

Care service inspection report

Full inspection

Ochil Tower School School Care Accommodation Service

140 High Street
Auchterarder



HAPPY TO TRANSLATE

Service provided by: Ochil Tower School

Service provider number: SP2003002133

Care service number: CS2003009785

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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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	6	Excellent
Quality of environment	6	Excellent
Quality of staffing	5	Very Good
Quality of management and leadership	5	Very Good

What the service does well

The school continues to provide a wide range of opportunities for young people, parents and relatives to make comment on the quality of the service. This enhances the ethos of mutual respect and active engagement.

Participation is embedded in daily life and there is a sense of normality to daily routines. Young people's needs are instrumental to service delivery.

Activities are planned to suit everyone's interests and the young people were engaged in a range of community activities and events.

The staff work very well as a team supporting each other and providing consistent care to the young people.

What the service could do better

The school should continue to develop the roles within the team to enhance staffs leadership and management qualities.

What the service has done since the last inspection

The school has been pro-active in supporting young people with their transitions out of the service. Their work in this area is recognised as a clear strength and they have been instrumental in advocating in the best interests of the young people who live there.

The extended use of IT and software equipment and programs has continued to enhance communication within the school at all levels.

Conclusion

Ochil Tower School is a well-managed service where young people and staff are encouraged to have their say and play their full part in day-to-day life and service developments through a range of methods.

There is an established process of partnership working between staff and parents to support young people's safety and promote consistency of care.

Young people benefit from the location of the school which allows them access to local resources and amenities.

1 About the service we inspected

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

The conditions of registration are:

1. Belvidere will provide accommodation to a maximum of 7 pupils.
2. Elmtree will provide accommodation to a maximum of 4 pupils.
3. Priory will provide accommodation to a maximum of 5 pupils.
4. Rowan will provide accommodation to a maximum of 6 pupils.
5. Sycamore will provide accommodation to a maximum of 7 pupils.
6. Coach House will provide accommodation to a maximum of one pupil.
7. To comply with the current staffing schedules attached dated 12 November 2010, which must be displayed together with the certificate.

Ochil Tower School is an independent, non-denominational school for children and young people with additional support needs, aged between 5 and 18 years. It provides care and education for both residential and day pupils through the curative education approach which combines social care, education and therapy and is based on the philosophy of Rudolf Steiner, adapted by Karl Konig, the founder of the world-wide Camphill movement. Day-to-day management is the responsibility of four joint coordinators who, with other experienced and permanent co-workers whose home is the school, form the core group members. Other co-workers, many from overseas, spend a year or more at Ochil Tower assisting with care and education. There is also a small number of paid care staff and ancillary workers.

The five houses and three school buildings are set in grounds located unobtrusively off the main street of Auchterarder, 14 miles west of Perth, enabling the school to be part of the local community. The grounds offer facilities for gardening, rearing animals and play activities as part of the curriculum.

Ochil Tower School's aims include:

"A form of community life which recognises the universality of the human spirit as an essential element in its formation and working. Expression is given to this in the celebration of festivals, concern for the environment and mutual care.

Developing shared living situations which recognise the needs of individuals. The staff/client relationship is replaced by mutual relationships based on sharing daily life in all its manifold aspects, including preparation and sharing of meals, caring for the household and surroundings, creating social events and so on.

Operating financially so that there is a flexible relationship between work and payment for work done."

These aims are realised through the following objectives:

To live, and work together in healthy social relationships, based on mutual care and respect.

To provide care and education to children and young people with additional support needs in a nurturing and supportive environment.

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 6 - Excellent

Quality of environment - Grade 6 - Excellent

Quality of staffing - Grade 5 - Very Good

Quality of management and leadership - Grade 5 - Very 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. This was carried out by a Care Inspectorate Inspector. The inspection took place on 24, 25 and 26 February 2016. We gave feedback to one joint coordinator and two house coordinators on 4 March 2016.

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

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

We spoke with:

- the young people informally
- five joint coordinators
- four house coordinators
- six staff members
- four external professionals.

We looked at:

- minutes of staff meetings
- minutes of board meetings
- referral information
- individual care plans and information recorded about the young people
- evidence of meetings with outside health professionals
- accident and incident records
- the environment and equipment
- staff training and supervision records
- health and safety records and reports
- a range of quality and monitoring reports.

