

# Care service inspection report

Full inspection

## Camphill School Aberdeen Support Service Support Service

Camphill Rudolf Steiner School  
Murtle House  
Bielside  
Aberdeen

Service provided by: Camphill Rudolf Steiner Schools Limited

Service provider number: SP2003000021

Care service number: CS2009235158

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.

Please get in touch with us if you would like more information or have any concerns about a care service.

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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	5	Very Good
Quality of environment	5	Very Good
Quality of staffing	5	Very Good
Quality of management and leadership	4	Good

### What the service does well

Camphill provides a wide range of services and support to young people with additional support needs. The care and support is highly individualised and provided in an integrated community set in a beautiful, therapeutic environment. Young people are enabled to achieve their potential through involvement in a wide range of experiences aimed at developing skills and confidence through meaningful activity, education, care and therapy.

### What the service could do better

The service have diversified to meet the changing needs of young people and young adults. Some of these changes are ongoing and are still in the process of review and development. This includes support plans which have been recently developed. It has also been suggested that young people might benefit from the opportunity to be involved with the Children's Rights service and Who Cares? Scotland.

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

Since the last inspection the roles of the new Executive and management team have been clarified, with individual responsibilities now identified. Senior staff offer 'open surgeries' to allow staff to meet with them and ensure good communication and information sharing.

Young people have continued to achieve in both formal accreditation (SQA and Duke of Edinburgh Awards) and personal progress such as increased confidence and life skills. The service continues to diversify, offering increased placements for young people who need these and further opportunities to gain work related skills. There are also more opportunities for young people to be involved in the wider community and with other young people outwith Camphill.

The three year BA in Social Pedagogy is once again available to staff. In addition to supporting a highly qualified staff team it extends the range of skill and experience of the overall team in each community house.

## **Conclusion**

Camphill support service continues to provide a very high standard of care and support to young people in a beautiful and relaxing environment. Young people are supported and encouraged to build the skills and confidence they need to become active participants in their community, and in wider society.

# 1 About the service we inspected

Camphill provides a wide range of services and support to young people with additional support needs. The care and support is highly individualised and provided in an integrated community set in a beautiful, therapeutic environment. Young people are enabled to achieve their potential through involvement in a wide range of experiences aimed at developing skills and confidence through meaningful activity, education, care and therapy.

Camphill School Aberdeen Support Service is registered with the Care Inspectorate to provide a support service to children and young people seven days a week from 8am to 9pm.

The service offers flexible therapeutic programmes of support, working with children and families in the community, or based at Camphill School and Care Home Service. Children and young people who receive a support service often live at home and attend schools in Aberdeen City and Shire.

The Guiding Vision statement of Camphill School, Aberdeen states their aim:

"To create a community in which vulnerable young children and adults, many with additional learning and support needs, can live, learn and work with others in healthy social relationships based on mutual care and respect. The foundation of our work is an acknowledgement of the spiritual uniqueness of each human being, regardless of differences such as ability or religious or racial background. This is also expressed in anthroposophy, developed by Rudolf Steiner. Our approach integrates education, care, crafts and therapy to create a holistic response to the needs of individuals. A particular feature of our community life is the cultivation of social integration of personal anniversaries, seasonal activities and festivals."

The Care Inspectorate regulates care services in Scotland. Information about 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 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 5 - Very Good**

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

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

**Quality of management and leadership - Grade 4 - Good**

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

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website [www.careinspectorate.com](http://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

Two inspectors carried out an unannounced inspection of the care home service on Wednesday 19 August 2015, with a further announced visit on Thursday 20 August 2015. The care service and support service work alongside each other, working in an integrated way. Much of the inspection of the support service was therefore done at this time, however, it was a holiday period for the children so a further visit was needed. A further unannounced visit was therefore carried out by one inspector on Wednesday 23rd August 2015.

During the inspection evidence was gathered from a number of sources including:

- Randomly selected service users' support plans
- Incident and accident reports
- Observation of the environment and staff/service user interaction
- Discussion with young people, co-workers, house co-ordinators and members of the management and Executive team
- Examination of meeting minutes - including house meetings, co-ordinator meetings and Pupil Council meetings
- Examination of staff recruitment, induction and training
- The operational plan 2015-16
- Three year development plan
- The strategic plan 2015-20
- Collated evaluations of questionnaire responses from young people, parents and stakeholders
- The school newsletter.

