



Self Assessment Form Day Care for Children

Guidance Note

You are advised to use the accompanying guidance when completing the self assessment.

When you complete the self assessment, it is important that you take consideration of the National Care Standards. To help you to do this, you will find **examples** of sources of evidence and questions to ask about the service, matched to National Care sub Standards (in brackets) by clicking on the **help icon** next to the Quality Statement. Some examples may not apply to your service so it is important that you take time to look at these and use those most applicable. It is not meant to be used simply as a checklist. For some services there may be other legislation or best practice which will inform how you work. This is included under the heading 'Legislation and Best Practice Signposting below:

NB: The term "service users and carers" is used throughout this document for ease of reference, but is also taken to include family members and other representatives e.g. guardians, advocates etc. The term "carer" is used to mean people who look after a partner, husband or wife, son or daughter, relative or friend with a disability or illness. Many carers live with the person they care for, but many look after someone who lives independently, in supported accommodation, in hospital, or in a care home.

Section 115 of the Public Services Reform (Scotland) Act 2010 states that Social Care and Social Work Improvement Scotland (SCSWIS) and Her Majesty's inspectors of schools shall, at the request of Scottish Ministers, conduct a joint inspection of children's services. To fulfil this requirement, SCSWIS and Her Majesty's inspectors of schools have undertaken a commitment to inspect services, where relevant, in an integrated manner using National Care Standards and Her Majesty's inspectors of schools self evaluation tools.

Legislation and Best Practice Signposting

When completing the self-assessment you should be aware of the provisions of the Public Services Reform (Scotland) Act 2010 and associated regulations; and, where appropriate, the Regulation of Care (Scotland) Act 2001.

Public Services Reform (Scotland) Act 2010, section 115

The Public Services Reform (Joint Inspections) (Scotland) Regulations 2011

Pre-Birth to three: supporting our youngest children (Scottish Executive)

A curriculum for excellence building the curriculum 2: active learning in the early years (Scottish Executive, 2006)

Your time- your club, (Scottish out of School Network 2006)

The Benefits of Play and Playwork, (The Community and Youth Workers Union and Skills Active, 2006)

Protecting Children and Young People: Framework for Standards (Scottish Executive 2004)

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Protecting Children and Young People: The Charter (Scottish Executive 2004)
“It’s everyone’s job to make sure I’m alright” (Scottish Executive 2002)
Nutritional guidance for early education and childcare settings for children
aged 1-5 (Scottish Executive 2006)
Inspired Healthy Eating for Play, Care and Learning services (SOSCN)
Child Smile (NHS Scotland)
The SSSC Codes of Practice for Social Service Workers and Employers 2007
Safer Recruitment through Better Recruitment: Guidance in Relation to Staff
Working in Social Care and Social Work Settings (Scottish Executive 2007)
Out of School Care: Employer Staff Handbook (SOSCN)

The Inspection Focus Areas (IFAs)

Please see the SCSWIS website at www.scswis.com

Quality Theme 1: Quality of Care and Support

Quality Statement 1.1

We ensure that service users and carers participate in assessing and improving the quality of care and support provided by the service.

Sources of Evidence

- We consult children through circle time, questionnaires etc. (5.5)
- We audit the views of parents through questionnaires, group or individual consultation meetings (13.1)
- The views of carers are taken into account in determining the strengths and areas of development for the service (13.1)

Service provider evidence of strengths

Areas of improvement identified by the service provider:

Other issues

Please provide information about any other issues you feel are relevant when making the quality assessment.

Target action date

Please provide a target date by when you will complete any improvement actions you have mentioned above.

Service provider grading

Please provide a grade for your service under this Quality Statement. Please tick one box below.

☐ 6 – Excellent☐ 5 – Very good☐ 4 – Good☐ 3 – Adequate☐ 2 – Weak☐ 1 – Unsatisfactory

Quality Statement 1.2

We enable service users to make individual choices and ensure that every service user can be supported to achieve their potential.

