

# Care service inspection report

Full inspection

## Good Shepherd Centre Bishopton Secure Accommodation Service

Good Shepherd Centre Secure Unit  
Greenock Road  
Bishopton



HAPPY TO TRANSLATE

Service provided by: The Good Shepherd Centre Bishopton

Service provider number: SP2012011829

Care service number: CS2012308171

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	6	Excellent
Quality of staffing	6	Excellent
Quality of management and leadership	6	Excellent

### What the service does well

We identified the following strengths in the areas inspected:

- there are sufficient well-qualified, competent and motivated staff who are valued by the provider and managers. These staff have a wide diversity of skills and experience and make very good use of them for the benefit of young people;
- staff have very good support, for example regular high-quality supervision, appraisal and team meetings, as well as learning and career development opportunities.
- the environment is safe and pleasant for both the workforce and young people;
- young people are genuinely respected and valued;
- there is an accessible and visible management team, many of whom have been 'home-grown';

- the provider, managers and staff have a shared vision and values and there is explicit recognition of 'hope' in the culture of the organisation;
- the service has comprehensive and effective quality assurance systems and sees things through to completion.

### What the service could do better

During this inspection we gathered information for a national review of policy and practice relating to 'single separation'. As a result of this we asked the service to review some aspects of the policy, which has now been updated.

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

In the six months since the last inspection, the service had continued to press forward with the improvement plan, fully achieving over a third of the planned actions. The new learning across care and education initiative had started with the development of a library, and introduction of an assessment tool. Other initiatives under development included a leadership development and staff mentoring programme.

### Conclusion

Good Shepherd continues to provide a very impressive, sector-leading service for its young people. This is a very well-led secure accommodation service whose highly skilled staff have a clear understanding of their roles and responsibilities, a shared vision and a willingness to contribute to continuous improvement. The staff group is also valued and well-supported. They have very good learning and development opportunities and the chance to make use of individual skills and interests. Crucially, young people benefit from these strengths and the very positive relationships staff develop with them. These benefits include new experiences, educational achievements and a range of other positive outcomes.

# 1 About the service we inspected

Good Shepherd Centre Bishopton is a secure accommodation service for up to 19 young people aged between 12 and 18 (including one emergency place for a period of up to 72 hours). Young people are admitted to the service through the Children's Hearing system, or are remanded or sentenced by the courts.

The premises consist of three residential 'units', each accommodating up to six young people. They are situated in the same grounds as The Good Shepherd Close Support, a school care accommodation service, with which it shares management, staffing, the majority of policies and procedures and most facilities. All young people have an en suite bedroom and make use of a communal lounge, dining room and smaller sitting room. Additional facilities include a gym and fitness suite. The service is in a rural setting near Bishopton, Renfrewshire.

The staff team for both services is led by a senior leadership team consisting of the head of service, depute, and acting heads of care, strategic development and professional development. Each unit has a manager, assistant managers, senior practitioners and residential care staff. The remainder of the staff group includes teachers and other educational staff and a range of human resources and support staff. About 130 people are employed across both services.

The service provider is the Good Shepherd Centre Bishopton, a private company limited by guarantee. The company is managed by a board of directors. This change in the provider's legal status took place on 30 August 2013 and necessitated the registration of a new service with the Care Inspectorate.

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 6 - Excellent**

**Quality of environment - Grade 6 - Excellent**

**Quality of staffing - Grade 6 - Excellent**

**Quality of management and leadership - Grade 6 - Excellent**

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

We wrote this report following an unannounced inspection by three inspectors. We visited the service on:

- Tuesday 7 July 2015 between 10.40am and 5.50pm;
- Wednesday 8 July 2015 between 9.40am and 5.50pm and 8.25pm and 10pm;
- Thursday 9 July 2015 between 9.25am and 4pm.

At the same time we reviewed evidence for the inspection of The Good Shepherd Close Support, a school care accommodation service on the same campus, which shares the majority of its policies and procedures, management and staffing with this service. We have written a separate report for the 'sister' service.

We gave feedback to the depute and other managers on 9 July 2015.

As part of the inspection, we took account of the completed annual return and self-assessment forms that we asked the provider to complete and submit to us. We sent care standards questionnaires to the manager to distribute to young people and received 12 completed forms. We also sent 10 care standards questionnaires to the manager to distribute to staff and received eight completed forms. We also sent an e-mail to the majority of children's social workers asking for their views and received three responses.