We joined the young people and staff at meal times 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. The provider told us how the people who used the care service had taken part in the self assessment process.

Taking the views of people using the care service into account

We met informally with most of the young people living in the service and spoke individually to some during our visits. All the young people we met expressed to us they were happy living in Ochil Tower School.

Taking carers' views into account

The service arranged for us to meet parents but due to an unforeseen event this did not take place.

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: 6 - Excellent

Statement 1

"We ensure that service users and carers participate in assessing and improving the quality of the care and support provided by the service."

Service strengths

The Ochil Tower School continues to provide excellent opportunities for young people, their parents and relatives and external professionals to give feedback and make suggestions for improving the service. We gathered evidence from discussions with the pupils, parent's feedback received by the school, observations during the inspection visits and information from the school.

Young people and external professionals told us they felt their comments and suggestions were listened to and that they were clear on how they could share and discuss their views. We saw that the routines within the school provided a wide range of situations where young people could express their views and staff could observe how they were feeling. These included meal times, school activities and recreation time.

We saw that young people were building on the range of initiatives available to them including cycling projects and developments within the grounds. One young person told us how "staff support their use of IT equipment so they could communicate effectively with their peers".

Parent's feedback gathered by the school expressed satisfaction with the combination of informal regular feedback, supported by updates and phone calls. This demonstrated established communication with parents and we saw that parents and relatives could visit the school or take their children out. This was supported by staff and we could see how young people could benefit from this and how this helped support them during the settling in period when they first arrive.

We found examples of the school implementing pupil's and parent's ideas. We saw how pupils could express their views to a staff team who knew them well enabling them to receive the right level of support to help them achieve. These examples showed that staff welcomed change that was beneficial to young people's individual safety and wellbeing.

Young people and parents views were supported by a strong commitment within the school to ensure participation was embedded in all areas of service delivery. During the inspection, we saw evidence of staff listening and observing pupils and acting on their comments and suggestions.

Overall, the involvement of pupils, parents and relatives continues to be an integral part of the day-to-day operation of the school. Participation within Ochil Tower School is embedded in daily life.

Areas for improvement

The school should continue to monitor and maintain the excellent quality of participation and engagement evident through this inspection. They should ensure they are rigorous in identifying any areas for improvement and implementing action plans to address any concerns.

Grade

6 - Excellent

Number of requirements - 0

Number of recommendations - 0

Statement 2

“We enable service users to make individual choices and ensure that every service user can be supported to achieve their potential.”

Service strengths

At this inspection, we found that the performance of the service was excellent for this statement. The service encouraged and supported young people to achieve their potential in a range of ways.

This statement was examined as we are looking at the educational outcomes for children and young people in this inspecting year. Our focus under this statement is to assess the levels of engagement young people have and how they are supported by the service to attain positive opportunities and experiences. We are also concerned with their wider achievements and positive progress.

We found young people had opportunities for developing skills and to attend education. Staff worked effectively with each other and with other agencies to develop and implement a joined-up approach to supporting young people's holistic needs. This included supporting transport arrangements, overseeing the completion of school work within the houses and supporting young people with their relationships. This level of effective communication and a shared understanding is a crucial factor in supporting and safeguarding young people.

There was a clearly defined structure to daily routines and young people were supported to engage as independently as possible in their identified daily plans. Staff offered appropriate support where required and encouraged levels of independence suitable to each young person's abilities.

Person centred care plans and weekly summaries demonstrated an understanding of the Scottish Government's Getting It Right For Every Child (GIRFEC) practice model. Together with risk assessments and behaviour support plans, the care plans provided a comprehensive picture of young people in a way which enabled a consistent approach by all staff. Young people's care plans were regularly reviewed at care planning meetings child care reviews.

We saw the range of activities young people were encouraged to be involved in included; clubs, activity breaks, specialist sports events and meetings. Young people led an active life at Ochil Tower School and outdoor pursuits were part of daily life.

The service reported concerns about young people's welfare to the relevant professionals so that decisions about their safety could be made jointly. Where concerns were such, the service involved the Police and reported information accordingly.

Young people had access to primary healthcare services and support from GP's, Dentists and Opticians and referrals were made to specialist support services where necessary. This meant that young people's health needs were being met effectively. Young people could access these services independently or with staff support.