Sources of Evidence

- We plan the service provision for under 3s using "Pre-Birth to Three" or other local guidance (5.1)
- Our service for 3-5 year olds reflects the curriculum for excellence (5.1)
- We make copies of relevant documents readily available to staff (5.1)
- Staff are familiar with national and local guidance (5.1)
- We provide a wide range of exciting and challenging experiences for all service users (5.2)
- Staff understand how to plan for children and demonstrate a good knowledge of how the activities will meet individual and group needs (5.2)
- We have an understanding of each child's needs, interests and stages of development, and take these into account in planning the service(5.2)
- Staff respond to individual learning needs (4.4)
- We have used assessment information for each child to inform the planning of our service (4.4)
- The range of our activities provides both breadth and balance for learning (5.2)
- Children are fully engaged in the activities provided (5.2)
- Children interact well with both our staff and other children (5.5)
- Children have opportunities to play individually and in groups (5.5)
- Children have an input into the planning and choosing of activities or outings (5.4)
- The range of activities reflects the age range of the children
- The daily programme includes opportunities for active and outdoor play (11.4)
- Children have access to sports and play opportunities (5.3)
- We undertake appropriate risk assessments to allow children to undertake challenging activities (5.2)
- All children have an equal access to opportunities of play or experience (8.1)
- Staff interact positively with the children and support, praise and encourage the children (4.3)
- Children with additional needs are integrated into our service (8.1)
- Staff are aware of anti discrimination legislation (8.1)
- Staff have manageable arrangements for record keeping which highlight the achievements and development needs of the children (4.4)
- We have individual profiles for each child (4.4)
- We have individual educational plans and programmes to support each child's learning and development (6.4)
- Staff undertake high quality interactions with children (4.2)
- Staff intervene appropriately in play situations (4.2)
- Staff can demonstrate a good, well-rounded knowledge of each child (4.1)
- Staff have a process for evaluating the activities (13.1)

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- Staff use assessment information to plan and extend activities for children (5.2)
- Children contribute to, and are actively involved in, the assessment process (4.4)
- We use Information from carers to contribute to the assessment process (4.4, 7.6)
- We provide carers with regular, and up to date, information including written reports on their children's progress (4.4)
- Staff share information contained in individual profiles with carers regularly (4.4)
- We retain information which allows for the tracking of a child's experience in our service (4.4)

Service provider evidence of strengths

Areas of improvement identified by the service provider:

Other issues

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Target action date

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Service provider grading

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- | | | |
|--|--|---|
| <input type="checkbox"/> 6 – Excellent | <input type="checkbox"/> 5 – Very good | <input type="checkbox"/> 4 – Good |
| <input type="checkbox"/> 3 – Adequate | <input type="checkbox"/> 2 – Weak | <input type="checkbox"/> 1 – Unsatisfactory |

Quality Statement 1.3

We ensure that service user's health and wellbeing needs are met.

