

Care service inspection report

Camphill Rudolf Steiner Schools

School Care Accommodation Service

Murtle Estate
Bielside
Aberdeen
AB15 9EP
Telephone: 01224 867 935

Inspected by: Susan Barrie

Mark Causer

Type of inspection: Unannounced

Inspection completed on: 27 August 2013



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Service provided by:

Camphill Rudolf Steiner Schools Limited

Service provider number:

SP2003000021

Care service number:

CS2003000251

Contact details for the inspector who inspected this 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 safe, peaceful and interesting place for children and young people to live.

Young people have lots of different activities they can be involved in and can receive as much (or as little) support as they need to be involved in life at Camphill.

What the service could do better

The service continue to look at ways to gain the views of everyone involved in the service. They need to make a change to the way they give medication and make further safety checks.

What the service has done since the last inspection

Since the last inspection the Pupil Council have begun to make links with a local school to look at a 'buddying network'. The school is always looking at ways to involve students with no verbal communication.

Conclusion

Camphill School Aberdeen continues to provide a very high standard of care and support to young people in a beautiful and relaxing environment. Young people are given support and encouragement to achieve as much as they can in their lives.

Who did this inspection

Susan Barrie

Mark Causer

1 About the service we inspected

Camphill School is registered with the Care Inspectorate to provide a School Care Accommodation Service for children and young people with complex special needs. The school is located in a rural environment on the outskirts of Aberdeen.

Camphill School offers holistic social pedagogy and care based on the Waldorf Curriculum and the principles of Rudolf Steiner. It is accredited with the National Autistic Society.

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

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

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 Regulations, Orders or Conditions, a requirement must be made. Requirements are legally enforceable at the discretion of the Care Inspectorate.

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 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

Two inspectors carried out an unannounced inspection of the service on 26 August 2013. A further announced visit was made on 27 August 2013 when verbal feedback was given to co-ordinators and members of the management team.

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

- Randomly selected service users' support plans.
- Observation of the environment and staff/service user interaction.
- Discussion with young people, co-workers, house co-ordinators and members of the management team.
- Examination of meeting minutes - including house meetings, co-ordinator meetings and pupil council meetings.
- Evidence of staff training and induction.
- Annual report and business plan.
- Maintenance systems and checks.
- Medication storage and recording.
- Joining young people for meals in two separate houses.

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

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

A recommendation had been made in relation to quality assurance and ascertaining the view of stakeholders. This had been progressed and was ongoing. A further recommendation related to notifying the Care Inspectorate about relevant incidents. This had been met.

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 service submitted the requested self assessment prior to the inspection. The self assessment provided useful information which informed the inspection process.

Taking the views of people using the care service into account

Young people were spoken with during the inspection and during a meal (in two separate houses). Young people who are non verbal were also observed in the company of staff in their living environment. Young people were observed to be well supported and involved in interesting, stimulating activities. Young people who spoke to inspectors described the ways they spent their time and what they liked about life at Camphill School.

Taking carers' views into account

No family members were present at the unannounced inspection.

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

Pupil studies provided comprehensive information about each young person. Pupil studies used information provided by parents, young people and professionals involved in the care, support and education of young people prior to, or at the time of their moving to the school.

Personal plans contained information relevant to the individual support needs of young people. Some young people had been involved in writing their own smart targets in their personal plans and were therefore highly involved in identifying and achieving their personal goals.

Young people were encouraged to make choices about their care and support. During the inspection young people were observed to be involved in decisions about what they would like to do. Staff spoken with stated that young people were encouraged to be involved in activities of their choice whilst also trying new experiences and tasks.

Staff were observed to have established positive relationships with young people. Staff 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.

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

Discussion with parents and staff evidenced that close contact was maintained between the school staff and families to ensure that they were fully involved in their children'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 at the school at any time and were always invited to meetings and events at the school.

Parents could join a 'parents' group' which met at the school and ensured that parents who wished to be could be actively involved in the school. In previous inspections members of the parents' group were spoken with and commented very positively on their involvement in the life of the school and of the care and education of their children. Since that time the parent who was the chairperson of the group had retired. Plans were in place to recruit a new parent to take on this role.

The Pupil Council met regularly with staff and members of the Management Council. Good examples were given of suggestions which members of the Pupil Council had made which had been acted upon. There was clear evidence that the Pupil Council positively influenced discussion and decisions about many aspects of life at Camphill, which lead to improvements for young people, the wider community and environment.

The Pupil Council had met with the Student Council of a local Independent school. Following this meeting they hoped to set up a 'buddy network' which would provide supportive networks across the schools.