During this inspection process, we gathered evidence from various sources,

including the following:

We spoke with:

- eight young people;
- the depute head of service and other members of the senior management team;
- about 18 care and supervisory staff, including night staff, some individually, some in groups;
- the operations manager;
- a member of education staff;
- four members of the wellbeing support team;
- a member of the board of directors;
- two visiting professionals.

We looked at:

- the service's improvement plan for 2014-2017;
- a sample of incident and accident records;
- young people's records, including assessments, personal plans and reviews;
- evidence of outcomes monitoring;
- newsletters;
- young people's meeting records;
- records of searches;
- exit interviews completed by young people and parents and carers;
- the draft young people's brochure;
- the policy on child sexual exploitation;
- the summer activity programme;
- health and safety and maintenance records;
- the service's multi-agency response guide;
- training records;

- staff meeting records;
- staff disciplinary records;
- staff recruitment records;
- induction records.

We also inspected parts of the environment inside and out, and some resources and equipment.

Additionally, as an active member of the UK National Preventative Mechanism (NPM), the Care Inspectorate has given an undertaking to report on single separation for those young people placed in secure care accommodation in Scotland. The findings will be reported under the Quality Theme for Care and Support and will be used not only to ensure that young people's rights are being adhered to and promoted, but also to inform the work of the NPM in relation to this particular aspect of care.

### **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.

We received a self-assessment document from the service. The manager identified what she and staff thought the service did well, some areas for development and any changes that were planned.

We discussed with the depute manage the need for a complete self-evaluation before the next inspection year, rather than one containing a chronological list of updates. The document would also benefit from more evidence of the impact and outcomes experienced by young people, and should indicate how their views have contributed to the evaluation.

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

For this inspection we received the views of a total of 20 young people. Twelve completed care standards questionnaires and we spoke to another eight. Some young people did not want to speak with us on this occasion.

All the young people responding to the questionnaire told us they were either happy or very happy with the quality of care they received at Good Shepherd. Only a very small minority were less happy with one or two aspects of care: these included access to computers with internet access and whether Good Shepherd was a 'nice place to stay'.

We have included more detail on some of the things young people said in the relevant statements.

## Taking carers' views into account

We did not have the opportunity to speak to any parents or carers during our visits. However, we spoke to two professional visitors and received responses to an e-mailed questionnaire from three social workers. The views expressed were very positive. For example, we asked whether their expectations of the service had been met and were told:

- 'To date I have found staff, especially management, to be committed in achieving the desired outcomes for the young person';
- 'The agreed initial assessments have been undertaken with reports submitted within timescales for the LAAC Review and Children's Hearing. Expectations have therefore been met in this respect. In addition, (the young person's) needs have been met in relation to the original reasons for the placement being required';
- 'I feel that the service has met my expectations and has provided the young person with the support that she has needed.'

Another person described the service as 'excellent'. Staff had been quick to assess and then intervene in a structured way. They maintained good communication.

We have included other comments in the relevant statements in this report.

## 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 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

There was robust evidence that the service involved young people and their parents and carers using a range of methods and achieved an excellent standard. There were regular opportunities for people to express their views and influence service development. The service took action to improve things in response to these views.

The evidence we took into account in reaching this conclusion included: discussions with and feedback from young people, staff and social workers; a review of young people's records; responses to questionnaires developed by the service; a review of records of young people's meetings; records of the senior managers' meetings; the service improvement plan; looking at young people's rooms; records of visits by members of the board.