Sources of Evidence

- We have a statement of aims and objectives which reflect our intentions for the service (14.2)
- Our programme reflects the emotional, personal and social needs of the children (6.1)
- Staff demonstrate an understanding of the children's needs and how these are being met (6.1, 6.2)
- We promote the health and safety of the children in our care
- Staff encourage children to care for each other and friendships are encouraged and supported (7.1)
- Staff comfort children appropriately if they are upset (7.2)
- We have been involved in a citizenship programme (7.1)
- We have accessed specialists from other agencies to support families and children from other agencies including physiotherapists, speech and language specialist, psychological services, support and development staff, dental hygienist, social work, health visitors etc (6.2)
- Our deployment of staff reflects continuity of care for children (3.1)
- Where children attend full days or longer sessions we provide suitable opportunities for sleep or rest (3.5)
- We provide quiet areas for the children (3.5)
- Children have opportunities to develop independently and support younger children (7.2)
- We have an infection control policy and appropriate procedures for the control of infection
- Staff can demonstrate a knowledge of infection control procedures (3.2)
- Staff keep abreast of current best practice in relation to infection control
- We have appropriate support materials, in the service, for infection control including books, videos. professional journals and Scottish Government guidance (12.2)
- We have a policy for emergencies(3.7, 14.2)
- We are a health promoting nursery (3.3)
- We participate in the national tooth brushing scheme (3.3)
- We have an effective policy and procedure on the administration and storage of medication (3.6)
- We have a copy of the nutritional guidance for early years (3.4)
- Menus for meals and snacks reflect healthy choices (3.4)
- Children have access to drinks throughout the session (3.4)
- Staff sit and eat with children to encourage children (3.3)
- Where carers provide packed lunches, we encourage them to provide healthy meal options and provide information on healthy options (3.3)
- Where food is brought in from parents/carers home, appropriate storage facilities are provided (2.4)
- Staff have attended food handling training (where appropriate)
- Children are involved in deciding what the menus should be (3.3)
- Children are involved in shopping (3.3)
- Children are involved in the preparation of healthy snacks (3.3)

- Staff can demonstrate an awareness of healthy eating (3.3)
- Our children are transported to and from school safely
- There are policies and procedures which support children's safety (14.2)

Service provider evidence of strengths

Areas of improvement identified by the service provider:

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Other issues

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Target action date

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Quality Statement 1.4

We use a range of communication methods to ensure we meet the needs of service users.

Sources of Evidence

- We have an information board with current information (6.1)
- We provide carers with newsletters (6.1)
- Communication diaries are maintained for younger children or those with additional needs (6.1)
- Children are involved in planning activities and events (7.3)
- Carers are consulted on the service (14.5)
- We have a parents group/committee (7.6)
- Carers have the opportunity to attend meetings to discuss their children's learning (6.1)
- Staff speak informally with carers as they drop off and collect their children (7.2)
- We have an appropriate confidentiality policy/statement (14.2)
- Staff demonstrate a good working knowledge of the policy (14.2)
- Carers display confidence in the staff to retain confidentiality (7.2)
- We have an appropriate complaint procedure (14.2)
- We have a participation strategy to ensure that carers' involvement in the service, both formal and informal is identified (7.6)

Service provider evidence of strengths

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Areas of improvement identified by the service provider:

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Quality Statement 1.5

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

Sources of Evidence

- Our Staff have manageable arrangements for record keeping which highlight the achievements and development needs of the children (4.4)
- We have individual profiles for each child (4.4)
- We have individual educational plans and programmes to support each child's learning and development (6.4)
- Our staff undertake high quality interactions with children (4.2)
- Our Staff intervene appropriately in play situations (4.2)
- Our Staff can demonstrate a good, well-rounded knowledge of each child (4.1)
- Our Staff have a process for evaluating the activities (13.1)
- Our Staff use assessment information to plan and extend activities for children (5.2)
- Children contribute to, and are actively involved in, the assessment process (4.4)
- We use information from carers to contribute to the assessment process (4.4, 7.6)
- We provide carers with regular, and up to date, information including written reports on their children's progress (4.4)
- Our staff share information contained in individual profiles with carers regularly (4.4)
- We retain information which allows for the tracking of a child's experience in our service (4.4)
- We use an appropriate range of assessment methods and promote an ethos of achievement for all children
- Carers and children have opportunities to visit our service prior to admission (1.3)
- We have pre-admission meetings (1.3)
- We provide carers with a range of appropriate information about the service (1.2, 14.2)
- We make previous SCSWIS (and Care Commission) inspection reports available to service users and prospective service users (1.2)
- We have arrangements in place to provide information in other formats or languages if required (1.2)
- We have appropriate enrolment information
- Enrolment sheets/information sheets are available and completed
- We ensure that we contact any agency involved with the child/family to obtain information to inform the child's placement (6.3)
- We participate in any inter-agency meetings (6.3)
- We use information from parents/carers to develop the child's care routines (6.2, 7.6)
- We develop and implement individual care routines, especially for the very young children (6.4)
- We support continuity of care and this can be evidenced through children's registers, staff rotas etc. (3.1)