## 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](http://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.

Due to a technical difficulty which caused a lack of time, a brief updated self assessment had been returned prior to the inspection. The service will provide a more comprehensive, fully updated self assessment prior to the next inspection.

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

At the time of the inspection of the care home service, young people were spoken with and joined during mealtimes. At the visit specific to the support service only one young person was receiving support that day. This young person was enjoying snack in the company of staff and was able to tell the inspector a little of how he spent his time the previous day.

## Taking carers' views into account

No family members were present during this inspection, however, the service had recently contacted parents who provided questionnaire responses with comments. A small selection of the extremely positive comments made included:

"Camphill School Aberdeen has had a huge, wonderful impact on our child's and family life for which we will be forever grateful".

"The co-workers are extremely skilled in encouraging (the young person) to engage in everyday tasks. This has enabled him to develop his skills and

independence...".

"Again cannot fault anything, they all know him extremely well and how best to support him".

"All positive, focus on our child's abilities and goals far beyond what we could have imagined only a few years ago".

"The school is fantastic and my son is safe, secure and happy there. I just wish he could stay and live there forever".

"I am very happy with the standard of work Camphill School provides and I would happily recommend the school to others".

"The level of care my young man receives at Camphill is excellent, it has succeeded in turning his life around. He now has an unbelievably good quality of life".

"Thank goodness for Camphill. My son is very happy there, the staff are kind, caring and understand his needs - he's part of 'the family' there as well as at home".

## 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

We saw very good evidence that young people were encouraged and enabled to participate in assessing and improving their care and support.

Young people were encouraged to make choices about their care and support. During the inspection young people were seen to be given ongoing choices about what they wanted to do with their time, what they would like to eat or drink at mealtimes and to plan for forthcoming events and activities they would like to be part of. Staff used their awareness of individual young people to offer them a level of choice that was encouraging, but not overwhelming.

Where possible young people were involved in developing their own support plans, including target setting and drawing up their own timetables. Parents/carers were able to contribute to support planning through information provided from the point of admission (or before), initial assessment and on an ongoing basis through visits, discussion and formal meetings.

Staff were observed to have established positive relationships with young people. They described tuning into children and young people using sensitive observation of mood, facial expression and gesture as well as pictorial

communication tools to support children with limited verbal communication. In discussion with staff during the inspection, it was evident that they knew the young people they cared for very well and were highly committed to their care, wellbeing and education, and continually looking for opportunities to develop young people's potential. There were numerous examples of how young people had been supported to achieve **(see Quality Theme 1 - Statement 2)**.

Parents and young people attended and contributed to reviews of their care. At these formal meetings parents, young people and social services had the opportunity to discuss all aspects of the care and education provided and to plan for the future.

Staff communicated well with families to ensure that they were fully involved in their child's care and support. Young people and staff spoke to parents on the phone, using email and Skype and through text messages. Parents were welcome to visit at any time, including mealtimes when they could join the household for meals. The service was always keen to encourage parental contact, and involvement with the service and continued to look at ways to extend the involvement of parents.

There was clear evidence that the Student Council had positively influenced discussion and decisions about many aspects of life at Camphill, which had led to improvements for young people, the wider community and environment. They had met regularly with staff and members of the Management Council. The group included young people from across both campuses and had been extended to include young people from Cairnlee House (a nearby Camphill service for young adults). At the time of the inspection the Student Council was recruiting new members as some of the young people had moved on from the service.

The school had two separate DVDs which provide useful information to people interested in learning about Camphill School. One of the DVDs "A day in the life of a Camphill Pupil" was made by year 10 pupils and 'starred' pupils throughout. It gave a very good overview to other young people of life at Camphill School.

The service sent out an annual questionnaire to all stakeholders, including

parents and social workers. Questionnaire responses had been collated and evaluated (**see Quality Theme 4 - Statement 4**) and included many very positive comments from parents.

### Areas for improvement

Consideration should be given to the involvement of parents in signing documentation such as support plans, particularly for young people who were not able to do this themselves. This would demonstrate a shared understanding and agreement of identified targets and outcomes and strategies of support.