Key strengths included:

- there was a range of very good quality information for keeping young people and other stakeholders informed about events, progress and

developments at Good Shepherd. These included a brochure and regular newsletters, plus a thorough induction in the period following their arrival;

- young people had a say in the completion of assessments and the development of personal plans for their stay at the service. They had access to independent support and advocacy and there was clear evidence that many had developed in confidence to allow them to attend meetings and play an active part in discussions about the way forward;
- throughout the education and accommodation units, we saw many examples of young people's artwork. The positive images of young people's achievements celebrated their successes and contributed to an up-beat, optimistic environment. Within the constraints of the secure setting, young people had been encouraged to personalise their bedrooms with individually chosen posters and artwork which they had designed themselves. This helped to give young people a sense of belonging and ownership;
- young people had opportunities to contribute to the life of the service. For example, some had developed cookery skills through which they had contributed to corporate events. One was a gym rep and a unit rep which meant that he had responsibility for showing new young people round the unit. Young people had been involved with staff and management in a Blue Sky Thinking day, using independent facilitators to elicit ideas for the current and future development of the service. These ideas had been incorporated into an action plan setting out developments for the improvement of the service in the immediate and longer-term future. The Christmas pantomime was another way that young people made a real contribution to memorable social events;
- young people were regular participants in senior management team meetings, where they were asked to share their views about the service. These were minuted and discussed and responded to in a way which made sure that their views were welcomed, valued and respected;. Additional forums for young people to express their views and make a difference were house meetings, the food committee and pupil council;
- staff established really positive relationships with parents and extended families who were encouraged to visit in line with agreed care plans. Young people told us that their families were made to feel welcome and felt comfortable when visiting;

- staff kept social workers and other stakeholders well-informed about young people's progress and significant events so they could assess and plan effectively;
- some young people had been involved in events and activities with potential for influencing policy-makers nationally. These included making a film about their experiences and meeting MPs.

Overall then, Good Shepherd's approach to involving young people reflected a culture which actively promoted respect, responsibility and inclusion, three of the national wellbeing outcomes.

A social worker told us:

- 'I receive weekly updates on the young person's progress. Due to the complexity of the young person's background and family members, I am kept up to date with any additional concerns/information/incidents via telephone and email contact'.
- 'The young person is given opportunity to identify her feelings, thoughts and goals and supported to express her views in relation to all aspects of her current and future needs and the opportunity to participate in all the young people's meetings held within the unit to ensure her views are shared and taken into account in relation to matters pertaining to the day to day functioning of the unit.'
- 'The young person takes part in unit meetings and is able to express her view. She is listened to and respected by staff and is able to contact her social work with any questions etc. The young person actively takes part in her LAC review and has the opportunity to express her view and have support from her Who Cares? Scotland worker. She is able to read reports in advance and agree or disagree with these and her views about her future and goals are taking into account.'

## Areas for improvement

The service is well able to make continuous improvement in this area and to build on its many existing strengths.

## Grade

6 - Excellent

**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

We chose to look at this statement because it gave us the opportunity to look at how the service supported young people to achieve good outcomes and have positive experiences. Good Shepherd's exemplary performance in this area is worth disseminating beyond the service.

The Scottish Government expects all agencies in touch with children and young people to play their part in making sure that they are safe, healthy, active, nurtured, achieving, respected, responsible and included. These are known as the SHANARRI wellbeing indicators.

The strengths we found included:

- young people had the opportunity to achieve through well-planned educational and activity programmes. There were opportunities for learning across the full curriculum, with well-equipped classrooms providing a pleasant and stimulating learning environment which reflected young people's achievements across a wide range of academic and vocational subjects. These included a multi-media room and well-equipped technical skills rooms in which young people were in the

process of creating a range of structures including a memory box, a battle ship, and a doll's house. There was also a professionally equipped beauty salon which offered hair and beauty treatments;

- an attractive 'Achievement Tree' gave young people an opportunity to record and share their progress in a range of activities, and provided a bright, optimistic visual representation of their success;
- the service made very good use of visiting specialists to support young people to develop a range of skills and interests of their choice. These included specialists in music, dance and drama, which helped young people to express themselves through the medium of arts;
- the service had recently initiated an activity programme around cookery, and a small group of young people were being supported to develop kitchen skills, with the aim of ensuring that they would be able to prepare five simple meals from scratch, which would help them to maintain a healthier lifestyle when they moved on from the service;
- staff had supported one young person to develop an interest in cooking, and he was now contributing to corporate events. He had also commenced a distance learning course in safe food handling, which would give him a qualification to take with him when he moved on from the service. This had clearly given him a great sense of achievement and satisfaction, as well as an idea of what he might do as a future career. As a further development of this initiative, the service was developing growing areas in the courtyard to help to raise young people's awareness of food and nutrition. During our visit we were fortunate enough to sample the excellent strawberry tarts made with home-grown fruit by the young person;
- young people had reached the finals of the 'Inspire/Aspire' awards, receiving recognition in the form of medals and certificates for written submissions about words and people who had inspired them. We spoke to one young person who was delighted with their success in this competition, and said that 'I never thought I would win a medal for anything;'
- there was a tranquil therapies room where young people could go to relax and benefit from a range of alternative therapies including reiki and massage. There was also a well-equipped gym in which young people were supported by visiting physical training instructors to develop their fitness, contributing to them being healthy and active;

