care inspectorate

A quality framework for childcare agencies introducing and supplying childcare staff

For use in self-evaluation, scrutiny and improvement support

May 2024

HAPPY TO TRANSLATE

A quality framework
for childcare agencies
introducing and supply
childcare staff

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Keeping The Promise at the heart of what we do

Our approach to inspections

Since 1 April 2018, the Health and Social Care Standards have been used across Scotland.

We consider these standards to inform the decisions we make about quality of care and support, and since their introduction we have been developing new approaches to scrutiny. This has been to ensure our inspections and other scrutiny work are strongly focused on assessing the extent to which people experience wellbeing, and on understanding the difference care and support makes to their lives.

Our approaches to scrutiny ensure there is an emphasis on experiences and outcomes; proportionate approaches in services that perform well; shorter inspection reports; and a focus on supporting improvement in quality.

The quality framework sets out the elements that will help us answer key questions about the difference a service is making to children and their family's lives. The primary purpose of a quality framework is to support services to evaluate their own performance. The same framework is then used by inspectors to provide independent assurance about the quality of services. By setting out what we expect to see in a high-quality service, we can also help support improvement. Using a framework in this way develops a shared understanding of what constitutes good experiences. The quality framework also supports openness and transparency in the inspection process. In developing it, we have involved both people who experience or have experienced care and those who provide care and support.

Our frameworks are tested and evaluated to hear the views of children and people experiencing care, their carers and care providers. They are also kept under review to ensure they reflect any changes in the wider social care landscape. All of this helps us refine our frameworks and the way we use them.

How we have incorporated children's rights within the quality framework

In developing this framework, we recognise that children's rights are central to every aspect of their care, play and learning provision across all service types. As corporate parents we are committed to keeping **The Promise** and the **Pinky Promise** made to care experienced infants, children, young people, adults, and their families – that every child grows up loved, safe, respected, and able to realise their full potential. This reflects our values, responsibilities, and commitments as corporate parents. We pledge to listen to children and young people, take action and do our best to improve their life chances. We have used the **Health and Social Care Standards** alongside the principles of the **United Nations Convention on the Rights of the Child (UNCRC)** to illustrate the quality we would expect to see. This is to help providers see how all the aspects link together.

The content of the UNCRC has been developed into formats that can be used with children that you may find helpful to access. The **Children and Young People's Commissioner** has a range of child friendly resources that can help in exploring and promoting a rights-based approach with children, their families and your staff.

How is the framework structured?

The quality framework is framed around three key questions. The first two are:

- How well do we support children's care, play and learning?
- How good is our leadership and staffing?

The quality indicators: childcare agencies

Key question 1: How well do we support children's care, play and learning?	Key question 2: How good is our leadership and staffing?
1.1. Staff nurture and support children's care, play and learning	**2.1.** Quality assurance and improvement are led well
1.2. Children are safe and protected	**2.2.** Staff are used effectively to meet the needs of children and families
Key question 3: What is the overall capacity for improvement?	

Under each key question, there are two **quality indicators**. These have been developed to help answer the key questions. Each quality indicator has **key areas**, short bullet points which make clear the areas of practice covered by it.

Under each quality indicator, we have provided quality illustrations of these key areas at an evaluation of 'very good' and 'weak' on the six-point scale that we use to evaluate on inspections. The illustrations are aligned to the Health and Social Care Standards, appropriate legislation and relevant national best practice. They describe what we may expect to see in a care service that is operating at a 'very good' level, and what we might see in a service that is operating at a 'weak' level. These illustrations are not a definitive description of care and support provision but are designed to help care and support services and inspectors evaluate the quality indicators using the framework.

The final key question is:

• What is our overall capacity for improvement?

This requires a global judgement based on evidence and evaluations from all other key areas. The judgement is a forward-looking assessment, but also takes account of contextual factors which might influence the capacity of an organisation to improve the quality of services in the future. Such factors might include changes of senior staff, plans to restructure, or significant changes in funding. We think this an important question to ask as part of a self-evaluation of care and support. This is not a question we will inspect against, but our inspectors will consider this as part of their assessment in relation to a service's capacity to improve.

