

Care service inspection report

Full inspection

Falkland House School School Care Accommodation Service

Falkland Estate
Falkland
Cupar



HAPPY TO TRANSLATE

Service provided by: House of Falkland Ltd

Service provider number: SP2008009724

Care service number: CS2008174055

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	6	Excellent
Quality of environment		N/A
Quality of staffing	6	Excellent
Quality of management and leadership		N/A

What the service does well

The service was excellent at supporting their pupils to get the best they could from their time at Falkland House. They also were very good at helping their pupils develop the skills they needed to get on well after they left Falkland House. They provided lots of opportunities for their pupils to try new experiences and learn new skills.

What the service could do better

The service could make sure that suggestions from pupils were always followed up and someone made sure agreed actions did happen. They agreed they were going to review the way they made and stored records to make this as easy to work with as they could. They planned to make it easier for staff to get together and reflect on their practice. We suggested that they could provide more information for staff about training courses and ways to access these.

What the service has done since the last inspection

Since the last inspection the service had followed suggestions from the pupils to ensure that all staff were paid a living wage. They had further developed

links with the local police, who had delivered training for pupils on internet safety. Pupils had been involved in the recruitment of new staff.

Conclusion

Falkland House School were outstanding in the way they provided a caring service in which pupils of all abilities thrived and were supported to reach their full potential. They provided a wide range of opportunities for pupils to develop skills for life. Staff were knowledgeable about the young people's individual needs and planned their care accordingly.

1 About the service we inspected

Falkland House School is registered as a school care accommodation service. It is an independent residential school for boys with additional support needs, including those with autism. The service provides 39 and 52 week placements for boys between primary school age and 18, from a number of local authorities. It is situated on the Falkland Estate, a short distance from the centre of the village of Falkland in Fife.

The premises consist of a large, two storey country house built as a family home in the middle of the 19th century. The building houses both the education and care accommodation for up to 30 boys. The care accommodation consists of three units; The Flat (for older boys); Fife Unit and Atholl Unit.

The boys have single or double rooms, and share bathrooms or shower rooms. They have the use of a number of communal areas including a dedicated games room, as well as the use of extensive grounds.

The school is managed by a senior management team consisting of the director, the head of operations, the social work manager and the head of education. This is supported by a team of care, education and ancillary staff. The service provider is House of Falkland Limited, a private limited company whose registered office is in Broughty Ferry, Dundee.

At the time of the inspection there were 15 boys resident at the school.

Recommendations

A recommendation is a statement that sets out actions that a care service provider should take to improve or develop the quality of the service, but where failure to do so would not directly result in enforcement.

Recommendations are based on the National Care Standards, SSSC codes of practice and recognised good practice. These must also be outcomes-based and if the provider meets the recommendation this would improve outcomes for people receiving the service.

Requirements

A requirement is a statement which sets out what a care service must do to improve outcomes for people who use services and must be linked to a breach in the Public Services Reform (Scotland) Act 2010 (the "Act"), its regulations, or orders made under the Act, or a condition of registration. Requirements are enforceable in law.

We make requirements where (a) there is evidence of poor outcomes for people using the service or (b) there is the potential for poor outcomes which would affect people's health, safety or welfare.

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

Quality of care and support - Grade 6 - Excellent

Quality of environment - N/A

Quality of staffing - Grade 6 - Excellent

Quality of management and leadership - N/A

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

Grades for this care service may change following other regulatory activity. You can find the most up-to-date grades for this service by visiting our website

www.careinspectorate.com or by calling us on 0345 600 9527 or visiting one of our offices.

2 How we inspected this service

The level of inspection we carried out

In this service we carried out a low intensity inspection. We carry out these inspections when we are satisfied that services are working hard to provide consistently high standards of care.

What we did during the inspection

An inspector from the Care Inspectorate carried out an unannounced inspection of Falkland House School on 14 and 15 June 2016.

On the first day, we were in the service between 12:00pm and 7:30pm and we looked at records, met with staff and met with pupils. We spent time in one of the residential units. We were shown round the premises by one pupil, and joined him informally over the evening meal.