- young people had participated in a wide range of social events, including a Christmas party and pantomime and recently "G in the Park" where they performed a range of musical numbers, including guitar playing and rapping;
- one young person had a poster which illustrated his progress in relation to the SHANARRI indicators. This gave him a sense of achievement and progress, which he attributed to the quality of staff, the structured plan, and the quality of the facilities at Good Shepherd;
- the service provided continuity of care and support, and most young people progressed through secure into the open/close support service, building on achievements while developing skills and experience of coping with a greater degree of freedom in the community. The service provided excellent support to help young people to secure college placements and work opportunities, and liaised effectively with placing authorities to make sure that these continued when they returned home;
- in response to suggestions made at the previous inspection, the service had developed an attractive and well-stocked library and made arrangements for the local mobile library to visit. These formed part of a wider initiative aimed at improving literacy and numeracy;
- the highly commended 'outcomes framework' (for improving, monitoring and tracking young people's progress) continued to pay dividends. The data collected had allowed staff to identify areas requiring additional support, for example in relation to gender-specific work.

Social workers told us (please note we have used she/her throughout in order to protect confidentiality):

- 'Staff have a very consistent approach within their unit which provides the young person feel safe due to the stability and routine. This has helped reduce this particular young person's levels of anxieties which in turn has enabled her to confidently engage in all supports and activities provided within the care setting. This young person perceives the service to be "stricter" than other places, however, they have personally commented that they are benefiting from this and the structure and

guidance that they receive, helping them make more positive and informed choices. Staff have been sensitive and mindful of her needs when engaging with her'.

- 'The young person required a placement within an environment able to offer a high level of safety. The current placement has ensured the risks have been significantly reduced and her interests safeguarded. She is offered appropriate advice and guidance within her placement in relation to healthy eating and given opportunity to participate in appropriate activities to promote her physical well-being. She has access to mental health support. She now attends classes on a full-time daily basis and receives a level of support in this respect which offers opportunity for her to achieve her potential in terms of education. She is also given opportunity to participate in all group social activities and encouraged to develop her own interests thus contributing to her individual development.'
- 'The young person has (made) positive progress. She was finding education difficult in her previous placement, however, is doing very well and attending all her classes. This is a great step for her. The young person has made significant progress regarding her self-harming which is a great achievement for her. The young person engages with the one on one support.'

### Areas for improvement

The service planned to 'continue to monitor all its initiatives to ensure an appropriate and effective response to young people's interests and needs and continue to develop resources'. We look forward for example to evaluating the success of the literacy and numeracy initiative over a longer-term when we next inspect.

### Grade

6 - Excellent

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 2: Quality of Environment

Grade awarded for this theme: 6 - Excellent

### Statement 2

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

#### Service strengths

The service met or exceeded all aspects of this statement and reached an excellent standard, maintaining this very strong performance since the last inspection.

We reviewed evidence obtained from inspection of the premises inside and out, discussions with managers, staff and young people, and a review of relevant documentation such as risk assessments, maintenance records, incident and single separation records and policies and procedures.

The strengths included:

- the service provided a safe and secure environment for young people. There was a sensitive approach to admissions and staff achieved a balance between safety and security, and privacy and dignity;
- there were clear policies in place on the use of searches, which were understood by staff and young people. The level of search required was varied in line with the policy and individual risk assessments;
- young people, they told us that they felt safe. They said that staff were fair and that they would deal with any issues such as bullying promptly and in a supportive manner;
- during the inspection, staff were present in sufficient numbers to be able to manage challenging behaviour in a way which reduced risk and tension. There were very clear policies on safe holds (restraints);