### Grade

5 - Very Good

**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

There was good evidence that young people could make individual choices and be supported to achieve their potential.

See Quality Theme 1 - Statement 1 re Making Choices.

Within the ethos statement of Camphill it states their commitment to "treating everyone with respect and dignity to discover their potential". That "we use a social pedagogical approach which is informed by the understanding of a spiritual dimension in each individual and integrates education, care, crafts and therapy to create a holistic response to the needs of individuals". In line with their ethos all young people had a purposeful day which did integrate care, craft, education and therapy. Young people had highly individualised timetables, designed to create maximum opportunities for each child's learning and development and overall wellbeing. Within the 'school' day young people were engaged in classroom based learning and a range of different workshops aimed

at promoting work skills, creativity and work opportunities. Evenings offered the opportunity for young people to join the community in recreational and cultural activities, or to enjoy activities in the wider community or countryside. All of these activities supported young people to develop their individual talents and skills and to have an interesting, fulfilling day.

Within Camphill there was an important emphasis placed on encouraging healthy, well-balanced daily rhythms. This meant that in addition to the purposeful, fulfilling day (described above) there was also an importance placed on healthy eating, physical activity and sleep and relaxation. Young people's healthcare needs were also met through regular check-ups and appointments with the doctor and dentist, access to speech and language therapy and on site therapeutic practitioners who provided various therapies which promoted physical and mental wellbeing.

Support plans used the "Getting It Right For Every Child" (GIRFEC) SHANARRI wellbeing indicators (safe, healthy, achieving, nurtured, active, respected, responsible, included) for assessment and to identify desired outcomes. Individual support plans included healthcare information and risk assessment with a variety of multi agency professionals involved in ensuring young people had the best possible support.

All of the house communities provided a comfortable homely environment where everyone shared the daily tasks of the day. In addition to developing life skills this promoted a real sense of belonging and inclusion. Collectively staff and young people had created and maintained a very pleasant living environment (both indoors and out).

Staff understood the importance of positive family contact and worked hard to help young people to sustain, and foster positive relationships with the family members who were important to them. In addition to the open invitation for parents to visit there were various events throughout the school year where parents were invited to share with their children in celebrating success.

Young people had achieved Bronze, Silver and Gold Duke of Edinburgh Awards. The Duke of Edinburgh Award is a leading youth achievement award and (at any level) requires the young person to gain new skills and push their personal

boundaries. In total 33 young people had achieved a Bronze Award, 21 the Silver Award and four the prestigious Gold Award.

In 2012 Camphill achieved the Green Flag Eco Schools Award. At the time young people in the Student Council and Eco Schools Group worked hard to achieve this award, engaging the whole community in environmentally responsible behaviour. The Green Flag was recertified in 2014 (this award needs to be externally certified and renewed each two years).

### Areas for improvement

Since the last inspection the support plans had been reviewed and developed to incorporate the SHANARRI wellbeing indicators. These generally provided good information, however, needed to include decisions from the six monthly review and detail the individual therapies young people received and the benefits of these **(see Recommendation 1)**.

### Grade

5 - Very Good

**Number of requirements - 0**

### Recommendations

**Number of recommendations - 1**

1. Support plans should be reviewed every six months (as a minimum) and incorporate decisions and targets from the six monthly care review.

**National Care Standard 4 - Support arrangements.**

## Quality Theme 2: Quality of Environment

Grade awarded for this theme: 5 - Very Good

### Statement 3

“The environment allows service users to have as positive a quality of life as possible.”

#### Service Strengths

We graded this Statement as excellent as the environment had a very positive impact on young people's lives.

Camphill is sited in beautiful and tranquil countryside, whilst also being close to the amenities of two local villages, or a bus ride away from a busy city. The service is entirely surrounded by everything the countryside offers and has been developed to offer bright spacious community houses close enough to each other to form a sense of community, yet far enough apart to provide a feeling of space.

Young people lived in a warm, welcoming and nurturing environment. Staff established caring relationships with young people for whom they had high expectations and aspirations. The outcome of this was an environment where young people had a warm respect for staff and each other. People spoke to each other, and treated each other, kindly, and with positive regard. This generally allowed the day-to-day events (such as mealtimes) to be positive shared experiences.