You should carefully consider the aims and objectives of your service when looking at the quality illustrations and evaluating it using the quality indicators and key questions. In each quality indicator, we have included a scrutiny and improvement toolbox. This includes examples of the scrutiny actions that the Care Inspectorate may use in evidencing the quality of provision. It also contains links to key practice documents that we think will help care services in their own improvement journey.

How will this quality framework be used on inspections?

There are quality illustrations for agencies that are both introductory and a supply agency. In addition, there are quality illustrations that are for a supply agency only.

Our inspectors will look at all of the key questions and quality indicators as part of the inspection process.

We will provide an overall evaluation for each of the key questions we inspect, using the six-point scale from unsatisfactory (1) to excellent (6). This will be derived from the specific quality indicators that we inspect. Where we inspect one quality indicator per key question, the evaluation for that quality indicator will be the evaluation for the key question. Where we inspect more than one quality indicator per key question, the overall evaluation for the key question will be the lower of the quality indicators for that specific key question.

In addition to evaluating key questions, there are some things we will always look at on our inspections. This is because we know these key areas are essential to a service being safe. We call these 'core assurances' and further information about these are set out on page 9.

How will we use the six-point scale?

The six-point scale is used when evaluating the quality of performance across quality indicators.

6	Excellent	Outstanding or sector leading
5	Very Good	Major strengths
4	Good	Important strengths, with some areas for improvement
3	Adequate	Strengths just outweigh weaknesses
2	Weak	Important weaknesses – priority action required
1	Unsatisfactory	Major weaknesses – urgent remedial action required

An evaluation of **excellent** describes performance which is sector leading and supports experiences and outcomes for people which are of outstandingly high quality. There is a demonstrable track record of innovative, effective practice and/or very high quality performance across a wide range of its activities and from which others could learn. We can be confident that excellent performance is sustainable and that it will be maintained.

An evaluation of **very good** will apply to performance that demonstrates major strengths in supporting positive outcomes for people. There are very few areas for improvement. Those that do exist will have minimal adverse impact on people's experiences and outcomes. While opportunities are taken to strive for excellence within a culture of continuous improvement, performance evaluated as very good does not require significant adjustment.

An evaluation of **good** applies to performance where there is a number of important strengths which, taken together, clearly outweigh areas for improvement. The strengths will have a significant positive impact on people's experiences and outcomes. However improvements are required to maximise wellbeing and ensure that people consistently have experiences and outcomes which are as positive as possible.

An evaluation of **adequate** applies where there are some strengths, but these just outweigh weaknesses. Strengths may still have a positive impact but the likelihood of achieving positive experiences and outcomes for people is reduced significantly because key areas of performance need to improve. Performance which is evaluated as adequate may be tolerable in particular circumstances, such as where a service or partnership is not yet fully established, or in the midst of major transition. However, continued performance at adequate level is not acceptable. Improvements must be made by building on strengths while addressing those elements that are not contributing to positive experiences and outcomes for people.

An evaluation of **weak** will apply to performance in which strengths can be identified but these are outweighed or compromised by significant weaknesses. The weaknesses, either individually or when added together, substantially affect people's experiences or outcomes.

Without improvement as a matter of priority, the welfare or safety of people may be compromised, or their critical needs not met. Weak performance requires action in the form of structured and planned improvement by the provider or partnership with a mechanism to demonstrate clearly that sustainable improvements have been made.

An evaluation of **unsatisfactory** will apply when there are major weaknesses in critical aspects of performance which require immediate remedial action to improve experiences and outcomes for people. It is likely that people's welfare or safety will be compromised by risks which cannot be tolerated. Those accountable for carrying out the necessary actions for improvement must do so as a matter of urgency, to ensure that people are protected, and their wellbeing improves without delay

How can this quality framework be used by childcare agencies?

The framework is primarily designed to support services in self-evaluation. Self-evaluation is a core part of assuring quality and supporting improvement. The process of self-evaluation, as part of a wider quality assurance approach, requires a cycle of activity based round answering three questions:

- **How are we doing?**
This is the key to knowing whether you are doing the right things and that, as result, people are experiencing high quality, safe and compassionate care and support that meets their needs, rights and choices.