- staff were properly trained and reaccredited. Staff displayed a very good understanding of young people's stresses and triggers, and carefully structured plans were in place to support and manage these. Though there was not a high incidence of safe holds, there had been a recent increase in one unit. This was known and the reasons for this had been analysed and recognised. We looked at a sample of incident records. We found these to be of a consistently high standard, with details of preceding factors, events, and detailed debrief for staff and young people. There was a clear quality assurance process in place for incident recording at unit and senior management level, helping to provide an additional level of safeguarding for young people;
- the service had effective systems in place for making sure that the security of the building was maintained. They had invested substantially in electronic monitoring systems which were rigorously checked and reviewed by skilled and experienced staff;
- the service had effective corporate maintenance, but the on-site security manager and maintenance provided an immediate response to minor malfunctions on a 24-hour basis;
- a dedicated manager closely monitored an extensive range of health and safety checks across the premises on a regular basis;
- the service was in the process of finalising multi-agency contingency plans for use in the event of a serious incident requiring evacuation of the premises.

### Areas for improvement

We asked the service to clarify some aspects of the policy covering use of 'single separation' (where young people are confined to their bedrooms for protective or preventative reasons). We understand that they have since done this.

## Grade

6 - Excellent

**Number of requirements - 0**

**Number of recommendations - 0**

## Statement 3

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

### Service strengths

We chose this statement as we have not looked at this area for some time. We concluded that the service performed to an outstanding standard, as follows:

- the service achieved a positive balance between safety, security and comfort, and should be commended for doing so. This started with visitors being welcomed on arrival into a spacious, airy entrance hallway more akin to a high quality hotel than to a secure establishment. The external grounds were also maintained to a high standard and included a wildlife pond and an area where young people had built dens;
- the secure entrance through which young people arrived was softened by the addition of painted murals on the wall of the garage, with the aim of this being a less daunting experience for young people at what is undoubtedly a very stressful and often upsetting time;
- within the communal living accommodation, every effort had been made to create as homely an environment as possible, with the addition of soft furnishings, plants, pictures and soft lighting. A range of communal spaces gave young people the opportunity to spend time as a group or on a one-to-one with staff, and to have a degree of privacy when making phone calls. One young person told us that they thought that the unit was 'really nice', and not at all what they had expected when they were coming into secure care;
- we noted that, unlike almost all other secure units, young people were able to have a view of the countryside from the communal areas of the unit. Young people had access to enclosed courtyards where they played

group activities such as football and rounders. They were also able to make good use of school facilities outwith normal school hours. The courtyard and gym were well used for larger events to which visitors were invited;

- there were very good facilities for meetings, for example with family members or visiting professionals;
- young people had been involved in improving their surroundings, for example by personalising their rooms;
- the new library area next to one of the house units was an impressive addition and formed part of the service's improved focus on promoting reading for pleasure.

The service had a 'master plan' for further longer-term development of the campus, all of which would provide additional benefits and facilities for young people.

### Areas for improvement

The 'master plan', if it comes to fruition, will as indicated above, increase the range of facilities available.

### Grade

6 - Excellent

**Number of requirements - 0**

**Number of recommendations - 0**

## 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 reviewed the service's performance in this area as it had been some time since we had focused on this statement in any depth. We examined records for four of the most recently appointed staff. We concluded that the service's performance was excellent. They made use of best practice in recruitment and selection with the aim of safeguarding young people's welfare and providing high quality care and support. These included:

- a standardised application form for obtaining key information about candidates' abilities, qualifications and training, as well as full detail of previous employment;
- screening interviews to ensure that all the relevant information had been included in the application and any discrepancies explained and addressed;
- written tests to establish the applicant's abilities in relation to recording and analysis;
- formal interviews;
- group exercise and interviews;
- interviews by young people. These provide a valuable additional element to the recruitment process, particularly as young people often have clear ideas of the qualities they would like in staff and can offer extra insights;

- obtaining crucial validation such as criminal records checks, references, confirmation of professional registration where applicable, and proof of identity;
- a comprehensive induction which included shifts shadowing established staff.

Since the last inspection the service had also introduced additional improvements, including pre-interview visits by candidates. These provided an opportunity for them to see at first hand what working in secure care was like and whether it was likely to suit them before the process of formal interview.

### Areas for improvement

The service's main improvement area as identified in the self-assessment was to continue to maintain high standards and review policy and practice in line with any changes in best practice and legislation.

