

# Care service inspection report

## Cairnlee House

### Care Home Service Adults

Cairnlee Road

Bielside

Aberdeen

AB15 9BN

Telephone: 01224 867251

Type of inspection: Unannounced

Inspection completed on: 27 August 2014



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**Service provided by:**

Camphill Rudolf Steiner Schools Limited

**Service provider number:**

SP2003000021

**Care service number:**

CS2003000252

If you wish to contact the Care Inspectorate about this inspection report, please call us on 0845 600 9527 or email us at [enquiries@careinspectorate.com](mailto:enquiries@careinspectorate.com)

## 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	5	Very Good
Quality of Environment	5	Very Good
Quality of Staffing	5	Very Good
Quality of Management and Leadership	5	Very Good

### What the service does well

The service provides person centred support to individuals with a range of abilities. There is a high standard of commitment to development and looking to the future well-being of people with varying abilities as they learn new skills to better prepare them for independent adult lives.

The people who live at Cairnlee experience a high level of arts, crafts and ecological living, which contributes to the well-being of the community. Enablement of individuals to live adult lives is the focus of outcome-based support for each student.

The secluded grounds of the service provide a safe environment for students and co-workers. Building work for a new care home for older people within the grounds of the campus is progressing well.

### What the service could do better

The service said they would like to further develop training in moving and handling, and basic food hygiene for students and awareness of the benefits of good nutrition.

The management team are continuing their development of 'Ways to Quality' for the service. They wish to include students more in how this quality assurance system is used to ensure outcomes are being met.

### **What the service has done since the last inspection**

The service had continued to look at ways of recording how people are involved in improving the service. This included looking at ways of recording feedback and how this leads to improvement in the service and better outcomes for students.

The service had improved the systems for recording minutes of meetings and staff support.

The service had continued to work closely with a range of internal and external professionals in supporting people with their health and well-being, as well as social care needs.

### **Conclusion**

Students were able to be involved in all aspects of their care such as: living arrangements, attendance of meetings and social activities, external employment and workshops or if/when they wanted visits from family or friends.

The ethos of the community is about life sharing and contributing together in order to build relationships of trust so students feel confident in making their views known. Therefore, people receiving support influence how the community develops.

Students are supported in living healthy lifestyles and are valued as individuals who have the right to make choices, reach their full potential and have their views heard. The students we spoke with during the inspection were enthusiastic about the service they received.

# 1 About the service we inspected

The Care Inspectorate regulates care services in Scotland. Prior to 1 April 2011, the Care Commission carried out this function. Information in relation to all care services is available on our website at [www.careinspectorate.com](http://www.careinspectorate.com).

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

## Requirements and Recommendations

If we are concerned about some aspect of a service, or think it could do more to improve, we may make a recommendation or requirement.

- **A Recommendation** is a statement that sets out actions the care service provider should take to improve or develop the quality of the service but where failure to do so will not directly result in enforcement. Recommendations are based on the National Care Standards, relevant codes of practice and recognised good practice.

- **A Requirement** is a statement, which sets out what is required of a care service to comply with the Public Services Reform (Scotland) Act 2010 and Regulations or Orders made under the Act or a condition of registration. Where there are breaches of the Regulations, Orders or conditions, a requirement must be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

Cairnlee House is located in Bielside, 5 miles from Aberdeen. Situated in beautiful surroundings and consisting of Cairnlee House, which is the main house; three smaller houses: Kennera, Colm and Finnian; Merrick assembly hall; craft workshops; and gardens, which include an orchard. It provides 12 residential places for young adults aged from 16 to 25 years.

Cairnlee House is a Camphill Community and Training Centre. It provides training and education opportunities for young adults with learning disabilities as well as the experience of living together and enjoying life in the community.

The aims of the service are to enable vulnerable young adults with learning disabilities to live, learn and work with others in healthy social relationships based on mutual care and respect.

Based on the findings of this inspection this service has been awarded the following grades:

**Quality of Care and Support - Grade 5 - Very Good**

**Quality of Environment - Grade 5 - Very Good**

**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](http://www.careinspectorate.com) or by calling us on 0845 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 carried out by one inspector. The inspection took place on 21 August 2014 between 10:15am and 2:00pm. We made a further visit on 27 August 2014 between 10:00am and 6:45pm. Feedback was provided to the management team at the end of the inspection.

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.

We asked the manager to give out six Care Standards Questionnaires (CSQs) to staff and we received four completed questionnaire before the inspection.