Young people were learning where appropriate about healthy sexual relationships and were encouraged to keep themselves safe. We saw the service operated in a non-judgemental way and treated everyone as equal regardless of their likes and dislikes.

The service used IT equipment widely to encourage young people to communicate as effectively as they could.

Overall we found the service provided an extensive range of opportunities for young people to be supported to achieve their potential and young people were involved in these processes. Young people's achievement were celebrated widely and there was a real sense of achievement for all when young people reached new goals.

Areas for improvement

We made no recommendations for improvements in this Quality Statement. The service is encouraged to continue to develop their plans in accordance with the needs of the young people being at the centre.

Grade

6 - Excellent

Number of requirements - 0

Number of recommendations - 0

Quality Theme 2: Quality of Environment

Grade awarded for this theme: 6 - Excellent

Statement 2

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

Service strengths

At this inspection, we found that the performance of the service continued to be excellent for this statement. The service provides a safe environment for young people. We found the service made every effort to maintain a high standard of care for the young people using the service.

We looked at young people's care plans, accident and incident records and information on risk assessments. We spent time in the company of the young people and observed the interaction between them and the staff.

Staff and young people worked together to keep the environment pleasant and there was an established culture in the houses of taking care of the surroundings. Broken items were quickly replaced and maintenance matters were clearly managed well.

The importance and understanding of safeguarding the young people was promoted by management and was regularly discussed at meetings and supervision of staff. Young people were encouraged to be involved in their risk assessments, to help them understand their own responsibility in keeping themselves and others safe.

We visited the service at different times during the day and evening over the course of the inspection and we were always welcomed. Young people were clearly comfortable in their environment and looked relaxed.

The school had a range of policies and procedures in place to guide staff practice and inform the development of routines and systems to keep young people safe while they lived at Ochil Tower School.

Staff we spoke with during the inspection confirmed they had access to all information which helped them to maintain a safe environment. Staff were also clear about their responsibilities and we saw that tasks and checks were allocated individually to staff.

Training had been provided in a range of practice areas to ensure that staff had the knowledge and skills required to keep the young people safe. These included fire safety, first aid and child protection and managing challenging behaviour.

Regular fire drills were carried out and recorded and the service was complying with any recommendations made by the local Fire and Rescue service at their annual inspection.

We found the premises to be secure and we were greeted at the front door and introduced to staff and young people as a matter of course. This ensured that staff and young people knew who was in the house and why.

Staff had real insight into the impact of previous life experiences young people had. They recognised the importance of creating an environment that provided a sense of normality and care.

The service has maintained high staffing levels which enabled staff to engage regularly with young people and provide appropriate levels of individual attention. This included one-to-one support when required. This contributed to young people's feelings of safety.

Effective information sharing remained in place to ensure staff could give the right attention to communication, record keeping and sharing of information without distracting from the high levels of engagement with young people.

Individual young people's files contained information relating to any concerns or risks and highlighted any areas which could lead to them being vulnerable to harm. These documents sought to advise staff of ways to keep the young people safe and detailed ways in which support could best be provided.

The young people we spoke with told us that they felt safe and protected as well as having a clear understanding that some rules and procedures that were in place were necessary to ensure aspects of their safety were maintain.

Areas for improvement

We encourage the service to continue to maintain the high standard they have achieved in creating a safe environment. The service provider has confirmed their intention to continue to maintain this level of safety and security within the service.

Grade

6 - Excellent

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

At this inspection, we found that the performance of the service was excellent for this statement. The service promoted a range of opportunities to ensure young people have as positive a quality of life as possible.

The physical environment of all the houses were comfortable and well-presented. This, added to the dependability and predictability of care provided by the staff, enabling the young people to experience care that was safe and homely.

The communal areas were equipped with leisure and entertainment equipment for the young people to use. We saw that the young people we met were relaxed in their environment and we could see the communal areas were comfortable and well used.

The houses provided young people with the space to relax in the communal areas spend time alone, away from staff and offered lots of space or designated area to do school work, read or have quiet time out.

The dining areas provided the space for everyone to eat together. Doors leading directly to the garden and grounds meant young people had unrestricted access to outside play. We saw young people use the garden which was secluded, as part of their daily activities. This space also offered young people time away from the larger group if they chose.

Young people had access to the internet and staff helped support this in a range of ways. Young people told us this was important to them for a range of reasons such as keeping in touch with family and friends or researching topics of interest.