Each of the houses had been designed to be airy and bright with large well-furnished communal rooms and big kitchens. Everyone living in the houses had their own bedroom, with careful planning ensuring that the bedrooms of young people and staff rooms were closely situated to ensure high levels of supervision and support in an unobtrusive 'natural' way. Bedrooms were highly individual to each young persons interests, and adapted as necessary to promote their independence and safe care. All of the houses were set in well



maintained grounds where young people could safely walk or cycle, or take advantage of the play or garden areas. Outdoor play equipment was widely available across both campuses, and included areas for noisy fun (such as swings and tree houses) or more peaceful times (such as gardens and sensory areas). During the inspection young people were seen to be enjoying both productive and fun times in the outdoor environment - planting and building, swinging and scaling the heights to a tree house.

In addition to the wide use of the outdoor environment there were also facilities such as swimming pools and gyms and a community hall used for theatrical productions, and dancing. Workshops which young people attended on site included candle; felt; metal; weaving and pottery workshops, and opportunities to be involved with gardening, woodwork and sculpture. The service was also close enough for young people to use a range of community resources, and walk to nearby shops.

Systems were in place to ensure the ongoing safety and maintenance of all of the houses (see previous inspection reports).

### **Areas for improvement**

The service recognise the importance of the environment and have ongoing plans to ensure it remains an asset to the community.

### **Grade**

6 - Excellent

**Number of requirements - 0**

**Number of recommendations - 0**

## Statement 4

“The accommodation we provide ensures that the privacy of service users is respected.”

### Service Strengths

We found that the accommodation ensured the privacy of young people. We graded this Statement as very good as there were major strengths.

All of the houses had ample space for young people to spend time alone, or with friends. Staff were aware of the need for an appropriate level of supervision, whilst respecting the safety and privacy of young people. As stated previously all young people had their own bedrooms where they could spend time alone.

Where young people needed to be supported with personal care this was carried out sensitively with regard to their privacy and age and stage of development. As each young person had a dedicated member of staff to support them all care was provided in a time and way which was needs-led.

Confidential information was stored safely in a locked office. Conversations with young people were observed to be sensitive to the setting, with staff aware of what was appropriate, or not, to share with the larger group.

### Areas for improvement

The service should continue to consider ways in which the privacy of young people can be respected. Any new build houses (in the future) could include en suite bathroom facilities.

### Grade

5 - Very Good

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 5 - Very Good

### Statement 2

“We are confident that our staff have been recruited, and inducted, in a safe and robust manner to protect service users and staff.”

### Service Strengths

There was very good evidence that staff were recruited and inducted, in a safe and robust manner to protect service users and staff. We graded this Statement as very good as there were major strengths.

Recruitment policies and procedures were in place which followed best practice guidance for the safe recruitment of staff.

Following any expression of interest prospective employees were expected to familiarise themselves with information about the service and the position they were applying for. Applicants were then required to complete an application form, detailing their suitability for the post and including details of their skills, values, experience and qualifications and referees.

Prior to employment the service UK applicants were required to have a satisfactory Protecting Vulnerable Groups (PVG) Scheme check. Overseas applicants were required to provide evidence of satisfactory police authority checks. All applicants were required to provide at least two referees, who were then asked to provide references about the suitability of the candidate. Identity checks were carried out for all staff to ensure their entitlement to work in the UK.

Screening interviews were carried out for all applicants, either in person (for UK applicants) or by phone (for overseas applicants for voluntary positions). Successful applicants were then recruited subject to all of the above being

checked and satisfactory.

All staff who needed to be, were registered with the Scottish Social Services Council, with ongoing checks in place to ensure their registration status.

A comprehensive induction was in place which included an introduction to social pedagogy, to house and school life, health and safety, manual handling, first aid and protecting vulnerable groups. All new staff also had ongoing informal and formal support and supervision from more experienced staff. New staff spoken with at the time of the inspection stated that the induction had been very helpful and that they had been gradually introduced to the young people whilst working alongside someone who knew the young person well. Formal supervision dates had been agreed with the house coordinator and dates for co-worker meetings arranged.