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

- Personal plans
- Communications/emails
- Medication records and storage
- Various meeting minutes and action plans
- Weekly planners
- Induction records/welcome newsletter
- Newsletters
- Policies and procedures
- Risk assessments
- Accident and incident records
- Staff rotas
- Communication books/diaries/emails/cards
- Staff support information
- Staff training records
- Review minutes and action plans
- Health and safety records
- Repairs and maintenance records.

We also took into account how students, co-workers, volunteers and visitors to the home interacted with each other. We saw these interactions were also learning experiences which promoted understanding and positive communication with a strong emphasis on dignity and respect.

We spoke to:

- Nine students
- Registered manager
- Management team
- Nine co-workers
- Two volunteers.

A general tour of the home was also carried out as part of the inspection visit.

The inspector would like to thank students, management team, staff and volunteers for making the Care Inspectorate welcome, for providing us with hospitality and giving up their time to speak to us.

### **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.firelawscotland.org](http://www.firelawscotland.org)

## **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 fully 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 document contained comprehensive information and identified areas for further development. Students and others had been consulted about the assessment. They had identified strengths and some areas they would like to develop.

## **Taking the views of people using the care service into account**

We spent time with all students and spoke to 9 of the 11 students. Some of the students only attend some days of the week instead of living on campus. All of the students we spoke to were either happy or very happy with the care and support they got from the co-workers at Cairnlee.

Some of the comments made by students during the inspection include:

- "I am new here, but settled already."
- "This is my last year, I am sad to leave."
- "My room is how I want it, I have all my things here."
- "Baking is my favourite activity."

- "I know a lot of the students and making friends with new ones."
- "We are a happy group of people."

### **Taking carers' views into account**

Carers include guardians, relatives, friends and advocates. They do not include care staff.

We did not speak with any relatives during the inspection. We did however look at comments from relatives within the Cairnlee evaluation questionnaires. Comments included:

- "I am so grateful not only for the physical care, but for the emotional and spiritual care they take of my XXX too."
- "I am very grateful for the love and care my XXX receives from the co-workers at Cairnlee. I can't imagine a better place for XXX to be."
- "Our XXX receives an exceptional level of care and support from everyone at Cairnlee. Their dedication and commitment is priceless. XXX is so fortunate to be there."
- "XXX is settled at Cairnlee, XXX is keen to go and talks about the people there and what XXX has been doing."
- "We are very happy with the care and support XXX receives at Cairnlee. Communication is excellent."
- "We feel truly blessed by the care and support that XXX, and we, receive through the entire Cairnlee community. We are most fortunate in having XXX as a co-worker. XXX adores her and so do we."

## 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: 5 - Very Good

#### 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 service's performance in the areas covered by this Quality Statement and the relevant National Care Standards (NCS) was very good. The care service had maintained its performance in this area. We were able to identify areas of strengths that reflected this good practice.

We spoke with students, co-workers, volunteers, managers; looked at written feedback from relatives/carers; and examined written records, which confirmed that there was a strong culture of participation at the heart of this service.

The provider's plan for students, families and co-workers to take part in how the service was run is outlined in a way that was easy to understand. If students wanted, it was available in easy read and picture styles. There are a number of ways this is promoted:

- As part of the pre-admission process
- Open door policy
- Induction training
- Complaints procedure
- Morning meetings
- Review meetings
- Weekly meetings
- Questionnaires
- Staff observation
- Daily recordings

- Students doing own reports
- Advocacy service
- Induction books
- Evaluations.

There is a policy to explain how the students and their families/carers are involved in the service. Information gathering to ensure good outcomes began as soon as a referral was received. Students and co-workers discussed throughout the settling in process ways to ensure good outcomes. For example:

- Students were taking part in planning how their support needs were to be met and by whom
- Students had been involved in the planning of their reviews, producing the student handbook and induction of new staff to the service
- Students were central to developing the report for the meeting.

These reviews provided a chance for everyone to talk about how things were going and what might need to change.

Students knew who their key-worker was and said they were comfortable speaking to them or anyone else about their day-to-day life. If students needed help to communicate their views they had someone who could help, such as parents, guardians or advocates.

People we spoke to knew how to discuss if they were concerned about anything. We observed students and staff confidently making their views known to each other. This included speaking up, using sign-a-long, and recognising body language and other non-verbal cues.

The service had many different ways for students, families and co-workers to share and exchange information, such as:

- Visits
- Meetings
- SKYPE
- E-mail
- Newsletters
- Telephone
- Text
- Social networking
- Anonymous surveys
- Letters/cards.