- We have a a key worker system (3.1)
- Where there have been changes to staff and carers, we have informed the children and supported them through the changes. (3.2, 7.6)
- We take appropriate actions to support the changing needs of children and their families (6.1)

Service provider evidence of strengths

Areas of improvement identified by the service provider:

Other issues

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Quality Theme 2: Quality of Environment

Quality Statement 2.1

We ensure that service users and carers participate in assessing and improving the quality of the environment within the service.

Sources of Evidence

- We consult children through circle time, questionnaires etc. (5.5)
- We audit the views of parents through questionnaires, group or individual consultation meetings (13.1)
- The views of carers are taken into account in determining the strengths and areas of development for the service (13.1)

Service provider evidence of strengths

Areas of improvement identified by the service provider:

Other issues

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Quality Statement 2.2

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

Sources of Evidence

- There are no major structural defects to the building (2.2)
- Environmental Health reports evidence compliance with local guidance (2.2)
- Appropriate maintenance contracts are in place
- Maintenance records are available(2.2)
- Procedures for identifying maintenance issues are available to staff (2.1)
- Health and safety aspects of accommodation and facilities are identified and addressed (2.1)
- Evidence that issues raised are appropriately and timeously actioned (2.1)
- The premises comply with the SCWIS requirements for care services regulations about fitness of premises.
- Observations of the service being in a good state of repair
- Children are cared for in accommodation that has adequate and suitable ventilation, heating and light
- Access and appropriate accommodation is available for children with additional support needs including physical disabilities (2.2)
- Toilet facilities are accessible and appropriate to the children attending (2.2)
- Smoking policy in place (2.1)
- A suitable door entry system is in place (2.1)
- There is a safe outdoor play area (2.2)
- Appropriate risk assessments are carried out (2.2)
- The accommodation is observed as clean (2.1)
- There are appropriate cleaning procedures in place (2.4)
- Procedures are in place and are known to staff for visitors in the service (2.2)
- There is a visitors book (2.2)
- Visitors to the service do not have unsupervised access to the children (2.2)
- Students and those on work experience are supported and monitored (12.2)
- The premises are clean and free of waste (2.1)
- There are appropriate procedures for cleaning the service (2.1)
- Outside areas are checked daily to ensure any hazardous items such as broken glass are removed (2.1)
- Waste bins are available and emptied regularly (2.1)
- Policies exist which encourage children to care for the environment (9.1)
- Children participate in appropriate projects/initiatives (9.1)
- Children are observed as being praised for taking care of the environment (4.2) Welcoming notices with appropriate information are clearly displayed at the entrance to the service (1.1)
- There is an attractive reception area (2.2)
- Playrooms are well organised and managed (2.3)
- Children can move freely round the room (2.3)

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- Convenient and sufficient storage facilities are available throughout the service (2.2)
- The furnishings are appropriate to the age range of children in attendance (2.2)
- The presentation of the environment is stimulating and there is an appropriate balance of the display of children's work, printed text, photographs, posters and other displays (11.2)
- Displays are linked to the topics, themes or interests of the children (11.2)
- There are interest or topic tables for active experimentation (11.2)
- Displays reflect the cultural diversity of the community (2.1)
- Children can access appropriate areas of the premises without staff intervention in line with their age and stage of development (2.2)
- Corridor areas are tidy (2.1)
- There are appropriate toilet facilities
- Children have access to an outdoor play area (2.3)
- The play area is in a good state of repair (2.1)
- Children's work is displayed in the service (7.2)