On the second day we were in the service between 9:30am and 6:00pm. We met with more staff, and looked at records held on computer. We met with the director and saw records of staff supervision. We carried out an audit of the service's recruitment systems and we sampled five staff files. We joined staff and pupils in the dining room for lunch.

We gave feedback to the director and head of social work at the end of our inspection.

During the inspection we gathered information from a range of sources, including:

- discussions with pupils and observation during inspection
- discussions with care staff, the manager and head of social work
- views of placing social workers by email
- looking at records held, care plans, risk assessments and assessments

- looking at minutes of meetings
- looking at incident and accident records
- looking at the systems for storing, administering and recording medication
- looking at policies and procedures
- looking at records of supervision and staff training records
- looking at staff recruitment files
- looking at records of audits carried out
- looking at records of health and safety checks and routine maintenance checks.

We looked at the premises and observed practice throughout the inspection. We took all of the above evidence into consideration when writing this report. We also took account of the Public Services Reform (Scotland) Act 2010 and its statutory instruments; the National Care Standards for care homes for children and young people; and the Scottish Social Services Council (SSSC) Codes of Practice for Social Service Workers and Employers.

Grading the service against quality themes and statements

We inspect and grade elements of care that we call 'quality themes'. For example, one of the quality themes we might look at is 'Quality of care and support'. Under each quality theme are 'quality statements' which describe what a service should be doing well for that theme. We grade how the service performs against the quality themes and statements.

Details of what we found are in Section 3: The inspection

Inspection Focus Areas (IFAs)

In any year we may decide on specific aspects of care to focus on during our inspections. These are extra checks we make on top of all the normal ones we make during inspection. We do this to gather information about the quality of these aspects of care on a national basis. Where we have examined an inspection focus area we will clearly identify it under the relevant quality statement.

Fire safety issues

We do not regulate fire safety. Local fire and rescue services are responsible for checking services. However, where significant fire safety issues become apparent, we will alert the relevant fire and rescue services so they may consider what action to take. You can find out more about care services' responsibilities for fire safety at www.firescotland.gov.uk

The annual return

Every year all care services must complete an 'annual return' form to make sure the information we hold is up to date. We also use annual returns to decide how we will inspect the service.

Annual Return Received: Yes - Electronic

Comments on Self Assessment

Every year all care services must complete a 'self assessment' form telling us how their service is performing. We check to make sure this assessment is accurate.

We received a completed self assessment from the service before our inspection. In this they had identified where they thought they showed strengths in the quality statements we looked at, as well as some areas where they planned to make improvements.

Taking the views of people using the care service into account

During the inspection we met with two pupils individually and spoke with others informally. We were shown round by one of the pupils, who kindly showed us his room. We met another informally in the car park as he returned as we were leaving and wished to speak with us. As it would not be appropriate to interview some of the young people individually we observed how they interacted with staff during our inspection. From this we saw that most had very positive relationships with staff, and were relaxed and confident in their interactions. We saw that there were jokes and banter, and pupils shared their views quite readily with staff. This indicated that they felt their views were valued.

The two pupils we spoke with individually were very positive about being at Falkland House School. Neither could think of anything which they would like to change and both said that if they had a friend who was looking for a place they would highly recommend Falkland House School.

Some of the pupils' comments included:

- "If I had children, I would send them here."
- "I like all the staff. Teachers are brilliant too."
- "The food is usually good. I don't like macaroni though, but I can get something else. The ladies in the dining room are kind."
- "My room is lovely and I'm very comfortable in it."

One of the young people was not happy with some aspects of the service. Staff were aware of the issues and we saw that they had strategies in place to help and support him.