We looked at minutes from the student meetings where many different things were discussed. Students talked about activities available, groups they attended and

helping new students and co-workers to settle in. Involvement in all aspects of their care and support was important to students. Students had been involved in the completion of the service's self assessment for the Care Inspectorate.

There was good evidence of the use of email to keep families and others updated about things such as events, people's progress and changes to the service.

### **Areas for improvement**

The management team are continuing their development of 'Ways to Quality' for the service and wish to include students and families/carers more in how this quality assurance system is used to ensure outcomes are being met.

The service should continue to maintain these very good standards and develop how supported people and their carers can be further involved in assessing and improving the quality of the care and support of students.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

### **Statement 3**

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

### **Service strengths**

The service's performance in the areas covered by this Quality Statement and the relevant NCS was excellent. The care service had maintained its performance in this area. The service provided excellent evidence of how they involved the students and families in meeting their health and well-being needs.

We looked at support plans during the inspection. The areas we looked at which related to health, personal care, and health and safety were detailed for people who required high levels of support and more general for people who required less support. We were pleased to see key workers ensuring reviews took place six-monthly. There was a strong spirit of working together to make sure needs were being met by students, co-workers, families and volunteers.

Students were helped to make appointments; the service tried to make sure that the most appropriate or preferred staff members were available to accompany people if they needed or wished this level of support. The service worked closely with community health teams, community learning disability teams and a whole range of health professionals including:

- General practitioner (GP)
- Epilepsy specialist
- Physiotherapists
- Occupational therapists
- Speech and language therapists
- Dieticians
- Dentists
- Chiropodists
- Specialist clinics
- Psychiatric and psychological services.

Students have a member of staff (co-worker) identified as a keyworker who is the named person for the resident. The keyworker assists the supported people to complete personal plans and helps them prepare and attend their review meetings.

Co-workers knew the students very well, and were able to adapt their approach and communication style based on the students' individual needs. Students and co-workers were observed throughout the inspection interacting with each other in a respectful manner. Students were supported to access a range of activities both inside and outside of the home.

Co-workers were seen to respond to the needs of each student in a dignified manner. Students who used non-verbal communication were also responded to promptly. One example we observed was during a weaving activity; the student used non-verbal cues such as eye contact and sign language to let the volunteer providing support know the task was finished and they were ready to go.

Audits for monies retained for students were done to ensure that adequate safeguards were in place. Adults with incapacity (AWI) certificates or financial/welfare guardianship orders were in place as appropriate. This helped to ensure that people's welfare needs and/or financial affairs were managed in a way that safeguarded them when they lacked the ability to make certain decisions.

There were appropriate policies and procedures for health and safety, control of infection, food safety, environmental risk assessments, and maintenance. Personal emergency evacuation plans (PEEP) were in place for each individual

Risk assessments for students were in place and reviewed regularly. There were details about reducing risk yet maintaining a balance of independence and risk management. Supported people with epilepsy had a protocol in place so that staff knew when and how often to administer rescue medication before phoning emergency services.

The manager of the service was able to explain the medication arrangements

currently in place. We saw where medication, both prescribed and homeopathic, was stored and recording procedures that were in place. Co-workers received training and observed practice in the safe administration of medications. The service managed medication safely and followed best practice guidance. It did this by having a medication policy and procedure in place.

A variety of training opportunities in relation to safety had been undertaken by co-workers, which included health and safety, epilepsy, autism, food hygiene and first aid. From our discussions with co-workers we found they were knowledgeable about adult support and protection, manual handling and whistleblowing. This helped to keep the service users safe and well.

Supported people were encouraged to be active and eat healthy foods. Students said the food was good with most of the vegetables coming from their own garden. There were regular activities such as walks, swimming and various outdoor pursuits. People we spoke to said they were out a lot and helped do things around the house to keep busy. Some students said they did the following:

- Chores around the home
- Weaving
- Pottery
- Horseback riding
- Gym
- Shopping
- Baking bread
- Cooking
- Acting
- Dancing
- Art.

Co-workers and volunteers spent time with each student giving guidance and advice about daily activities. Students were encouraged to make their own decisions as much as possible. When out and about on their own, mobile phones were used to give reassurance and support to students.

### **Areas for improvement**

The service should continue to maintain these excellent standards and develop how supported people and their carers can be further involved in assessing and improving the quality of the care and support.