- **How do we know?**
Answering the question 'how we are doing?' must be done based on evidence. The quality indicators in this document, along with the views of children and young people experiencing care and support, and their carers, can help you to evaluate how you are doing. You should also take into account performance data collected nationally or by your service

- **What are we going to do now?**
Understanding how well your service is performing should help you see what is working well and what needs to be improved. From that, you should be able to develop plans for improvement based on effective practice, guidance, research, testing, and available improvement support. Using this quality framework can help provide an effective structure around self-evaluation. To help you with this, we have also developed a self-evaluation tool with guidance that you can use alongside this framework to support improvement. You will find the tool and guidance on **our website**.

Care providers will want to satisfy themselves, their stakeholders, funders, boards and committees that they are providing high-quality services. We believe this quality framework is a helpful way of supporting services to assess their performance and make improvements as part their quality assurance.

Childcare agencies definition

This registration category covers agencies providing staff to care for children in their own home.

The Public Services Reform (Scotland) Act 2010 defines a childcare agency as "a service which consists of or includes supplying, or introducing to persons who use the service, child carers; but the expression does not include a nurse agency and a service may be excepted from this definition by regulations".

Which means:

A service who introduces a childcare worker to care for a child or children in their own home.

And/or

A service who supplies childcare workers to care for a child or children in their own home.

Please note:

It **does not** include services who only introduce or supply childcare workers to care for children in services.

This aspect of staffing is regulated through the inspections of registered daycare of children services.

Where staff are supplied to unregulated children's services this aspect of an agency is not regulated.

Where an agency provides staff and operates events (for example wedding creche) for two hours or more, six times or a more a year and for reward, this is a daycare of children service and requires a separate registration with the Care Inspectorate.

Core assurance checklist

Experience has taught us that when things go wrong in care services, they often relate to key areas. Theory and inquiries into when care goes wrong has highlighted the areas that are important to monitor because these can be identified as early indicators of concern to people using services (Scottish Government 2014, Hull University 2012, Francis Report 2013, Wardhaugh and Wilding 1993). These are the key areas considered during the registration process, and policies and procedures relating to them must be in place before a service is registered. Because we know, and research tells us, that these key areas are essential to a service being safe, we have called them "core assurances".

Inspectors will look at core assurances at every inspection as well as the selected Quality Indicators. They help guide providers on the areas that are important to children's safety and wellbeing. The core assurances span the entire framework, covering elements of several different quality indicators. If we have any concerns arising from our assessment of a particular core assurance, we may decide to focus on an additional quality indicator in more detail.

In making our evaluations of the core assurances and across the quality framework we will always speak to people who use the service and staff.

General

☐   Registration certificate is displayed and accurate

☐   Insurance certificate is current

☐   Service complies with conditions of registration

Wellbeing assurances

☐   Protection issues

☐   Infection prevention and control

☐   Medication system and records

Leadership assurances

☐   Accident/incident records

- [ ] Development/improvement plan

- [ ] Complaints received by service

- [ ] Quality assurance and mprovement

Staffing assurances

- [ ] Staff recruitment procedures

- [ ] Safe staffing

Planned care/support assurances

- [ ] Track a child/ young person's/ persons experience

Protection

- [ ] There are child and adult protections policies and procedures including whistleblowing that evidences how people are kept safe.

- [ ] Staff are trained in child and adult protection and are confident in knowing when and how to make referrals, including notifying the Care Inspectorate.

- [ ] Where required, there is evidence that appropriate protection referrals have been made and followed up.

Infection prevention and control (IPC)

- [ ] All staff are trained in and can demonstrate they understand and apply the principles of IPC in line with their role, responsibility and workplace setting.

- [ ] The service has quality assurance processes in place for IPC.

- [ ] Leaders ensure that staff have access to appropriate resources to protect themselves and to minimise the risk of infection to others.

Medication system and records

- [ ] Children, young people and staff are protected by safe medication management policies and practices.

☐ Legislation and good practice guidance are followed when supporting children and young people to take medication.

☐ Where there are medication errors the agency makes appropriate notifications to the Care Inspectorate and learns from these to improve medication practice.

Accident/incident records

☐ While being cared for by agency staff, a record of all accidents and incidents involving children and young people are being maintained. Where required, notifications are being made to the Care Inspectorate and other appropriate agencies.

☐ There is evidence of learning from quality assurance processes around accident and incidents.

