate however they have struggled to engage him with this.' It should be noted that the service had recently made a number of changes to the education programme for this young person in an attempt to make it more individualised and effective.

Areas for improvement

We identified the following areas for development:

- In the earlier stages of the inspection, we noticed a certain level of tension in the main care accommodation. On a number of occasions in recent months the situation had deteriorated and there had been a high level of incidents. Some young people had experienced setbacks and difficulties in their personal and home circumstances. However, it was clear that group dynamics were very challenging at times and staff had to work hard to prevent behaviour escalating beyond the point of high spirits. This was coupled with the challenging layout of the building. In response managers had supported staff, adjusted risk assessments and plans and made effective use of responses such as short breaks away from Balnacraig for individual young people. A more recent change in the resident group had also had a calming effect. However, these tensions had for obvious reasons had an impact on those young people who had either instigated, been involved in or witnessed the incidents. Managers will need to continue keeping these under close review in order to minimise any further or more lasting negative impact on young people. The need for further training for all staff in de-escalation should be reviewed as part of this process.
- The quality of young people's personal plans and related records was quite patchy. We found a number of different formats being used for example, and some files did not contain the most up-to-date version of plans. The use of clear and measurable outcomes was inconsistent and timescales for achieving agreed outcomes tended to be vague. **(See Recommendation 1, Quality Theme 1.3)**
- The service needs to raise staff awareness of child sexual exploitation and the risk and vulnerability indicators associated with it, and ensure they are all familiar with the policy **(see Recommendation 2, Quality Theme 1.3)**.
- One social worker expressed dissatisfaction with some aspects of the care of one young person. These included staff having expectations of

behaviour that were too high (leading to difficulties in their relationship), an inconsistent approach to managing behaviour, and concerns about the ethos of restraint. Whilst we could find no evidence of inappropriate use of restraint (or indeed any instances at all for this young person), we agreed that the service had been less successful in achieving good outcomes for him. They had already developed plans for addressing some of these and we made other suggestions. We have reviewed the quality of recording in Quality Theme 4.4.

- The service's policy was for staff to take part in practice of restraint measures once a month. This had not been consistently achieved in the previous six months.
- Managers agreed that there should be a wider range of snacks readily available for young people in the care accommodation.

Grade

3 - Adequate

Number of requirements - 0

Recommendations

Number of recommendations - 2

1. The provider should improve the quality of personal plans and related documents to ensure they promote the achievement of positives outcomes for young people.

National Care Standards School Care Accommodation Services: Standard 6 - Support Arrangements

2. The provider should continue the process of improving its approach to protecting children and young people from sexual exploitation by:

- (i) ensuring that staff have the appropriate knowledge and skills
- (ii) reviewing the risk assessment to ensure there is clear reference to the specific risk where this has been identified.

National Care Standards School Care Accommodation Services: Standard 3 - Care and Protection

Statement 6

"People who use, or would like to use the service, and those who are ceasing the service, are fully informed as to what the service provides."

Service strengths

We chose to evaluate this statement as we have not done so for some time. We concluded that the service's performance was very good and had major strengths.

- Young people coming to the service were where possible invited to visit beforehand to meet staff and other young people. They had a handbook that their peers had helped to develop. The website had a range of useful information following a review but was due to be revisited again in the near future. There was also an induction to help familiarise young people with the new setting. This formed part of the systematic 'Step by Step' process known as 'Welcome Me'.
- Staff developed pen portraits for each young person to summarise their preferences and introduce them as individuals.
- Transitions from Balnacraig were discussed at a weekly joint meeting between care and education staff. The meeting also considered improvement opportunities for the service's processes and supporting documentation.
- The service had completed a lessons learned review of placement endings in 2015 and identified learning to be taken forward. They had decided to review all placement endings in the future.
- The service regularly arranged visits from referring professionals to help them experience Balnacraig provision. The chief executive had started a programme of meetings with local authority decision-makers and

commissioning managers to ensure that they had a good understanding of the service.

- Staff drew up a transitions time line for young people moving on in good time and worked cooperatively with local authorities to ensure planned moves. Support during this time included making links with colleges, work experience placements, voluntary employment and the like as well as support to achieve national qualifications. Staff maintained contact with some young people following their move.

Responses to a consultation exercise conducted by the service showed that social workers were very satisfied overall with the quality of planning and support for young people leaving Balnacraig.

Areas for improvement

The service should continue, as identified in their self-assessment, to review their transitions guides and implement lessons learned from placement endings.