**Grade awarded for this statement:** 6 - Excellent

**Number of requirements:** 0

**Number of recommendations:** 0

## Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

### Statement 1

We ensure that service users and carers participate in assessing and improving the quality of the environment within the service.

### Service strengths

The service continued to provide very good evidence that they enabled supported people and carers to participate in assessing and improving the quality of the environment within the service.

Students were able to individualise their rooms when they moved in to the service. Most brought their own pictures, photos and CD players to use during their stay if they lived on campus. A tour of the premises showed that all of the homes were clean and homely and decorated to a very good standard.

Students had an identified member of staff allocated to support them for activity and learning sessions. Each student also had a key worker identified. This high level of support and supervision ensured the well-being and safety of students.

Health and safety checks were carried out in each of the houses by a named co-worker and student. Checks were made and records maintained including any corrective action required. Food temperature checks were done by the cook when preparing meals, and by co-workers when warming food for later.

Hazards and risk control measures for each house and the campus were in place which identified people potentially at risk. Generic and specific risk assessments were carried out for a range of activities and situations. Specific details of individual support required were recorded in support plans. More generic risk assessments were carried out prior to activities or events

### Areas for improvement

The service should improve one aspect of the food hygiene procedure to include the readings of their food probe with those of a monthly baseline in order to check the instrument's accuracy **(see Recommendation 1)**.

We spoke to the health and safety officer about involving the students in the checks for the main house, Cairnlee. Students assist with the checks for other areas of the campus and we thought this should be included as part of their involvement.

Although one recommendation has been made within this Quality Theme, this did not detract from the very good outcomes for students. For this reason, the service maintained its grade of very good.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 1

### Recommendations

1. You can expect the nature of the home's design, facilities and equipment to protect you from avoidable risk or harm.

### **National Care Standards, Care Homes for People with Learning Disabilities - Standard 4: Your Environment.**

When making this recommendation we also took into account:

CookSafe Food Safety Assurance System Issue 1.1, July 2005.

### Statement 2

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

### Service strengths

The management team was able to provide excellent evidence that the service enabled students to participate in assessing and improving the quality of the environment within the service.

We thought this after we:

- Reviewed risk assessments
- Looked at maintenance arrangements
- Read relevant procedures
- Spoke with staff
- Looked at accident and incident records
- Toured the building and grounds and made observations of the premises.

Students were able to undertake some of the cleaning in the communal areas and their own rooms. Co-workers encouraged students to be as independent as possible when doing tasks and were seen to give advice and/or assistance when asked. A

cleaning rota was in use in the home for staff to monitor when tasks were completed.

The co-workers and students had undertaken a variety of training opportunities in relation to safety, which included food hygiene, healthy living and fire safety, to name a few. Secure storage was in place for medication, cleaning products and money.

There was an infection control policy in place. We observed superb attention to hygiene during the inspection visit. The service was able to establish there were good systems in place to ensure the safety of students, co-workers, volunteers and visitors. These included:

- Maintenance contracts for equipment
- Refrigerator and freezer temperature checks
- Testing of portable electrical appliances (PAT)
- Faults log
- Accidents and incidents recorded.

These checks were being carried out regularly, with records kept and the results leading to actions, if required to improve the service.

PEEPs were in place for each individual. PEEPs were dated when last reviewed. Students and co-workers signed these when completed or updated. Students understood the importance of safety, evacuation of buildings and what to do if they smelled gas.

The students and co-workers advised that fire alarms were regularly checked and fire drills took place and were recorded each time. This is good practice as it provided a clear audit trail when the service does their health and safety assessments.

Risk assessments were in place for the service, students and visitors. This enabled co-workers to carry out their duties to an excellent standard. The risk assessments we looked at were appropriately reviewed, updated and monitored. For example:

- Moving and handling
- Epilepsy
- Use of equipment
- Risk of scalding
- Food safety and hygiene requirements
- Lone working
- Outings
- Visitors to the service.

There is a contingency plan in place for the home, to protect people in emergencies and maintaining the service. There were grab packs for students which include emergency medication details.

## Areas for improvement

In order to maintain the excellent standards attained, the service should continuously review the ways in which students and their relatives are able to participate in the development of the service, to ensure they continue to meet their needs and preferences.

**Grade awarded for this statement:** 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 1**

We ensure that service users and carers participate in assessing and improving the quality of staffing in the service.

### **Service strengths**

The service's performance in the areas covered by this Quality Statement and the relevant NCS was very good. The care service had maintained its performance in this area. The management team had shown a positive and energetic approach to evaluating and improving the service.