Staff had taken care to limit the amount of paperwork on walls, providing essential items in the office area. Young people could bring friends and family into the service.

The location house meant it was close to local amenities and was near to the main bus route and public transport.

The daily observation of staff on maintenance issues meant that problems were being picked up and dealt with promptly. We saw how any identified repairs or damages were dealt with quickly. This ensured the living environment remained a pleasant place for all who lived their.

Everyone living and working in the service treated the environment with care and respect and worked hard to maintain a quality environment that they could be proud of.

Areas for improvement

The service plan to build on the quality of the environment in a range of ways through developing additional educational resources on site to enhance the quality of young people's experiences.

Grade

6 - Excellent

Number of requirements - 0

Number of recommendations - 0

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

Statement 3

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

Service strengths

At this inspection, we found that the performance of the school continued to be very good for this statement.

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 some members of staff and informally with others. We found that they understood their roles in providing care for the young people living in Ochil Tower. In discussions, they were able to demonstrate an understanding of the range of needs of the young people and how they could be supported with areas of their care.

We saw that there was an induction programme in place for new staff and volunteers and an extensive training program in place for all staff.

We found supervision was taking place regularly and staff told us they felt supported in their role. They described how they could always have access to senior management if they required this day or night.

Overall, we found there was a mix of skills and experience within the staff team and staff were embracing the work they do with enthusiasm. The joint coordinators were working to foster each staff member's skills as a way of benefiting the young people at Ochil Tower and increasing responsibilities amongst the staff team.

The management team have been proactive in engaging with the new registration criteria for future conditions for residential staff. This is in order that they can be fully prepared for the future training requirements of the service.

Areas for improvement

The school should continue to monitor and evaluate the induction of their annual volunteers to ensure the impact of staff changes does not detract from the positive work on building relationships within the school.

Grade

5 - Very 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

This statement was examined based on our observations of staff working with young people, speaking with staff and reviewing young people's records and relevant policies and procedures.

When communicating with young people, staff used a calm, even and encouraging tone of voice. They used techniques aimed at de-escalating potentially challenging behaviour and young people responded well to this approach.

Staff respected young people's privacy, for example, by providing opportunities to have time out from the group and spend time by themselves.

The language used in written records was respectful and we saw how young people's opinions were noted in daily communications records. The young people mixed extremely well with staff and staff were attuned to young people's needs.

There were effective arrangements for keeping personal information confidential, including paper and electronic documents.

We saw staff use a process of negotiation with young people to get positive outcomes. Staff were as discrete as they could be when talking in the presence of young people and managed silent communications well.

Young people's routines were known to staff and they could tell us how and why most young people liked to do things. We saw how staff guided young people in having positive discussions at meal times. This approach helped the young people to consider the wider implications of their behaviour.

Staff knew what could trigger negative behaviour and tried to be sensitive to individual needs. They used this to try to gauge young people's mood.

We saw that the wider group of adults involved with the young people including the domestic staff were sensitive to young people's needs. Young people could invite visitors to the house and they could join the group for meals.

Areas for improvement

We made no recommendations for improvement under this Quality Statement.

Grade

6 - Excellent

Number of requirements - 0

Number of recommendations - 0

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 5 - Very Good

Statement 3

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

Service strengths

At this inspection, we found that the performance of the service was very good for this statement.

We saw that staff had a say in discussions about care and could share their views more openly at meetings and through supervision. Staff were responsible for recording information about young people, sharing updates with social workers and for writing reports.

Staff we spoke to could direct us to the information we asked for and could tell us about the wider developments and changes. Staff were clear on the current management arrangements and who they could speak to if they had a concern. Staff confirmed that the joint coordinators asked for and valued their views and contributions.

Staff had designated responsibilities for different areas, including fire safety, maintenance, shopping and medication. Staff we spoke to confirmed that they were clear how to access additional support if required. House coordinators were responsible for the daily running of each house.

In all areas, staff were expected to be able to make decisions and take responsibility for their decisions. We saw staff worked closely within the team and shared information effectively.

More senior residential staff had responsibility for over seeing the placement plans and for ensuring these were up to date and in line with the GIRFEC principles.

Taking and sharing responsibilities in this way helps staff to develop a sense of ownership for the quality of the service and to recognise the importance of maintaining effective systems and routines.