The school have 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.

Areas for improvement

Some houses had creative ways of engaging with young people in target setting, sharing positive experiences and becoming more involved in their own planning. Greater sharing of information and good practice across the whole service could provide greater opportunities for young people to be more involved.

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 school aimed to provide flexible and creative care and education, tailored to meet the unique needs of each individual. Records evidenced that systems in place; child studies, reviews and sensitive care planning furthered this aim.

Considerable attention was paid to the physical environment and the routine and rhythm of the day. This consideration supported a calm and relaxed environment which contributed to the positive health and wellbeing of the young people living at Camphill.

The supportive 'family orientated' house communities and key worker system supported young people's positive health and wellbeing. Staff knew each child very well and were sensitive to their individual needs. Observations and discussion with staff evidenced great sensitivity towards young people's privacy and dignity in providing personal care.

The school provided specialist support in-house. It had an on site medical practice, and various therapists who provided individualised programmes of support. Records evidenced that children were supported by a range of professionals including speech and language therapists, art therapists, physiotherapists, psychiatrists and mental health nurses.

The service had a detailed child protection policy and each campus had a child protection officer. All staff were trained and those spoken with described having been updated in child protection. In discussion at previous inspections, staff were knowledgeable about child protection matters, the school's procedures and the North East of Scotland Child Protection Committee guidelines.

Staff had regular training in Behaviour Support Strategies (BSS). Individual support plans identified which BSS moves could be considered, if required to keep a young person safe. Following incidents, staff were debriefed and reviewed what triggered the incident and how behaviours may be pre-empted or handled in the future. Staff spoken with confirmed that they had ongoing training and practice sessions regarding behaviour support strategies.

Children and young people were actively encouraged to spend time outdoors in the fresh air pursuing interests and contributing to the life of the community. Swimming, cycling and football were regularly offered as leisure pursuits. Young people also went to local parks and beaches and activities in the local area.

During the inspection co-workers and young people were joined in two separate houses for lunch. A healthy approach to eating was supported and encouraged. Varied and wholesome meals were freshly prepared in each house using organic produce where possible. Children with special dietary preferences or eating difficulties were

supported and monitored to ensure that they had as good a nutritional intake as possible. Some young people had food diaries and extensive detail in their personal plans about how they should be supported at mealtimes.

Where required, young people received medication, including allopathic and anthroposophical medication. Staff administering medication received ongoing training both in-house and from Lloyd's pharmacy. A working group had been established to ensure and disseminate good practice in relation to medication. At the time of the inspection medication administration, recording and storage was examined and a medication audit carried out. Procedures were generally good **(however see 'Areas for Improvement')**.

Areas for improvement

Not all young people had six monthly reviews of their care. Some were seen to be scheduled to be held at eight monthly periods. It is a legal requirement that the care and support provided be reviewed six monthly, as a minimum. **(See Requirement 1)**.

Various staff at the service had worked hard to improve medication procedures, however, there were still some areas which needed an adjustment to practice. These related to the secondary dispensing of medication and medication checks. At the conclusion of the inspection these were discussed with the member of staff who oversees the medication group, and who was confident small changes would address these. **(See Recommendation 1)**.

Individual houses had access to first aid kits which were checked and replenished at set times throughout the year. At the time of the inspection some of the contents of a first aid box had been used but not replaced. Staff should ensure that when using items from these boxes they are immediately replaced to ensure they are fit for use at all times. **(See Recommendation 2)**.

Care should be taken to ensure that protocols (for the action to be taken in the event of a young person having a seizure) are always up to date. One protocol seen was not and may therefore have provided inaccurate guidance for staff. **(See Recommendation 2)**.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 1

Number of recommendations: 2

Requirements

1. The provider to ensure that care and support arrangements are reviewed at least once every six months.

This is in order to comply with:

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011, No 210: 5(2)(b)(iii) - A requirement to review personal plans.

Timescale: Within 4 weeks of receipt of this report.

Recommendations

1. Medicines should be administered in accordance with the best practice guidance "The handling of medicines in social care".

National Care Standard 12 - Keeping Well - Medication.

2. Effective systems should be in place to ensure that checks are in place which ensure documents and equipment are reviewed and updated as required.

National Care Standard 11 - Keeping Well - Lifestyle.

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

Discussion with representatives from the Pupil Council and Pupil Council minutes, evidenced a high level of interest and involvement in improving and contributing to the environment. Young people had good ideas about how they could make positive changes to their environment and were supported to progress these ideas.

