

# Cairnlee House Care Home Service

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Bieldside  
Aberdeen  
AB15 9BN

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**Type of inspection:**

Unannounced

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**Service provided by:**

Camphill Rudolf Steiner Schools Limited

**Service provider number:**

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**Service no:**

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## About the service

Cairnlee House describe themselves as "providing a therapeutic community and residential home for young people with a wide variety of special needs, providing 12 places for young people from the age of 16 to 25.

The values and objectives of Cairnlee House are based on the educational, philosophical and social principles of Anthroposophy, pioneered by Rudolf Steiner.

Located in Bielside, just five miles from Aberdeen, Cairnlee is comprised of four houses, craft workshops, gardens and assembly hall, all situated in a beautiful small estate in the midst of a suburban setting. The grounds offer opportunity for work and leisure and are within easy walking distance of local amenities and public transport.

## What people told us

We gathered information before the inspection by sending out Care Standard Questionnaires to people who use the service, and their representatives. During our inspection we spent time speaking with people and observing the interactions between people at the service. This is what people said;

"It's awesome!"

"I love it here"

"It is nice to have a student meeting, we are able to say what we feel and we are listened to"

"I am very happy here"

"I have lots of opportunities and do lots of fun things"

"The co coordinators have worked with me to help me achieve my dreams"

"I have many friends here, I am listened to and supported very well"

"Sometimes I get upset, the co-ordinators and volunteers help me feel better"

"I have learned so much since coming here"

"We are a big happy family."

## From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How well do we support people's wellbeing?	5 - Very Good
How good is our leadership?	not assessed
How good is our staffing?	not assessed
How good is our setting?	not assessed
How well is our care and support planned?	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

## How well do we support people's wellbeing?

5 - Very Good

We evaluated the service as performing at a very good level in how well they support people's wellbeing. The service demonstrated major strengths in supporting positive outcomes for people. Opportunities were taken to strive for excellence within a culture of continuous improvement.

People should experience care and support with compassion because there are warm encouraging, positive relationships between staff and people living in the care home, which support people to achieve their individual outcomes.

We saw lots of encouraging, positive, fun, friendly and loving relationships between everyone living and working at Cairnlee House. The spirit of the shared living culture meant that everyone was invested and involved in developing the service and supporting each other achieve their goals. Students were being supported to learn new skills in a way that meant that they were the focus of the activities, this helped to develop independence and encouraged them to take responsibility for the things that they learned.

When we spoke with co-workers, we found that they were devoted to making sure that students could live fulfilled lives. They spent time researching and planning ways to achieve this. One individual who for many years had used a "safe space" or enclosed pod in their bedroom to help promote sleep was now successfully sleeping in a bed without the specialist pod. The provider had carried out extensive research and planning around this and the individual had been involved in the construction of a purpose built bed. The co-workers had spent time sewing together duvets to make a customised sleeping bag that would provide a feeling of security and comfort. As a result of this, the individual was now experiencing much better sleep and in turn functioning better throughout the day. The co-workers went beyond what was expected to ensure positive experiences for the student.

It is important that people are listened to and their choices and wishes respected, this contributes positively to them receiving care and support that is right for them. We spoke with the students who told us that they were very much involved with the design and delivery of their care and support. They told us that they met regularly for house meetings and with co workers to discuss personal achievements, changes and to set goals for their future. Co-workers knew the students exceptionally well and believed in their potential, encouraging and supporting them to achieve their goals. We spoke with a student last year who had been hoping to gain experience in a caring related work placement, when we spoke with them this year we were delighted to learn that they had been successful in achieving this and continued to carry out work in this area. This contributed positively to the individual's personal development and maturity.

To experience high quality care and support that is right for them, people should be able to access a range of activities both inside, outdoors and within their local community and to enjoy a routine that enhances wellbeing. We found that students were benefitting from a structured programme of activities on site while their right to make choices was honoured. The students took part and had responsibilities with regard to everyday household tasks and duties. We saw that they took great pride in their home and it was kept very clean and well maintained. Students were able to access weaving, crafts, baking, piano lessons and gardening with some people attending work placements off site. They also enjoyed a wide variety of social activities, days out and

holidays.