New staff and volunteers had a chance to give their views on the quality of the induction, so that it could be adapted accordingly. This meant people really understood what was important for new staff starting or moving to Ochil Tower School.

Staff were able to guide and direct us to all relevant information we required during this inspection and spoke to us confidently about their roles and responsibilities.

Staff were supported and encouraged by the joint coordinators to attend meetings and reviews and to prepare written work that was of a high standard. This supported their development and encouraged confidence amongst the team.

Management responsibilities were being further shared in areas relevant to career progression, professional development and levels of responsibilities.

Areas for improvement

The joint coordinators have said they are committed to developing opportunities for staff to enhance their roles and responsibilities' as a way of taking the wider school development plan forward.

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

At this inspection, we found that the performance of the service continued to be excellent for this statement.

Some of the systems described in Quality Theme 1, Statement 1 also applied to this statement. We could see that methods used to gather feedback from young people, parents and external professionals contributed to developments in the service and we were shown examples of how changes were made based on their views.

The service had in place range of audits and monitoring systems including; financial checks, budget monitoring, human resources records and property audits. The premises were subject to regular checks in terms of the safety and fitness for purpose. Regular reports were completed by senior managers to inform the Board of Trustees about the way the service was working to meet its stated aims.

Information submitted to the board had been reviewed and adjusted following our last visit and this seems to be working more effectively. We will review this information again at our next inspection visit.

Staff meetings and development sessions took place which provided the whole staff team the opportunity to be consulted and informed about most aspects of the service. The staff team could access all the necessary policies, procedures and communication systems to inform practice.

We were advised of the schools future developments and vision and we were provided with an updated copy of the service development plan.

Areas for improvement

The school should continue to monitor and maintain the quality of progress and development evident through this inspection. They should ensure they continue to be rigorous in identifying any areas for improvement and take forward areas of improvement as detailed within the schools development plan.

Grade

6 - Excellent

Number of requirements - 0

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

There are no outstanding recommendations.

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	
4 Mar 2015	Unannounced	Care and support	6 - Excellent
		Environment	6 - Excellent
		Staffing	5 - Very Good
		Management and Leadership	6 - Excellent
5 Sep 2014	Unannounced	Care and support	6 - Excellent
		Environment	6 - Excellent
		Staffing	5 - Very Good
		Management and Leadership	6 - Excellent
18 Nov 2013	Unannounced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	5 - Very Good
		Management and Leadership	5 - Very Good
30 May 2013	Unannounced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	5 - Very Good
		Management and Leadership	5 - Very Good
20 Nov 2012	Unannounced	Care and support	6 - Excellent
		Environment	5 - Very Good
		Staffing	6 - Excellent
		Management and Leadership	5 - Very Good
9 Mar 2012	Unannounced	Care and support	6 - Excellent
		Environment	Not Assessed
		Staffing	Not Assessed
		Management and Leadership	5 - Very Good

17 Nov 2011	Unannounced	Care and support Environment Staffing Management and Leadership	6 - Excellent Not Assessed Not Assessed 5 - Very Good
12 Jan 2011	Unannounced	Care and support Environment Staffing Management and Leadership	6 - Excellent Not Assessed Not Assessed Not Assessed
13 Oct 2010	Announced	Care and support Environment Staffing Management and Leadership	6 - Excellent Not Assessed 5 - Very Good Not Assessed
19 Mar 2010	Unannounced	Care and support Environment Staffing Management and Leadership	6 - Excellent Not Assessed 5 - Very Good Not Assessed
2 Oct 2009	Announced	Care and support Environment Staffing Management and Leadership	6 - Excellent 6 - Excellent 5 - Very Good 5 - Very Good
4 Sep 2008		Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good 5 - Very Good 4 - Good

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Tha am foillseachadh seo ri fhaighinn ann an cruthannan is c?nain eile ma nithear iarrtas.

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

ਬੇਨਤੀ 'ਤੇ ਇਹ ਪ੍ਰਕਾਸ਼ਨ ਹੋਰ ਰੂਪਾਂ ਅਤੇ ਹੋਰਨਾਂ ਭਾਸ਼ਾਵਾਂ ਵਿਚ ਉਪਲਬਧ ਹੈ।

هذه الوثيقة متوفرة بلغات ونماذج أخرى عند الطلب

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