The service demonstrated throughout the inspection that it ensured that students and families/carers participated in assessing and improving the quality of the staffing to a very good standard.

We gathered feedback from a range of sources in assessing this Quality Statement and heard very positive comments about the co-workers, management team and volunteers. Please see other Quality Themes and Quality Statements included in this report and previous reports from the Care Inspectorate also.

Safe recruitment procedures were followed and new people coming to be part of the community were able to spend time on the campus using a thorough induction process before taking on the responsibilities of the co-worker or volunteer role. Students were very involved in the induction programme for new co-workers and volunteers after each summer break.

Some areas included on the induction checklist were:

- Walking tour of the campus
- First Aid
- How to work safely outdoors
- How to work safely in the garden
- How to lift safely
- Food safety.

This practice of working together helped new co-workers and students come together and get to know each other. Long-term co-workers who knew the students well were also part of the induction group. This way advice, guidance and support could be given to everyone in a positive, respectful and dignified manner.

There were local Protection of Vulnerable Groups (PVG) Scheme guidelines, which were clear that all co-workers and volunteers of the community were eligible for PVG checks. There were also procedures in place for checking that volunteers and co-workers coming from abroad were police checked and suitable to live and work with vulnerable adults in the United Kingdom.

Students we spoke with during the inspection told us that they were very happy with the people that supported them in their individual houses and within the Cairnlee community.

Students and their families/carers had the opportunity of commenting on the quality of staffing when:

- Speaking directly with the management team
- Attending reviews
- Visiting the service
- Various meetings
- Telephone calls
- Video calls (SKYPE).

Students/families could be involved in the recruitment of staff by:

- Deciding specific questions to be asked during interviews
- Explaining the qualities they look for in co-workers or volunteers
- Describing hobbies, activities and craft interests enjoyed
- Ensuring those involved in interviews understand the students and families.

### **Areas for improvement**

The service should continue to maintain these very good standards and develop how supported people and their carers can be further involved in assessing and improving the quality of the staffing through the recruitment process.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

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## Statement 3

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

### Service strengths

The management team was able to provide very good evidence that the service enabled students and carers to participate in assessing and improving the quality of the staffing within the service. We concluded this after we:

- Spoke with co-workers, volunteers and management
- Looked at training records
- Spoke with students.

Co-workers were found to be caring and sensitive to the needs of students and were committed to providing a service that improved the quality of their lives. Members of staff spoken with at this inspection had a very good understanding of the NCS and were familiar with the Scottish Social Services Council (SSSC) codes of practice.

Permanent co-workers had completed a Scottish Vocational Qualification (SVQ) III or IV and were registered with the SSSC. Many staff had obtained or were working towards a degree in Social Pedagogy, out of eight senior staff, four have completed and one is working toward their degree.

Training records were examined and co-workers and volunteers had the opportunity of attending training that was relevant to their role. Volunteers and co-workers had attended adult protection, food hygiene, moving and handling, epilepsy, first aid training, and Introduction to Social Pedagogy. This was not an exhaustive list.

A system was in place to identify what training each co-worker or volunteer needed to do so that records could be kept up-to-date. Refresher training had been booked for anyone who required updates.

Co-workers told us they received regular support and supervision from the management team. Minutes of these sessions were recorded and signed by each participant. We spoke with staff and also asked the manager to hand out questionnaires.

Staff comments included:

- "I have had specific training, for example: administration of medication and manual handling."
- "I have been supported to undertake further development in social work."

- "Cairnlee is an amazing place where students have quality of life and achieve their potential."
- "I feel very supported in my work."
- "The staff work very well together as a team."
- "Management are always available when needed."
- "What a wonderful place to work."
- "The students seem genuinely happy to be here."

The management team were developing the recording of co-workers annual review/ appraisals. The management team were aware that the residents' views and opinions should be incorporated in to the reviews of the co-workers.

### **Areas for improvement**

The service should continue to maintain this very good standard and further develop how students and carers can be involved in assessing and improving the quality of the staffing of the home.

**Grade awarded for this statement:** 5 - Very Good

**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 1

We ensure that service users and carers participate in assessing and improving the quality of the management and leadership of the service.

### Service strengths

Throughout the inspection, the management team and co-workers demonstrated their commitment to listening to the views of the students and their families to a high standard. We thought this because:

- There were regular meetings involving everyone in the home. Students were given the choice to attend or not
- Training was given to students and co-workers together. This helped everyone understand that they all had a responsibility to each other
- Students had lots of opportunity to spend time with different staff members throughout the day.