Service provider evidence of strengths

Areas of improvement identified by the service provider:

Other issues

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Service provider grading

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Quality Statement 2.3

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

Sources of Evidence

- Staff are aware of the procedure for reporting defects (2.1)
- We store any broken furnishings or toys away from the play and corridor areas (2.1)
- Management are vigilant about addressing maintenance issues timeously and we have records to support this (2.1)
- Staff encourage children to care for the premises (4.3)
- Resources are appropriate for the stage of the children's development, learning and interests (11.1)
- Children of differing abilities work with resources which challenge them (11.1)
- Resources are well displayed (11.2)
- Resources are well organised and easily accessible (11.1)
- Resources are appropriate in order to meet our aims (11.1)
- The resources available support a range of learning methods and play opportunities (11.1)
- Children's work is displayed in the service (7.2)
- Staff are aware of the range of resources available (11.1)
- We have up to date inventory of furnishings and resources readily available (11.1)
- There is a range of resources available in the playrooms and the outdoor areas for children (11.1)
- Resources are stored in a way that enables children to make independent choices (11.1)
- Staff and children contribute to the priorities for the acquisition of new resources (11.1)
- Staff monitor and evaluate the use of resources to ensure the children's needs are met (11.1)
- Appropriate resources including ITC and console games are available and appropriate to the age range of children
- We have a policy which ensures that children do not have access to inappropriate materials on the internet (2.4)
- Staff observe and monitor children's internet access (2.4)
- There are technical limitations on the computer system which restrict what can be accessed on the internet (2.4)
- There are a range of appropriate resources for children with additional needs (11.1)
- We make use of the local library (9.1)
- We access any toy library/resource materials available to enhance topics or themes from local agencies
- Shared resources are efficiently managed (11.1)
- We do not use any damaged/unsafe resources (11.1)
- Our plans reflect that our staff use/intend to use local facilities (9.1)
- We have photographic evidence of the children using local resources or participating in local events (9. 1)

- Staff have a knowledge of the local resources (9.1)
- Members from the local community contribute to the service (9.1)
- Children have an awareness of the resources in their community (9.1)
- Organisations based in the community engage with and involve our service (9.1)
- The notice board reflects community events (9.1)
- Schools and training agencies place students in the service (9.1)
- Complaints or concerns from members of the community are dealt with effectively
- We involve partner agencies such as dental health, health visitors, police, fire, etc appropriately in the service (9.1)
- The layout allows for areas where children can play independently, in small groups or in larger groups as required (2.3)
- Indoor space is available for active play (2.2)

Service provider evidence of strengths

Areas of improvement identified by the service provider:

Other issues

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Quality Statement 2.4

The Quality Statement is not applicable to this service type.

Quality Statement 2.5

The accommodation and resources are suitable for the needs of the service users.

Sources of Evidence

- Resources are appropriate for the age and ability of the children in the service
- There is a range of suitable resources for outdoor play (11.4)

Service provider evidence of strengths**Areas of improvement identified by the service provider:**

Other issues

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Quality Theme 3: Quality of Staffing

Quality Statement 3.1

We ensure that service users and carers participate in assessing and improving the quality of staffing in the service.

Sources of Evidence

- Participation strategy (7.3, 7.6, 13.1)
- Service user questionnaires, minutes of consultation meetings etc. (13.1, 14.5)
- Recruitment and retention policies (12.1, 12.2)
- Training plans (13.0)

Some questions to ask yourself. You may wish to record your responses as part of the evidence you submit to us.