### 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

The service was exemplary in this area. This outstanding performance had been maintained since the previous inspection and was likely to be sustainable. The service was rigorous in identifying areas for improvement and implementing action plans to address them.

We examined evidence from a range of sources including training records, managers, staff, young people and social workers (including responses to

questionnaires), staff support and development records, and observation. Strengths included the following:

- there was a strong and effective staff learning and development programme. This consisted of formal training opportunities, informal support, planned supervision and annual appraisal;
- there were regular opportunities for staff to meet to discuss aspects of their work, reflect and learn, make suggestions for improvement and improve consistency of approach;
- staff had access to a range of welfare supports including free and confidential counselling, alternative/complementary therapies, sleep advice and drop-in facilities provided by the service's specialist staff. The service had continued to develop these since the last inspection. We felt that they reflected an appreciation on the part of the provider and managers of the often stressful and challenging work environment and the high value placed on the staff team in contributing to positive outcomes for young people;
- high expectations of staff conduct and practice, as demonstrated by the effective system for addressing staff practice issues;
- staff turnover was low and played a part in maintaining continuity of care for young people, whilst still introducing new ideas and talent. This also meant that the service only occasionally had to rely on sessional staff, and when they did it allowed them to make use of those who were already more familiar with the setting and young people;
- the quality of collaboration between the different staff groups in the service, for example care and education, was very strong. This was a key feature of the success of the service and allowed it to meet young people's needs more effectively and seamlessly;
- staff relations generally appeared very strong and contributed to job satisfaction and consistency of care;
- staff developed very positive relationships with young people and as such were in a much better position to support them and help them to achieve. We noted their familiarity with young people's needs and, for example, their understanding of triggers for challenging behaviour and those strategies more likely to succeed.

We received consistently positive feedback about the staff team from other professionals involved in the service. Importantly, this also applied to the comments made by young people. In their questionnaires, all staff said they felt safe at work and confirmed that they had regular supervision with a manager, and all but one that all training needs had been met. For example, social workers told us:

- 'I have observed staff to have a very nurturing approach to the young people. Staff have confidently yet professionally raised difficult and sensitive areas within multi-agency meetings. I have also found their reports for the Children's Hearing and LAAC reviews to be informative and of a high standard.'
- 'The young person speaks highly of staff members and has key relationships with them. Staff present during meetings such as reviews and hearings as having insight into the needs of the young person and how we can progress with things'.

### Areas for improvement

The service was introducing a new mentoring programme to strengthen the already very high-quality staff support system.

### Grade

6 - Excellent

**Number of requirements - 0**

**Number of recommendations - 0**

## Quality Theme 4: Quality of Management and Leadership

Grade awarded for this theme: 6 - Excellent

### Statement 3

“To encourage good quality care, we promote leadership values throughout the workforce.”

#### Service strengths

We chose to review this statement as we have not looked at this area for some time.

We concluded that the service achieved an excellent standard by meeting or exceeding all aspects of this statement. The evidence we reviewed included the views of staff and other stakeholders, training records, and examples of relevant staff initiatives. The strengths included:

- the service had completed a skills audit so that they were better informed about the workforce's experience, qualifications and skills and could plan accordingly;
- active encouragement for staff to take the initiative and contribute ideas and suggestions, and to make use of their talents and interests for the benefit of the service and individual young people. This had contributed for example to the impressive out-of-school activity programme which provided a broad range of learning opportunities and experiences;
- membership of working groups set up to review and improve specific aspects of the service;
- training for staff to become trainers or internal assessors in their own right. This was one example of how Good Shepherd supported and enable its staff to contribute to the development of the rest of the team and meet young people's needs. This ability to access training on an in-

house basis meant greater flexibility and responsiveness in terms of the annual training programme;

- the service provided some opportunities for staff to take on 'promoted posts', either in permanent or acting positions. As well as keeping talented staff in the service, this also helps those who might wish to try out new responsibilities and develop additional skills;
- the service was in the process of developing the 'Step into Leadership' programme. This has been developed by the Scottish Social Services Council and is aimed at building leadership capacity in the workforce;
- the service was also in the process of developing a staff mentoring programme and approach. This was aimed at helping people to develop more effectively and will complement the existing system of training and development.