Please see all Quality Themes and Quality Statements for information which also relates to the quality of management and leadership of the service.

### Areas for improvement

The service should continue to maintain this very good standard and further develop how students and carers can be involved in assessing and improving the quality of the management and leadership of the home.

**Grade awarded for this statement:** 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

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## Service strengths

The service's performance in the areas covered by this Quality Statement and the relevant NCS was very good. The care service had maintained its performance in this area. The management team had shown a positive and energetic approach to evaluating and improving the service.

During the inspection, we saw that the service had a sound commitment to quality assurance, which included involving students, relatives, carers and other stakeholders such as health professionals in the process. Please also see Quality Statements regarding involvement of students, as well as previous reports.

'Ways to Quality' is a system used by the service to promote quality by enabling and encouraging students to have a voice in their community. Students are actively involved in shaping and establishing the creative processes at Cairnlee. This life sharing model allows practice to be closely monitored by each other. Some examples were:

- In-house training events for students and co-workers
- Variety of regular meetings with and without co-workers
- Reviews with students of support plans
- Student medical reviews with professionals
- Daily 1:1 time with co-workers
- Health and safety checks and audits with co-workers
- Access to advocacy services when requested
- Involvement in policy and procedure reviews.

There is a management council in place, which oversees the review of organisational policies and procedures. This council also ensures involvement of supported people, co-workers, families and other stakeholders in this process.

The management team also complete audits of the medication, any finances overseen by co-workers and support plans. Risk assessments are reviewed on a regular basis or when the needs of a student have changed. Actions are discussed during either team or individual meetings.

The health and safety officer undertook planned maintenance along with health and safety audits. Repairs were completed in a timely manner.

"The Care Inspectorate fully supports the principles of the learning disability national strategy - Keys to Life. A copy of the strategy has been provided to the service and the inspector has discussed with staff the importance of implementing the recommendations in order to support continuous service improvements and better

outcomes for people using the service. We will be assessing progress during our inspections in 2015/16."

### **Areas for improvement**

The service should continue to maintain the very good practice to ensure the quality systems used involved the students, co-workers and other stakeholders to assess the quality of the service provided.

**Grade awarded for this statement:** 5 - Very Good

**Number of requirements:** 0

**Number of recommendations:** 0

## 4 Other information

### Complaints

No complaints have been upheld, or partially upheld, since the last inspection.

### Enforcements

We have taken no enforcement action against this care service since the last inspection.

### Additional Information

### Action Plan

Failure to submit an appropriate action plan within the required timescale, including any agreed extension, where requirements and recommendations have been made, will result in the Care Inspectorate re-grading a Quality Statement within the Quality of Management and Leadership Theme (or for childminders, Quality of Staffing Theme) as unsatisfactory (1). This will result in the Quality Theme being re-graded as unsatisfactory (1).

## 5 Summary of grades

<b>Quality of Care and Support - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 3	6 - Excellent
<b>Quality of Environment - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 2	6 - Excellent
<b>Quality of Staffing - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 3	5 - Very Good
<b>Quality of Management and Leadership - 5 - Very Good</b>	
Statement 1	5 - Very Good
Statement 4	5 - Very Good

## 6 Inspection and grading history

Date	Type	Gradings
23 Aug 2013	Unannounced	Care and support 5 - Very Good Environment 5 - Very Good Staffing 5 - Very Good Management and Leadership 5 - Very Good
29 Aug 2012	Unannounced	Care and support 5 - Very Good Environment 5 - Very Good Staffing 5 - Very Good Management and Leadership 5 - Very Good
13 Jan 2011	Unannounced	Care and support 5 - Very Good Environment Not Assessed Staffing Not Assessed Management and Leadership Not Assessed

## Inspection report continued

17 Sep 2010	Announced	Care and support Environment Staffing Management and Leadership	5 - Very Good Not Assessed Not Assessed 5 - Very Good
10 Feb 2010	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good Not Assessed Not Assessed
11 Sep 2009	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good 5 - Very Good 5 - Very Good
31 Mar 2009	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good 5 - Very Good 5 - Very Good
2 Dec 2008		Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good 5 - Very Good 5 - Very Good

All inspections and grades before 1 April 2011 are those reported by the former regulator of care services, the Care Commission.

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### Translations and alternative formats

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ہے بایتسرد می م وونابز رگی دی روا ولکش رگی دی رپ شرازگ تعاشا ہی

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

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