The Pupil Council and Eco Schools group had worked hard to achieve the green flag (the highest Eco Schools Award). Members of the Pupil Council who were spoken with were committed to ensuring that they continued to meet the high standard required to maintain this award.

Young people had a high degree of input into personalising their own bedrooms. Rooms seen were all hugely varied depending on young people's individual preferences and interests. Where young people could not tolerate objects in their rooms staff had sensitively personalised rooms with wall paintings and artwork.

Young people participated in the everyday tasks within their house; for example tidying their room and helping with general household chores. They also had involvement in maintaining the outdoor environment through gardening and recycling tasks.

Areas for improvement

Young people should continue their very positive involvement in improving the environment.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 2

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

Service strengths

Young people had an identified member of staff allocated to support them. This high level of support and supervision ensured the wellbeing and protection of young people.

Health and safety checks were carried out in each of the houses by a designated member of staff. Comprehensive checks were made and records maintained of checks made and of any corrective action required. As the school had a workshop who carried out repairs these were carried out promptly and to a high standard.

Hazards and risk control measures for each house and the estate were in place. These identified the people potentially at risk, the hazard, risk control measure and the person with responsibility for the checks.

Generic and specific risk assessments were carried out for a range of activities and situations. More specific details of individual support strategies were detailed in support plans and child studies. More generic risk assessments were carried out prior to activities or events.

Individual support plans evidenced appropriate risk assessment and support strategies, and the involvement of parents and relevant professionals in discussion regarding appropriate risk and its positive management.

Staff spoken with detailed the steps taken to ensure that young people were safe when on outings. These included; discussion and planning prior to leaving, diary entries regarding plans, completing risk assessments with relevant details and carrying a mobile phone.

Staff received health and safety training as part of their induction. This included a range of training and awareness of relevant policies and procedures.

Health and safety was a standing item for discussion at house co-ordinators' meetings.

Areas for improvement

At the time of the inspection upstairs windows were observed to be wide open. Other upper floor windows had window restrictors to ensure the safety of young people. Remedial action needs to be taken to ensure the safety of young people. **(See Requirement 1).**

Grade awarded for this statement: 5 - Very Good

Number of requirements: 1

Number of recommendations: 0

Requirements

1. Where the opening of windows on the upper floors might pose a risk to the safety of young people these should be fitted with devices which restrict their opening.

This is in order to comply with:

The Social Care and Social Work Improvement Scotland (Requirements for Care Services) Regulations 2011, No 210: 4(1)(a) - A requirement to make proper provision for the health, welfare and safety of service users.

Timescale: Within 2 weeks of receipt of this report.

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

See Quality Theme 1, Statement 1.

Areas for improvement

See Quality Theme 1, Statement 1.

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 0

Statement 3

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

Service strengths

Staff received a comprehensive and robust induction when they arrived at the school. In conjunction with this staff received regular support and supervision and attended ongoing training and peer support meetings.

Discussion and examination of training records demonstrated a skilled and qualified staff group.

All staff at the service were registered with the Scottish Social Services Council (SSSC). A training plan was in place for those who were registered with the condition that they gained appropriate qualifications.

At the time of the inspection it was clear that both personally and organisationally there was a high level of commitment to training, professional qualification and best practice. The Organisation had developed a system for the continuous professional development of staff (**however see 'Areas for Improvement'**).

Staff spoken with at the time of the inspection were highly committed to the young people they cared for, and to the wider goal of ensure young people and their families could achieve their potential.

The Organisation had appropriate policies and procedures and ongoing opportunities for staff to be involved in relevant discussion groups, conferences and networking opportunities. These were both internal and external.

The service (and Organisation) had a series of meetings and networks to support the professional development of staff. The community living environment also allowed mutual ongoing observation, supervision and support.

Areas for improvement

At the time of this, and the previous inspection the BA (hons) in Social Pedagogy which Camphill School had run in Partnership with Aberdeen University was not being offered to staff. The school remained in ongoing discussion to resolve this as they remained wholly committed to staff undertaking this qualification. The impact of the time which the course had not been on offer had changed the experience across the team, with a 'gap' between the new co-workers and the longer term experienced staff. Senior staff at the school were aware of this and working hard to support all staff and ensure positive experiences and training.

Members of the management team had attended a meeting regarding Getting It Right For Every Child (GIRFEC) and working within the voluntary sector. They were in discussion about providing GIRFEC training to staff across the school. **(See Recommendation 1).**

Grade awarded for this statement: 5 - Very Good

Number of requirements: 0

Number of recommendations: 1

Recommendations

1. The management team should progress their plans to provide GIRFEC training to staff.

National Care Standard 7 - Management and Staffing.

Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 4 - 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

See Quality Theme 1, Statement 1.

Areas for improvement

See Quality Theme 1, Statement 1.

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

Service strengths

The service had a series of formal minuted meetings at which staff could contribute their ideas and views and which were used as an ongoing assessment of the service.

The service had ongoing dialogue with family members, both formally and informally. Parents were also able to be part of the parent group. The parents' group provided a forum for parents to influence the schools development. According to their interest, parents were welcome to be involved in sub-committees or support the school in practical ways at events **(see Quality Theme 1, Statement 1)**.

The Chairman of the School Council attended the parent group once a year to share information and exchange views and ideas with parents.

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

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.

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.

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.

The service had ongoing inspections and visits from the National Autistic Society, the Care Inspectorate and Education Scotland. Contracts Officers from various Local Authorities also visited and evaluated the service provided. The service had a very positive history of engaging with these groups to evaluate and improve the care, support and education provided.

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.

The young people's handbook provided details of places and people who young people could share their views, comments or concerns. Contact details included the Care Inspectorate.

The school had begun to use a quality assurance process called 'Ways to Quality'. The Ways to Quality process identified a three year programme of involvement and focused auditing. Part of this process involved appreciative enquiry - a method of evaluating the strengths of the service. The school had carried out the 'appreciative enquiry' with all staff contributing their views, however, discussion was ongoing about whether or not this would be the quality assurance model adopted by the school.

Areas for improvement

The quality assurance system used by the school was in the relatively early stages of use and being evaluated to ensure it met the needs of the service. It therefore does not yet provide the systems of evaluation that it (or some alternative model) may in the future. **(See Recommendation 1)**

Young people, staff and parents had various opportunities and methods by which to

share their views. Members of the management team had attempted to engage with Local Authorities to ascertain their views about the current, and future, service provision, however, this had been with limited success. They continue to look at ways to engage with these groups.

A review of Governance of Camphill Schools was being carried out by an external independent consultant. House co-ordinators had been interviewed with an interim report due shortly after the inspection. This will be discussed further at the following inspection when the full report should be available.

Grade awarded for this statement: 4 - Good

Number of requirements: 0

Number of recommendations: 1

Recommendations

1. The service should continue to look at systems which would provide effective ways to Quality Assure the service provided, and to consider any recommendations resulting from the ongoing Governance review.

National Care Standard 7 - Management and Staffing.

4 Other information

Complaints

There had been no complaints made to the Care Inspectorate since the last inspection.

Enforcements

We have taken no enforcement action against this care service.

Additional Information

None.

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

Quality of Care and Support - 5 - Very Good	
Statement 1	5 - Very Good
Statement 3	5 - Very Good
Quality of Environment - 5 - Very Good	
Statement 1	5 - Very Good
Statement 2	5 - Very Good
Quality of Staffing - 5 - Very Good	
Statement 1	5 - Very Good
Statement 3	5 - Very Good
Quality of Management and Leadership - 4 - Good	
Statement 1	5 - Very Good
Statement 4	4 - Good

6 Inspection and grading history

Date	Type	Gradings	
19 Feb 2013	Unannounced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	5 - Very Good
		Management and Leadership	5 - Very Good
9 Oct 2012	Unannounced	Care and support	5 - Very Good
		Environment	5 - Very Good
		Staffing	5 - Very Good
		Management and Leadership	5 - Very Good
15 Jun 2011	Unannounced	Care and support	5 - Very Good
		Environment	Not Assessed
		Staffing	Not Assessed
		Management and Leadership	5 - Very Good

Inspection report continued

8 Nov 2010	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good Not Assessed Not Assessed Not Assessed
7 Jun 2010	Announced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good Not Assessed Not Assessed
24 Mar 2010	Unannounced	Care and support Environment Staffing Management and Leadership	4 - Good Not Assessed Not Assessed Not Assessed
14 Jan 2010	Announced	Care and support Environment Staffing Management and Leadership	5 - Very Good Not Assessed 5 - Very Good Not Assessed
31 Mar 2009	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good Not Assessed Not Assessed Not Assessed
3 Mar 2009	Announced	Care and support Environment Staffing Management and Leadership	2 - Weak 6 - Excellent 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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Tha am foillseachadh seo ri fhaighinn ann an cruthannan is cànan eile ma nithear iarrtas.

অনুরোধসাপেক্ষে এই প্রকাশনাটি অন্য ফরম্যাট এবং অন্যান্য ভাষায় পাওয়া যায়।

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

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本出版品有其他格式和其他語言備索。

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