Grade

5 - Very Good

Number of requirements - 0

Number of recommendations - 0

Quality Theme 2: Quality of Environment

Quality theme not assessed

Quality Theme 3: Quality of Staffing

Quality theme not assessed

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 4 - Good

Statement 3

“To encourage good quality care, we promote leadership values throughout the workforce.”

Service strengths

The 'Strategy for building leadership capacity in Scotland's social services 2013-2015' (Scottish Social Services Council, 2014) says that the workforce needs 'strong leadership skills at all levels and a supportive working environment. Evidence shows that such a workforce is more productive, motivated and responsive to people's needs.' This includes frontline staff, managers and corporate and strategic leaders.

The service continued to demonstrate a very good standard with major strengths, which they had maintained since the previous inspection.

- There was an increasing emphasis on managers delegating tasks where appropriate and making more effective use of the relatively new house manager posts. This was in part a pragmatic and realistic response to the relatively small size of the management and support services team but also a way of promoting learning and providing experience. Before the end of the inspection the chief executive had made some additional changes to the management structure as it had been recognised that capacity needed to be strengthened to further support this approach.
- Staff were reflective and encouraged to take appropriate decisions. Policies and procedures also signposted them to additional reading to widen their knowledge.
- Staff were actively encouraged to play a part in service development.

- There were some leadership development opportunities in the service. These ranged from taking on responsibility for projects and areas of work, leading shifts, key working, training other staff, taking up promoted posts, and developing ideas. There were plans to have a team of 'champions' who would take on lead roles in areas such as sleep promotion and the new therapeutic model that was to be introduced in the near future.
- Other opportunities to gain skills and experience included the professional development award in supervision for senior staff and others, the teaching qualification in further education (TQFE) and the additional training in debriefing after incidents. These had the potential for contributing to further improvements in the service. One of the project objectives for 2016 was to provide development opportunities for staff to gain wider experience.

Areas for improvement

The service should investigate how they can make use of the SSSC's 'Step into Leadership' programme for increasing leadership capacity throughout the staff team.

Grade

5 - Very 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 chose to review this statement because of the importance of an effective self-evaluation and quality assurance process in the achievement of good outcomes and experiences for young people. We concluded that the service achieved an adequate standard overall, as performance in some areas was constrained. This had had an impact on the quality of outcomes for some young people, as reflected in quality theme 1.3. However, given the comprehensive nature of the quality assurance systems, there were also aspects of much better practice, with the potential for further improvement to outcomes.

We were able to identify a number of continuing strengths.

- The service had a comprehensive improvement plan. The management team reviewed it regularly and there was clear evidence that this process of evaluation, monitoring and review had led to change. There was also a separate longer-term business plan based on systematic analysis of relevant information with clear outcome targets. In addition, the property strategy sought to make best use of the school's various assets and resources. Overall therefore, there remained a strong sense that the service had a clear sense of direction, despite recent constraints. The plan was supported by an annual quality assurance activity calendar.
- Managers used the overall incident management system effectively to identify patterns in the service so that they could focus their efforts on the right areas. For example an analysis had led to some staff attending further training to ensure more effective and confident use of the behaviour management process. A review of the use of restraint

holds had also led to plans to make additional changes over time, aimed at safeguarding young people.

- As recommended at the previous inspection, managers had conducted a review of recent placement endings and had identified a number of lessons to be learned. They had also drawn up a plan to address these and intended to do a similar review of all such placements in the future.
- There was a robust system for addressing concerns about staff practice and conduct.
- The majority of staff whose records we reviewed had had regular supervision and an annual employee review and development session. The service had recognised this was an area they needed to continue to improve.
- The service obtained feedback from staff, for example by using survey tools. The responses to the latest staff engagement exercise were positive overall.
- The service also obtained feedback from stakeholders such as social workers to help ensure that improvement plans remained relevant and credible.
- The service notified the Care Inspectorate of most significant events. We use this to inform our risk assessments and determine the level of regulatory scrutiny.
- The board of governors maintained regular contact with the manager and provided her with very good support. They had played an important role in establishing strategic priorities for the service and contributing to the development of its key values. The induction programme for new members was impressive.
- The service made use of a range of other quality assurance methods including file and medication audits.
- The service had continued to develop and maintain very good, collaborative relationships with a wide variety of organisations and community groups for the benefit of young people.
- Before the inspection had finished, managers had begun to develop a more effective process for assessing and recording staffing levels and deployment to meet individual and group needs. This information should be readily available to staff.