Taking carers' views into account

We did not have an opportunity to meet any carers at this 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: 6 - Excellent

Statement 3

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

Service strengths

We looked at this statement so that we could see what the service did to make sure young people were healthy and all their needs were met. We looked at care plans, risk assessments, case records and medication records, audited medication, spoke with staff and managers and observed practice. We concluded that the service showed excellent practice in this quality statement. Some of the evidence we looked at included:

- Very informative care plans were drawn up with the pupils and their placing social workers at review meetings. These outlined the pupil's individual needs and targets and what staff needed to do to support them. Each aspect included a focus on the desired outcome with timescales to indicate when this should be achieved. It was clear these reflected a genuine collaboration between the school, the placing social worker and the pupil. We heard from a placing social worker that: "The young person and his parent are furnished with all reports prior to the review. The review is booked well in advance and the young person and parent are given opportunity by me to discuss reports, to ascertain their feelings, express concerns and are positively encouraged to attend reviews. I am aware that the key worker in the school undertakes a similar approach. School make more than an effort to encourage young person to attend his review".

The care plans identified aspects of the pupils' care under the SHANARRI headings (Safe Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included) from Getting It Right For Every Child (GIRFEC). GIRFEC is a national

strategy introduced by the Scottish Government to standardise the way that services measured and recorded the work they were doing with children and young people, and the way this information was collated and shared. This was to ensure that each child/young person received the support they needed to match their individual needs.

We found that pupils were very well cared for in a way which helped them get the most from their placement. They presented as happy, ambitious, confident individuals who had an extensive range of activities available to further their development. These were thoughtfully designed to extend their interests and help them overcome specific difficulties.

- Pupils were registered with local doctors, dentists, opticians and the minor ailments clinic at the local pharmacy. They were referred appropriately to health professionals as necessary, such as the Child and Adolescent Mental Health Service (CAMHS). We saw that the school linked closely with other health professionals to achieve a coordinated approach to meeting and enhancing their health care.

- Staff in the residential units helped pupils develop healthy, active lifestyles. They encouraged pupils in their personal and oral hygiene, both through specific individual work and in day-to-day activities. Care staff and teachers worked together to provide integrated care and education which supported a 24 hour curriculum. In an example of innovative practice we looked at pupils' 'Learning Journeys'. This was a system which was under development and involved records which were started in class in conjunction between the teacher, the pupil and their keyworker. Key areas were identified and these were carried through in the residential units. For example, for one pupil it was agreed that they would try different foods. The keyworker and chef had later met with the pupil to work on this, which had resulted in success in including a wider range of foods in the pupil's diet.

- Pupils were given useful information on sexual health and relationships (SHARE) in class. This was well supported by care staff in day-to-day conversations, to reinforce their learning. There was a no smoking policy in the school and pupils were given information about the effects of smoking both in class, and in the residential units. These interventions helped the pupils develop

positive attitudes to health, wellbeing and relationships, both in school, and for the wider world.

- Comprehensive individual risk assessments were in place for each pupil. In these, expected behaviours were identified along with the strategies staff should use to help the young person manage their behaviour and actions to minimise the impact of the behaviour. Staff had regular updated training on Crisis and Aggression Limitation and Management(CALM) to teach them techniques to calm young people down (de-escalation) and ways to hold them safely if there was a risk that they would harm themselves or others. The very positive outcome from this was that there had been very few incidents where any pupils had needed to be held safely, which was an indication that the de-escalation strategies, combined with clear expectations and limits set, had been very effective. As a result, pupils experienced care in a calm, peaceful atmosphere where they were not exposed to seeing physical intervention. Pupils were strongly encouraged to regulate their own behaviour, which helped set patterns of behaviour which applied at home and at school. We saw from records that staff worked very closely with families so that all followed the same expectations of behaviour and used the same strategies. Staff liaised with families when pupils were at home, to provide helpful support and intervention if necessary.

- Staff had training on child protection, including on Child Sexual Exploitation (CSE). They knew what steps to take if they had any concerns about a pupil's safety or wellbeing and were aware of the hazards presented by the use of social media and the internet. They used this effectively to help support pupils in developing an awareness of safe use of the internet and social media.