## Areas for improvement

The interviews of prospective co-workers were carried out without the direct involvement of practitioners. Whilst this might be difficult (due to the large numbers of co-workers coming to the service) this would enhance the recruitment process.

## 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 graded as excellent as young people and staff lived and worked in a respectful environment.

The ethos of Camphill is based on the belief that each person is as important as every other, despite their different qualities and abilities. Young people and workers lived in a life sharing community where the tasks of daily living were shared, and all young people had a valuable contribution to make. All young people had purposeful tasks which they were supported to complete (with as much or little help as this required) with their views and opinions actively sought on an ongoing basis. **(see also Quality Theme 1 - Statement 1 for the more formal ways young people's views were gained).**

From the point of the induction of new staff, and throughout all of the (extensive) training provided for all staff, were the core values of mutual respect and achieving potential. Staff worked alongside young people to develop meaningful relationships which were empowering and helped young people to develop new skills and confidence. Throughout the inspection young people and staff were observed to interact in a warm, friendly manner. Conversation was respectful with staff demonstrating a real interest in young people and their views and in supporting them to achieve tasks and experiences. Staff also extended this respect to young people's families and each other **(see 'Taking carers views into account' in this report).**

### Areas for improvement

The service should continue to ensure that everyone working in the service has an ethos of respect towards each other.

### Grade

6 - Excellent

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 4 - Good

### Statement 2

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

#### Service Strengths

There was very good evidence that the workforce were involved in determining the direction and future objectives of the service. We graded this Statement as very good as there were major strengths.

The service had undergone a significant change to its management structure, with an Executive and Management team. Members were nominated and voted for by the school community who were extensively involved with the internal review which led to these changes.

New support plans, developmental, operational and strategic plans had been developed. Staff had been consulted about their content with a consultation process and draft documentation circulated to staff (and where appropriate parents and young people). Staff were encouraged to share their views and to contribute to change.

The management team had an 'open surgery' where any member of staff could meet one, or more of the team and ask any questions they wished. Some staff spoken with felt this was a very positive development as the time was structured and they could be assured that senior staff would be accessible to them.

There were close working relationships across the service with operational and managerial staff making a real effort to be visible across both campuses. This was enhanced by a more formal opportunity for staff to meet members of the

management team at a newly established 'open surgery' where any member of staff could meet one, or more of the team and ask any questions they wished. Some staff spoken with felt this was a very positive development as the time was structured and they could be assured that senior staff would be accessible to them. Some staff stated that this had also been helpful in 'merging' the two estates.

External professionals/experts had been used to support the ongoing changes to the service. Some of the proposed and implemented changes created a significant culture shift for the organisation and it was positive that people from outwith the Aberdeen Camphill Community were used to support the discussion and change.

Staff groups in individual houses were able to influence decisions about the way they wanted their particular house to operate. An example of this was one of the houses deciding they no longer wished to employ a cook, but share the cooking tasks amongst people living and working in that house. This suggestion had been discussed, presented to the senior management team and agreed.

Members of the executive and management team were aware of the continued need for consultation and review with members of the community (and stakeholders) as ongoing changes were implemented and the service further developed.

### Areas for improvement

Staff meetings were held regularly but not always well minuted. Good written information exchange is particularly important now that staff have different working patterns, and to track decisions which were made to ensure there agreed outcomes have been met.

### 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

There was good evidence of quality assurance processes which involved all stakeholders and were used to assess the quality of service provided. This Statement was graded as good.

As described in Quality Theme 4 - Statement 3 staff had been involved in a process of consultation and the new managerial structure and the changes to the direction of the service. This continued to be the case with ongoing meetings and opportunities for staff and stakeholders to comment.

A comprehensive strategic plan (2015-2020) had been developed which provided in-depth information about the service their vision, mission, ethos and core values. The document provided good quality, well presented information about the strategic goals of the service (being a vibrant place to live, an inspiring place to learn and a fulfilling place to work) and how these aims would be met. Objectives, actions, targets and Key Performance Indicators were identified for each goal to allow progress against each to be identified and measured. Strategic themes were identified in the same way and based on the GIRFEC framework. The strategic plan provided very accessible information to anyone who wished to see exactly what the service hoped to provide, both now and in the future, and how it intended to meet that vision.