Social workers told us:

- 'I am asked my views and also provided with feedback forms to add anything which I may feel may be beneficial.'
- 'I get asked to fill in feedback every six months and I am also asked verbally on a more frequent basis. Approximately a year ago I felt the standard of care had deteriorated and fed this information back. Within a relatively short period I observed positive change in terms of communication with myself, a change in keyworker, and proactive steps being made to enable the young person to feel cared about.'

Areas for improvement

Our findings included very few areas for development that managers were not already aware of. In most instances they had developed plans to address them, and we have therefore made only one recommendation. This reflects the service's on-going commitment to continuous improvement and openness to regulation. The chief executive for example, had already made some changes to management structure with the aim of strengthening capacity in this area.

There was a significant backlog of about six months' worth of incident reports waiting to go through the process of individual monitoring by managers. A review of some of these and other evidence that we gathered indicated that 'debriefing' of staff had not been taking place consistently. We do acknowledge that this was not a complete picture of the quality of incident management in the service. For example, key information was still being entered onto the database to allow routine analysis of incidents overall (see above in 'Strengths'). In addition, there were other systems for providing group debriefing, reflection and planning, particularly where there had been a series of more serious incidents and challenging behaviour. However, this kind of oversight is essential and enables managers to take appropriate action in the immediate aftermath of incidents. We were concerned for example about the use of a type of restraint that the young person's risk assessment had specified

was unsuitable due to health issues. **(See Recommendation 1, Quality Theme 4.4)**

Staff provided social workers with regular updates on individual young people. In many instances they provided a good overall summary of their progress. However, the quality of recording practice in a range of records we reviewed had room for improvement. Managers had already recognised that some of the language used by staff needed to be more professional and objective. This was an aspect of quality assurance that needed further attention.

The frequency of external management visits to the service had reduced in recent months. There had already been discussions about how to get this back on track to ensure regular opportunities for contact with young people and staff as part of the board's corporate parenting responsibilities.

The manager acknowledged that there was a need to improve the consistency of management and support of night staff. She had taken this responsibility on for the immediate future and developed an initial plan. Whilst some of the concerns expressed by night staff did not appear to be supported by the evidence we reviewed, they will need to be addressed with the team. This reflects the important role these staff play in providing nurturing support for young people who may be less able to manage night-time routines. We made some suggestions, for example the importance of sharing and discussing key data about incidents taking place in the late evening or overnight, and meeting training needs. The service had already agreed to review lone working arrangements (for the whole service) but this was overdue.

The care improvement plan would benefit from clearer timescales to provide a greater sense of focus and urgency.

Grade

3 - Adequate

Number of requirements - 0

Recommendations

Number of recommendations - 1

1. The provider should develop a plan for timely monitoring of individual incidents to ensure a prompt response to young people's needs.

National Care Standards School Care Accommodation Services: Standard 7 - Management and Staffing

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 provider should complete a review of recent placements with a view to identifying areas for improvement.

National Care Standards School Care Accommodation Services: Standard 7 - Management and Staffing

This recommendation was made on 17 November 2015

Managers had completed a review and identified a number of lessons to learn.

6 Complaints

No complaints have been 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
17 Nov 2015	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and Leadership 4 - Good
10 Jul 2015	Re-grade	Care and support 3 - Adequate Environment Not Assessed Staffing Not Assessed Management and Leadership 4 - Good

25 Mar 2015	Unannounced	Care and support Environment Staffing Management and Leadership	4 - Good 5 - Very Good 5 - Very Good 5 - Very Good
14 Oct 2014	Unannounced	Care and support Environment Staffing Management and Leadership	4 - Good 5 - Very Good 5 - Very Good 5 - Very Good
31 Mar 2014	Unannounced	Care and support Environment Staffing Management and Leadership	4 - Good 5 - Very Good 4 - Good 4 - Good
3 May 2013	Unannounced	Care and support Environment Staffing Management and Leadership	4 - Good 4 - Good 4 - Good 5 - Very Good
22 Jan 2013	Unannounced	Care and support Environment Staffing Management and Leadership	4 - Good Not Assessed Not Assessed 4 - Good
9 Feb 2012	Unannounced	Care and support Environment Staffing Management and Leadership	2 - Weak 3 - Adequate 3 - Adequate 3 - Adequate
30 May 2011	Unannounced	Care and support Environment Staffing Management and Leadership	2 - Weak 3 - Adequate 2 - Weak 2 - Weak

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Contact Us

Care Inspectorate
Compass House
11 Riverside Drive
Dundee
DD1 4NY

enquiries@careinspectorate.com

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