- Excellent systems were in place for the safe storage, administration and recording of medicines. The service worked in conjunction with a national pharmacy who provided medicines in individual dosette boxes and carried out regular audits. A member of staff had responsibility for ensuring that the medication systems were being used effectively and audited weekly to check this. When we looked at the medicines and the records of administration we could see that these strategies were working very well, so that each pupil had the correct medicine at the correct time, and this was accurately recorded.

- A wide range of healthy and appetising meals and snacks were provided following consultation with the pupils to establish their preferences. Pupils told us that they could choose something else if they did not like something on the menu. The school had recently acquired chickens and we heard about the ways that pupils were learning to use the eggs in their cooking. We saw that all staff, including the catering assistants, were aware of individual pupil's preferences and food intolerances. Meal times were carefully managed to provide a calm, stress free atmosphere which encouraged pupils to eat well, in addition to helping them develop social skills. Table placings were thoughtfully designed so that pupils' needs and triggers informed the groupings, helping to contribute to the pleasant, friendly ambience.

- Whenever possible pupils were encouraged to be involved in clubs and activities within the local community which helped them to develop confidence and skills when meeting new people and socialising with children and young people with similar interests.

- In an example of innovative practice, the school were proactive in engaging in research and initiatives for autism/autistic spectrum and attention deficit disorders. This helped staff develop their skills and knowledge, as well as contributing to national research which may benefit pupils long-term.

- All of the above were examples from a wide range of evidence of the outstanding practice at Falkland House School, which resulted in an excellent standard of care and safety for the boys living there.

Areas for improvement

The service had identified the need to review their recording systems and planned for staff to lead on this process. There were several places in which staff recorded similar information. We agreed that for them to be even more effective, information should be readily accessible in a streamlined format to avoid duplication of recording while providing an accurate record.

It was agreed that the service would continue to work with placing authorities to develop GIRFEC systems of Child's Plans and ensure clarity of implementation.

While we saw that staff had been given training on CSE, we advised that the service continue to work on developing staff and pupil's knowledge on CSE and hazards of internet and social media use, as appropriate to their age, stage of development and understanding. The school planned to host safe internet training for staff, provided by Police Scotland.

The service should continue to develop the standards of innovation and excellent practice which we saw at this inspection, and show this can be sustained, in order to maintain this grade.

Grade

6 - Excellent

Number of requirements - 0

Number of recommendations - 0

Statement 5

"We respond to service users' care and support needs using person centered values."

Service strengths

We looked at this statement so that we could see how well the service matched the care they provided to the individual needs of the pupils. We looked at care plans and records, spoke with staff, managers and pupils and looked at the way staff cared for pupils in making our assessment that the service showed excellent practice in this statement. Some of the evidence we considered included:

- We saw an extensive range of evidence to indicate that care for pupils was designed to meet their specific needs, while being provided in a group setting. It was clear that the service worked imaginatively to help the pupils develop skills. Some examples of this were in pupils carrying out gardening/landscaping work in the grounds alongside teaching and care staff, which contributed towards learning outcomes as well as helping pupils develop an understanding of the working environment; attending courses at local colleges; looking after the chickens; and in supporting them to learn skills for independent living, both

while in the residential units and in the flat. We saw that staff clearly knew each pupil very well, and knew what their individual needs were.

- Staff had developed excellent links with others involved with the pupils, including families, social workers and health professionals. We saw records which indicated that they all worked together to try to achieve the best for the young people. There were times when staff advocated on behalf of the pupils and supported them to bring their views to meetings, or spoke for them if they preferred. As the conference room where meetings were held was very grand and could be off-putting for pupils, the school had made sure that they were accustomed to the room. They did this by arranging for a number of day-to-day events to be held there, including meetings of the pupil council.

- We saw that pupils completed 'Having Your Say' forms where they indicated their preferences for their care plans and recorded any comments and suggestions. Staff confirmed that these formed the basis for discussions at their planning meetings so that their views directly influenced the care provided. Pupils we spoke with were very enthusiastic about the care they received and told us they felt it could not be better.