### Areas for improvement

The service had identified the need for development of the leadership and mentoring programme as detailed above.

### Grade

6 - Excellent

**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

We chose to review this statement because of the importance of an effective self-evaluation and quality assurance process in the achievement of good outcomes and experiences for young people.

The service met or exceeded all aspects of this statement and achieved an

exemplary performance. The service had continued its rigorous approach to identifying areas for improvement and taking action to address them. It also consulted service users, carers and other stakeholders regularly about service quality and performance, and acted upon their views. We came to this conclusion after reviewing evidence from the following sources:

- the service's improvement plan;
- a range of audits and checks;
- incidents records and analysis;
- responses to consultation exercises;
- the service's database for recording and monitoring outcomes;
- notifications to the Care Inspectorate;
- managers, staff, young people, a board member and social workers.

The service's main strengths included:

- the service had a three-year improvement plan identifying a wide range of areas for development. This also made use of key performance indicators (including training, supervision and recruitment) and the national wellbeing outcomes to measure young people's progress. Each house unit had its own development areas including contributions from staff and young people. The service had continued to implement improvements in the plan. By the April 2015 review of progress nearly 30% had been achieved and the remainder were being developed or consolidated;
- the impact of the 'Blue Sky Thinking' event was still being felt in the service. This 2014 initiative had encouraged the wider staff group and young people to take ownership of the improvement process. It had generated a number of new ideas both 'big' and 'small' from staff and young people. It had also led to the development of a 'Innovation Team' incorporating staff from across the service and an external consultant. Young people were benefiting from an expanded range of out-of-school

activities for example. They had also recently buried a time capsule. Managers were making headway with the longer-term 'master' plan, which demonstrated high-level forward thinking in terms of the development of the campus. Managers kept staff informed by issuing 'innovation updates' which provided a useful overview of events and developments. These served to demonstrate to staff how their ideas were progressing;

- the service informed us promptly of any significant events in the service, information which we use as part of our on-going scrutiny of services' performance. They also completed a self-assessment, which we used as the basis of our inspection;
- a comprehensive database allowed the operational manager to monitor accidents and incidents to identify patterns across the service. Following our request for additional information on the use of single locked rooms (isolation) as part of a UK-wide survey, they had also created a new system for collating this important information. The quality of both recording of incidents and de-briefing in the aftermath was also very high;
- the service's system for collecting and analysing information on children's progress (outcomes monitoring) was of a very high standard. It had been highly commended at a national level. This provided information not only on individual young people but across the service as a whole, and had been used to influence approaches to care and support;
- young people had been attending part of the senior management meeting. The records confirmed that they had opportunities to tell managers how they thought things were in the service;
- the service had set up a number of working parties using a cross-section of staff. These included food, supervision and appraisal and learning across care and education. Such groups make use of a wide range of staff skills and knowledge and can ensure more meaningful improvement;
- a leadership development programme for middle management was being developed, with the intention of implementation beginning in 2016;
- external management by the board was effective. The board (and associated sub-groups) met regularly and was well-informed about the service's performance and significant events. Members also visited the

service and met staff and young people. This type of external oversight is recognised as playing an important part in safeguarding young people in residential accommodation.

### Areas for improvement

The service had continued to strive for and achieve continuous improvement by making use of a wide range of quality assurance methods. There was every reason to believe this would continue.

### Grade

6 - Excellent

**Number of requirements - 0**

**Number of recommendations - 0**

## 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 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								
15 Sep 2014	Unannounced	<table> <tr> <td>Care and support</td> <td>6 - Excellent</td> </tr> <tr> <td>Environment</td> <td>6 - Excellent</td> </tr> <tr> <td>Staffing</td> <td>6 - Excellent</td> </tr> <tr> <td>Management and Leadership</td> <td>6 - Excellent</td> </tr> </table>	Care and support	6 - Excellent	Environment	6 - Excellent	Staffing	6 - Excellent	Management and Leadership	6 - Excellent
Care and support	6 - Excellent									
Environment	6 - Excellent									
Staffing	6 - Excellent									
Management and Leadership	6 - Excellent									

27 Mar 2014	Announced (Short Notice)	Care and support Environment Staffing Management and Leadership	6 - Excellent 6 - Excellent 6 - Excellent 6 - Excellent
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