An operational plan was in the final stages of development, with some areas complete and some 'live' at the time of the inspection. The operational plan was annual and detailed the one year objectives of the service and how these would be met. These related directly to the strategic plan and the identified goals. Information which had been completed was specific and included actions and performance indicators, with an identified timeline and staff responsible for progress.



The strategic plan identified the key strengths of the service and provided details of these. These included the service as an SQA approved centre and details of course achievement (from Access 1 to National 5 level), the achievements of young people in attaining Bronze, Silver and Gold Duke Of Edinburgh Awards, National Autistic Society recognition and accreditation, and very positive inspection findings/grades from the Care Inspectorate and Education Scotland.

The service had a very positive history of engaging with these groups to evaluate and improve the care, support and education provided.

The service had been responsive to the needs of children, young people and young adults and had diversified to meet these needs. A wide range of bespoke support was offered with much requested 52 week support now available and continuing to increase across different parts of the service.

All staff had regular supervision/mentoring and therefore had the opportunity to discuss their individual work practice, and their contribution to the service and community on a wider basis.

Training for all staff was ongoing and of a high quality. Feedback was provided by all staff following training events. This was observed to provide honest comments about what was positive and any improvements which could be made. Staff spoken with stated that they took all comments seriously as they were always looking to improve the delivery of training.

Camphill had a long-standing partnership with Robert Gordon University and has for some time been in discussion about working in partnership with them to provide a BA in Social Pedagogy. The three-year distance learning qualification is now available with some staff from Camphill providing input to the course content, marking and mentoring. Discussion is also ongoing about the one year foundation course provided to all co-workers being Nationally recognised and accredited.

Camphill had a Council of Management which included external members drawn from the local business and professional community. The Council of Management had an important role in decision-making, support and guidance and provided a positive and external overview. The Chair of the Council regularly

attended meetings with young people and staff and was therefore aware of ongoing issues and developments and accessible to people to discuss these.

Systems were in place to record accidents and incidents. These involved an auditing process where senior staff were made aware of incidents, read incident reports and supported young people and staff. Incidents and accidents were notified to relevant people, including the Care Inspectorate.

Young people had formal reviews which they, family members and relevant professionals attended. Within this forum the progress made by each young person would be discussed and whether the service were meeting the identified aims for each individual child. Formal action plans would be developed following formal reviews **(however, see Quality Theme 1 - Statement 2 regarding the review of support plans)**.

The service issued questionnaires annually which sought feedback from, young people, parents, social workers and other stakeholders. These were reviewed and used to improve the service. Information had been collated and was seen to provide some extremely positive comments. Parents and young people had allowed their views/testimonials to be published on the school's website. The website also provided easy access to inspection reports and the services business plan and annual reports **(see 'Views of carers' in this report )**.

### Areas for improvement

The role of the Children's Rights officer and Who Cares? Scotland should be explored to see if they could be involved with young people living at the service. This would offer external advocacy and involve young people in discussion about issues relevant to their care and support **(see Recommendation 1)**.

The development of a high quality aspirational strategic plan, supported by detailed operational plans should provide very focussed and transparent targets against which to measure the quality and positive outcomes of the service offered. As these have been recently developed we look forward to seeing their progress at the next inspection.

## Grade

4 - Good

Number of requirements - 0

## Recommendations

Number of recommendations - 1

1. The service should explore the ways in which external advocacy groups could be involved with young people.

**National Care Standard 19 - Advocacy.**

## 4 What the service has done to meet any requirements we made at our last inspection

### Previous requirements

There are no outstanding requirements.

## 5 What the service has done to meet any recommendations we made at our last inspection

### Previous recommendations

1. The service should continue to develop support plans which incorporate the SHANARRI wellbeing indicators and are outcome focussed.

**This recommendation was made on 17 September 2014**

This had been met (see Quality Theme 1 - Statement 2).

## 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
9 Oct 2012	Unannounced	Care and support 5 - Very Good Environment 5 - Very Good Staffing 5 - Very Good Management and Leadership 5 - Very Good
3 May 2011	Unannounced	Care and support 4 - Good Environment 4 - Good Staffing 4 - Good Management and Leadership 4 - Good

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