- In an example of excellent practice, we saw that a sensory assessment was carried out for each pupil, which indicated any sensory triggers, such as light or noise, which may affect the pupil's ability to concentrate. They then looked at what strategies could help overcome this, such as having music through headphones, or specific lighting. Each pupil's learning style was identified so that the way that they received information, both in class and in their care, was carried out to suit their learning style.

Areas for improvement

The service should continue to develop the excellent practice which we saw at this inspection and show this can be sustained in order to maintain this grade.

Grade

6 - Excellent

Number of requirements - 0

Number of recommendations - 0

Quality Theme 2: Quality of Environment

Quality theme not assessed

Quality Theme 3: Quality of Staffing

Grade awarded for this theme: 6 - Excellent

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

We looked at this statement so that we could be assured that the service used safe recruitment practices for their staff. We carried out a random audit of five care staff files. We found that the service showed excellent practice in this statement. Some of the evidence we considered included:

- It was evident that in each staff file, safe recruitment procedures had been followed. Each file contained a checklist so that it could be seen at a glance if there were outstanding actions/checks required.
- The service ensured that each applicant completed an application form and a job description was included; two references were sought, one of which was from the previous employer and was followed up by a telephone call from which further information was recorded; identity and qualifications were verified, as was medical suitability; PVG checks were carried out; and checks were made with professional bodies with whom the applicant may be registered such as the Scottish Social Services Council (SSSC) or the Nursing and Midwifery Council (NMC).
- Pupils were involved in the recruitment of new staff through the interview process. This helped them to establish relationships with the new staff, and helped them adjust to the change, as well as gaining useful insight into the world of work.
- Each new member of staff was provided with comprehensive induction training with an experienced member of staff as a mentor, and was employed on a probationary basis for six months initially. This allowed the service to

assess their competence and suitability for the work they were to do while they were completing their induction period, and allowed the new recruit to decide if the actual job suited their skills and temperament.

Areas for improvement

The service should continue to develop the excellent practice which we saw at this inspection and show this can be sustained in order to maintain this grade.

Grade

6 - Excellent

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

We looked at this statement so that we could assess how well the staff team worked, both individually and together and how well they were supported. We looked at records, spoke with staff and managers, spoke with the director and observed staff practice throughout our inspection. We concluded that the service was performing to an excellent standard in this statement. Some of the evidence we considered included:

- We received 24 completed questionnaires from staff in a range of jobs. We also spoke with staff individually, and informally, throughout our inspection. Staff confirmed that they were happy working at Falkland House School, and liked the work they were doing with the pupils.

- We saw that staff were supported through individual supervision which took place regularly. They confirmed that supervision was effective and they felt valued by the organisation. Managers confirmed that supervision also provided them with a means of monitoring staff performance and identifying if additional training or support was necessary to help staff in their work. This

linked with the service's system for annual appraisal, which had recently been reviewed. There were plans to include feedback from pupils, which was under consideration by the pupil council to determine the best way for this to be achieved.

- We discussed the induction programme with staff, and looked at records from induction. This confirmed to us that the programme was structured to include all the information staff needed to know in order to provide safe care. Over a six month period they were involved in intensive training in order to support their knowledge and understanding in working with pupils to achieve their targets and keep them safe. Staff advised us that having an experienced mentor helped new staff feel confident in asking about anything they were not sure about.

- Discussion with staff and observation of staff interaction with children confirmed a positive ethos and a culture where staff provided very good role models for children. Staff demonstrated an impressive commitment to the pupils' wellbeing, and had ambitions for them. The pupils benefitted from very positive, supportive relationships with the staff caring for them.

- The service supported staff in attending training to further their professional development, as well as to enhance their skills in the work they were doing. The SSSC are the body who regulate care staff and decide the level of qualification for each post. Staff were appropriately registered with the SSSC and took up training necessary to maintain their registration. Staff were aware of the SSSC Codes of Practice. We found that all of the staff were qualified to meet the qualification requirements of the SSSC, or were working towards gaining these qualifications. Staff also knew about the National Care Standards and had access to information which informed their practice.