We were very impressed to see that where some people had become restricted in rigid routines due to the nature of their condition, the provider was adept at supporting them stretch their boundaries so that they could experience new opportunities and develop coping strategies. As a result, people's overall wellbeing was enhanced.

People should expect that their health should benefit from their care and support. They should have access to the right health professional at the right time, good fluid and nutrition and their support based on relevant evidence, guidance, good practice and standards.

We saw that all of the students had comprehensive healthcare assessments, they had regular access to primary and specialist health care professionals when they needed it. The co-workers had a very good working knowledge of people's healthcare needs and conditions. This meant that people could access services quickly and maintain a good state of health. We found that there had been a very good piece of work carried out with the students in relation to food and nutrition, menu planning and making healthy choices. This meant that people were eating food that they had chosen, was good for them and that they enjoyed. Lots of the vegetables and some of the fruit that people were eating was grown on site and they were involved in the cultivation. When we spoke with students, they all reported that they were very happy with the food and felt that there was always more than enough.

The service had robust systems in place for the management and administration of medication. They followed best practice guidelines and the system was audited regularly internally and plans for external audits were under discussion with the pharmacy. People's medications were assessed regularly to ensure that they always received treatment that was right for them.

## How good is our leadership?

This key question was not assessed.

## How good is our staff team?

This key question was not assessed.

## How good is our setting?

This key question was not assessed.

## How well is our care and support planned?

**5 - Very Good**

We evaluated the provider as performing at a very good level for planning of care and support. The provider demonstrated major strengths in supporting positive outcomes for people. There were very few areas for improvement.

People should expect to benefit from dynamic, innovative and aspirational care and support planning, which consistently informs all aspects of the care and support they experience. Where appropriate, their families or representatives should be fully involved in developing their personal plans. Strong leadership, staff competence and meaningful involvement support this happening. Quality assurance and improvement processes ensure this is done well and as a result people will receive high quality care and support that is right for them.

Personal plans were in a good state of order, with record keeping being of a very good standard. Lots of work had gone on to make sure that information was relevant and easy to find. On the whole, appropriate legal documentation was in place and where this was not the case the provider had made requests to the relevant agencies or people for copies of documentation. We suggested that it would be of benefit for some information to be archived to ensure clarity of the current care and support that was required.

A detailed comprehensive history and current situation of people, including their likes, dislikes, hopes and dreams was detailed in personal plans. This in turn meant that plans were designed in such a way that people were more likely to receive care and support in a way that was personal to them.

We saw evidence to support that students and their representatives were very involved in the design, delivery and review of their personal plans. Promoting people's independence and individuality was a main focus of the plans, with a view to a reduction in support for some people as they became more independent. Students were being enabled and supported to make decisions around personal risk that would enhance their life experiences.

Managers, co-ordinators and volunteers were all very skilled in supporting students through periods of change. There was lots of research and planning prior to people moving into and out of the service and supporting them through life changes. Students and their representatives were very involved too. When we spoke with students they told us that the support they received had helped them deal with changes more easily.

Due to the nature of the shared living model, effective communication happened regularly and it was something that people were very skilled in. Volunteers and co-ordinators received regular formal supervision and support but any issues were raised at the time and dealt with promptly and by the whole community, where appropriate. This meant that students consistently received a very good service.

The provider worked in an improvement focussed way, and had a comprehensive service improvement development plan in use. Regular house meetings and other discussion forums, ensured that everyone had an opportunity to contribute to the development of the service. Quality assurance checks across the whole service happened regularly by both internal and external means.

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Detailed evaluations

How well do we support people's wellbeing?	5 - Very Good
1.1 People experience compassion, dignity and respect	5 - Very Good
1.2 People get the most out of life	5 - Very Good
1.3 People's health benefits from their care and support	5 - Very Good
How well is our care and support planned?	5 - Very Good
5.1 Assessment and care planning reflects people's planning needs and wishes	5 - Very Good

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