- Do you have a participation strategy which reflects the way in which you engage with service users and carers? (13.1)
- How has the service user and carer participation led to service improvements in respect of staffing? (13.1, 14.5)
- How does your service take into account the views of service users about staffing in your service (e.g. questionnaires, group or individual consultation meetings)? (13.1, 14.4, 14.5)
- To what extent do you involve service users and carers in the recruitment and selection of staff? (12.1)
- To what extent do you involve service users and carers in the development of staff training plans? (14.5)
- How do you take the views of carers into account in determining the strengths and areas of development of the service in respect of staffing? (14.5)
- What recent service improvements have you made, in respect of staffing, as a result of taking into account service users and carers' views? (13.1, 14.5)
- How has service user/carers feedback helped to grade this Quality Theme related to staffing? (13.1)

Service provider evidence of strengths

Areas of improvement identified by the service provider:

Other issues

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Quality Statement 3.2

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

Sources of Evidence

- Recruitment and retention policies (12.1, 12.2)
- Staff files (14.2)
- Adult and child protection policies (14.2)
- Induction programme (14.2)
- Disclosure Scotland and/or PVG scheme checks (12.1)
- Checks with professional bodies (e.g. SSSC, NMC, GMC) (12.1)
- Staffing arrangements including rotas (12.2)

Some questions to ask yourself. You may wish to record your responses as part of the evidence you submit to us.

- Do you operate an effective, safe and transparent recruitment and retention policy and procedures? (12.1)
- Do you have an equal opportunities policy which you monitor to ensure equality and fairness for staff including race, religion, ethnicity, disability and gender? (14.2)
- Do your staff files reflect that you have followed robust procedures and the appropriate checks have been undertaken (e.g. Disclosure Scotland and/or PVG scheme checks, SSSC, GMC, NMC) for all staff grades and volunteers? (14.2)
- Have you recruited staff in appropriate numbers and skill mix to meet the aims and objectives of the service and the needs of service users? (12.2)
- Are your staff registered with the relevant professional body (e.g. SSSC, GMC, NMC)? (12.1)
- Do your staff undergo a comprehensive induction programme? What does this cover? (12.2, 14.4)
- How does your service promote an open and transparent environment such that your staff are confident in reporting poor practice? Do your staff view feedback with defensiveness or as an opportunity? (13.1, 14.4)
- How do you ensure that your staff have a good knowledge of your adult and child protection policies and a clear understanding of their roles and responsibilities in respect of adult and child protection? (13.2, 14.2)

Service provider evidence of strengths

Areas of improvement identified by the service provider:

Other issues

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Service provider grading

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☐ 4 – Good

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☐ 2 – Weak

☐ 1 – Unsatisfactory

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Quality Statement 3.3

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

Sources of Evidence

- Policies and procedures e.g. recruitment, whistleblowing, service user protection (14.2)
- Induction programme (12.2)
- Staff development strategy/Annual training plan (12.2)
- Staff records including professional development, education and training (12.1)
- Records of communication with staff, service users and carers, other agencies (10.1, 13.1, 14.4)
- Exit interviews (12.1)

Some questions to ask yourself. You may wish to record your responses as part of the evidence you submit to us.

- What relevant policies do you have in place to support this Quality Statement e.g. recruitment, whistleblowing, confidentiality, protection of vulnerable adults and child protection? How do you ensure that staff are aware of these policies and procedures and can implement them appropriately? (12.1)
- How does individual staff development link into your staff development strategy, e.g. framework for staff supervision, continuous professional development, education and training programmes which ensures that staff are adequately trained to meet the needs of the service users? Do your staff records reflect this? (12.1)
- How do your staff work to relevant professional Codes of Practice (e.g. SSSC, NMC, GMC)? (12.1)
- How do you ensure that your staff are aware of the National Care Standards, research and best practice and how do they use these to inform their, and others', day to day practice? (12.1)
- How do you ensure that your staff work in effective teams which deliver good outcomes for service users? (12.2)
- Can your staff demonstrate a knowledge of the needs of the service users and do they plan service users' care accordingly? (14.4)
- How do your staffing arrangements promote continuity of care? (3.1,12.2)
- Are your staff clear about lines of communication and accountability? e.g. would staff state that engagement with management and other staff is positive? What is the communication network across departments and between management and other staff? (14.4)
- What mechanisms are in place which support your staff to liaise appropriately with other professionals and agencies? (10.1)
- Does your service/organisation have an open and transparent environment such that your staff are confident in reporting poor practice? (13.1)
- Do your policies and practice support staff retention? (12.1)

Service provider evidence of strengths

Areas of improvement identified by the service provider:

Other issues

Please provide information about any other issues you feel are relevant when making the quality assessment.