- Staff met together informally every morning and at changeover, to discuss any updates in pupils care plans, or appointments and significant events which they may need to plan for that day. The way staff shifts and the school timetable was organised was about to be changed, which would allow care staff more opportunities to meet together formally. This would allow them to reflect more on their practice, as well as discuss plans for the service and developments in autism research.

- Staff we spoke with confirmed that they felt their colleagues were very supportive and they worked well together, in addition to feeling fully supported by managers. They said that they felt they could raise any concerns or make suggestions, and appropriate action would be taken as a result.

Areas for improvement

Some staff needed to gain qualifications in order to meet conditions on their registration with the SSSC. We suggested that the service could be more proactive in providing information and support for staff in order for them to achieve this, such as indicating ways these courses could be funded and where they could be found. This follows the SSSC Codes of Practice for social service employers 3.2 and 3.3 where it states: "Contributing to the provision of social care and social work education and training, including effective workplace assessment and practice earning; and Supporting staff in posts subject to registration to meet the SSSC's eligibility criteria for registration and its requirement for continuing professional development".

When the staff team have more opportunities to meet following the reorganisation of their shifts, we suggested that managers could use this opportunity to help develop an ethos of discussion and learning within the staff group.

Following highlighting instances where recording and minute taking were not to a consistent high standard, we discussed ways that the service could help staff develop their skills in recording and minute taking, and build on the systems of quality assurance to ensure that the learning was effective.

Grade

6 - Excellent

Number of requirements - 0

Number of recommendations - 0

Quality Theme 4: Quality of Management and Leadership

Quality theme not assessed

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

Previous requirements

There are no outstanding requirements.

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

Previous recommendations

There are no outstanding recommendations.

6 Complaints

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

7 Enforcements

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

8 Additional Information

There is no additional information.

9 Inspection and grading history

Date	Type	Gradings	
19 Mar 2015	Unannounced	Care and support	5 - Very Good
		Environment	6 - Excellent
		Staffing	6 - Excellent
		Management and Leadership	6 - Excellent
19 Dec 2014	Unannounced	Care and support	5 - Very Good
		Environment	6 - Excellent
		Staffing	6 - Excellent
		Management and Leadership	6 - Excellent
26 Mar 2014	Unannounced	Care and support	6 - Excellent
		Environment	6 - Excellent
		Staffing	6 - Excellent
		Management and Leadership	6 - Excellent
10 Jun 2013	Unannounced	Care and support	6 - Excellent
		Environment	5 - Very Good
		Staffing	6 - Excellent
		Management and Leadership	6 - Excellent
4 Mar 2013	Unannounced	Care and support	6 - Excellent
		Environment	5 - Very Good
		Staffing	6 - Excellent
		Management and Leadership	5 - Very Good
28 Aug 2012	Unannounced	Care and support	6 - Excellent
		Environment	5 - Very Good
		Staffing	6 - Excellent
		Management and Leadership	5 - Very Good

8 Feb 2012	Unannounced	Care and support Environment Staffing Management and Leadership	6 - Excellent Not Assessed Not Assessed 5 - Very Good
25 Nov 2010	Unannounced	Care and support Environment Staffing Management and Leadership	6 - Excellent Not Assessed Not Assessed Not Assessed
15 Sep 2010	Announced	Care and support Environment Staffing Management and Leadership	6 - Excellent 6 - Excellent Not Assessed Not Assessed
29 Jan 2010	Unannounced	Care and support Environment Staffing Management and Leadership	5 - Very Good Not Assessed 5 - Very Good Not Assessed
19 Mar 2009	Unannounced	Care and support Environment Staffing Management and Leadership	Not Assessed Not Assessed 5 - Very Good 5 - Very Good
14 Nov 2008	Announced	Care and support Environment Staffing Management and Leadership	5 - Very Good 5 - Very Good 5 - Very Good 5 - Very Good

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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।

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

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