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Target action date

Please provide a target date by when you will complete any improvement actions you have mentioned above.

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Service provider grading

Please provide a grade for your service under this Quality Statement. Please tick one box below.

☐ 6 – Excellent☐ 5 – Very good☐ 4 – Good☐ 3 – Adequate☐ 2 – Weak☐ 1 – Unsatisfactory

Quality Statement 3.4

We ensure that everyone working in the service has an ethos of respect towards service users and each other.

Sources of Evidence

- Policies and procedures (14.2)
- Participation strategy, minutes of meetings etc. (14.5)
- Staff training records (12.2)

Some questions to ask yourself. You may wish to record your responses as part of the evidence you submit to us.

- How do you ensure that there are clear procedures for setting standards of conduct, care and welfare? (14.1)
- How would your staff demonstrate that they have a good knowledge of the National Care Standards (NCS) and the principles, including how these have had a direct impact on their work with service users? (12.2)
- How do your policies and procedures reflect the NCS and principles? (14.1)
- Staff and carers can describe a culture of the service which reflects good values and your staff can be observed putting these values into practice, interacting positively with service users and being responsive to service users' needs? (6.1, 13.1)
- Are your staff trained in the promotion of the principles of equality and diversity and what evidence do you have that they operate in accordance with these principles? (12.2)
- How do your staff encourage service users to express their views and ask questions? (6.2, 7.3, 13.1)
- What opportunities do you provide for both your staff and service users to discuss matters in confidence? (14.2)
- If asked, would your service users report that staff are respectful and caring and treat them with dignity? (7.2, 7.4, 7.6)

Service provider evidence of strengths

Areas of improvement identified by the service provider:

Other issues

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Service provider grading

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- | | | |
|--|--|---|
| <input type="checkbox"/> 6 – Excellent | <input type="checkbox"/> 5 – Very good | <input type="checkbox"/> 4 – Good |
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Quality Theme 4: Quality of Management and Leadership

Quality Statement 4.1

We ensure that service users and carers participate in assessing and improving the quality of the management and leadership of the service.

Sources of Evidence

- Participation strategy (7.3, 7.6, 13.1)
- Service user questionnaires, minutes of consultation meetings etc. (13.1, 14.5)
- Corporate plan/annual report/statement of aims and objectives (12.1, 12.2)

Some questions to ask yourself. You may wish to record your responses as part of the evidence you submit to us.

- Do you have a participation strategy which reflects the way in which you engage with service users and carers? (7.3, 7.6, 13.1)
- How has service user and carer participation influenced the strategic direction of your service? (13.1)
- How do you take into account the views of service users in respect of development of the strategic direction of your service (e.g. questionnaires, group or individual consultation meetings)? (7.3, 7.6, 13.1)
- How have you involved service users in undertaking this self assessment process? (13.1)

Service provider evidence of strengths

Areas of improvement identified by the service provider:

Other issues

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Target action date

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Service provider grading

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- | | | |
|--|--|---|
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Quality Statement 4.2

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

Sources of Evidence

- Communication records with staff (e.g. minutes of team meetings, staff questionnaires) (14.4)
- Staff supervision/appraisal records (14.7)
- Staff professional development and training records (14.2)

Some questions to ask yourself. You may wish to record your responses as part of the evidence you submit to us.

- Are your staff knowledgeable about the strategic plan, and aims and objectives of the service, and are consulted when aims and objectives are developed? How are staff offered the opportunity to influence the strategic direction of your service? (13.1)
- How would staff describe the culture of leadership and management in your service? (14.4)
- How do you encourage your staff to bring new ideas and learning into the service? (13.1)
- Do you consult your staff about how their time and skills are deployed in the service? What influence do your staff have on staffing/staff management issues? (13.1)
- How do you promote an effective learning culture for your service/organisation, including providing access to resources to enable staff to keep up to date about the care sector in which your service operates (e.g. websites, journals, magazines and reports)? (12.2, 14.7)

Service provider evidence of strengths

Areas of improvement identified by the service provider:

Other issues

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Target action date

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Service provider grading

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Quality Statement 4.3

To encourage good quality care, we promote leadership values throughout our workforce.

Sources of Evidence

- Training records (14.2)
- Appraisal/supervision records (14.2)
- Staff surveys (13.1)
- Corporate plan/annual report/statement of aims and objectives (14.2)

NB References to "Managers" means owners, managers, a board etc. as appropriate.

Some questions to ask yourself. You may wish to record your responses as part of the evidence you submit to us.

- Is it clearly defined who is responsible for planning within your service and updating your service's strategic aims and objectives, including updating policies, staff management structure and staff training to deliver new strategic developments? (14.1, 14.4)
- How do you ensure that your staff understand the aims and objectives contained in your corporate plan/annual report/statement of aims and objectives, and are they committed to them? (12.2, 14.4)
- Do your managers have aims and objectives which clearly define their leadership responsibilities? (14.4)
- Do your staff demonstrate effective leadership qualities and communication skills which foster effective working relationships between staff and service users? (14.1, 14.4)
- How do you motivate your managers and staff to become leaders? What evidence do you have that you have achieved this outcome? (12.2, 14.4)
- What systems do you have in place to support staff to develop their leadership skills and management of change? (12.2)
- Do you make leadership training accessible to all staff? (12.2)
- What evidence do you have that staff success is recognised and celebrated? (13.1)
- Do you promote staff autonomy and decision making in a supportive environment? (12.2)
- How do the leadership values in your service ensure that staff are continually striving towards achieving high quality evidence-based relationship centred care? (13.1)

Service provider evidence of strengths

Areas of improvement identified by the service provider:

Other issues

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Service provider grading

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Quality Statement 4.4

We use quality assurance systems and processes which involve service users, carers, staff and stakeholders to assess the quality of service we provide.

Sources of Evidence

- Corporate plan/annual report/statement of aims and objectives (14.1)
- Quality assessment policies, methods and records of reviews and updates (13.1, 14.2)
- Quality assurance models (13.1)
- Best value review (13.1)
- Self evaluation process (13.1)
- Records of consultation with stakeholders including service users and carers (13.1)
- Quality Assurance Awards (13.1)
- Complaints procedure including access to advocacy (14.2)

Some questions to ask yourself. You may wish to record your responses as part of the evidence you submit to us.

- How do you assure quality in your service? (13.1)
- What quality assurance models do you use/participate in(e.g. Scottish Government Self Evaluation document "How good is our team", Investors in People, scrutiny from external bodies)? (13.1)
- How often do you review the quality systems you have in place? (13.1)
- How are service users involved with your quality assurance and self evaluation process? (13.1)
- What methods have you developed to encourage feedback from stakeholders e.g. service users and carers, social workers and external regulators and agencies? (10.1, 13.1)
- What action have you taken in response to feedback from service users and carers and other stakeholders and how has this improved the service? (13.1)
- Have you developed, submitted and implemented an action plan to take account of any requirements and recommendations from regulatory activity? (13.1)
- How does quality assurance inform staff supervision? (13.1)
- Do you make notifications to stakeholders, SCSWIS, SSSC and other professional bodies? (12.1)

Service provider evidence of strengths

Areas of improvement identified by the service provider:

Other issues

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Service provider grading

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