Development/Improvement plan

☐ There is an up-to-date development/improvement plan in place that is informed by feedback from children and their families, other people who use the service. This plan is actively used to drive improvement in the service.

Complaints

☐ The complaints and concerns of each child, young person, their family or advocate are listened to and acted upon and there is an effective appeals procedure.

☐ People are promptly made aware of the outcome of any complaints and there are processes in place to implement learning from complaints. A record is made of all complaints, responses and outcomes and details of any formal investigations undertaken.

☐ The complaints process is accessible and easy to use.

Quality assurance and improvement

☐ There are quality assurance systems in place to positively inform practice and ensure appropriate action is taken to improve outcomes for people using the service.

Staff recruitment procedures

☐ Safe and effective recruitment practices are in place to recruit staff in accordance with good practice and national safer recruitment guidance.

Safe Staffing

☐ The numbers, skill mix and deployment of staff are determined by an effective process of continuous assessment featuring a range of measures and is linked to quality assurance.

Planned care and support

☐ Children and families using the agency are actively involved in the development and review of their personal plan.

☐ Personal plans are accessible to children, their families and the staff providing their care and support, ensuring their needs and wishes are met.

Key question 1:
How well do we support children's care, play and learning?

This key question has two quality indicators associated with it.

They are:

1.1 Staff nurture and support children's care, play and learning.

1.2 Children are safe and protected.

Quality indicator 1.1: Staff nurture and support children's care, play and learning

This includes the extent to which children's rights are respected and promoted through the following key areas.

- Staff who support children's wellbeing through compassionate and responsive care.
- Personal planning which involves children and families and reflects their needs and wishes.
- Play and learning activities are fun and are developed in partnership with children and their families.

This indicator focuses on how well children are nurtured and supported by staff who build strong relationships with them. Children's care, play and learning routines are individual to their needs. It highlights the importance of skilled staff to promote children's confidence to enable them to reach their full potential.

Personal planning reflects the needs of each child to improve their wellbeing and support positive outcomes. Staff recognise children's current interests and curiosities and promote children's right to play and have fun. It highlights the importance of placing the needs and interests of children at the centre of their play and learning.

Quality illustrations for introductory and supply agencies	
Very good	**Weak**
Children have opportunities to meet staff before they start caring for them to ensure they develop caring and nurturing relationships.

The agency considers individual children's needs and staff skills to ensure effective matches will have a positive impact on outcomes for children.

Children's wellbeing and sense of worth is enhanced by staff who are knowledgeable about and value diversity and inclusion. | There are limited opportunities to meet staff before they begin caring for children.

The agency does not always consider children's needs, when matching staff with children and families.

Some staff have limited skills and knowledge to care for children, including those with additional support needs. |

Quality illustrations for only supply agencies

Very good	Weak
The agency provides clear guidance to staff about how to ensure children's health and safety while caring for them, including safe sleep and mealtimes.

Children's overall wellbeing is supported through effective use of personal planning. This takes account of the wellbeing indicators and ensures children and families are central to this process. Personal planning reflects any dietary and medical needs of the children.

The agency provides clear guidance around how the administration of medication will be managed. This will include consideration of what to do in an emergency to help to keep children safe.

The agency considers consistency of care to support children to build positive relationships with staff.

Feedback from children and families about their care, play and learning experiences is evaluated to ensure that they have fun. | Children's holistic wellbeing needs are not always met as staff have a limited understanding of the personal planning approach.

Personal plans do not always comply with national guidance and legislation, or support consistency and continuity of children's care routines and development.

Where guidance was in place for the administration of medication, it was unclear and not in line with best practice guidance.

The agency does not always consider consistency of placements which means children are often not given the opportunity to build relationships with staff.

Children are not always consulted about what they want to do, limiting their choice and independence. |

Scrutiny improvement and support toolbox

Key improvement resources

Key improvement resources are available on **The Hub**.

Links to HSCS and UNCRC

- **Health and Social Care Standards: my support, my life gov.scot (www.gov.scot)**
- **Convention on the Rights of the Child | OHCHR**

Scrutiny and improvement support actions

How do we ensure children's individual needs are considered, responded to and planned for with families?

How do we ensure children's personal plans are maintained in line with legislation and that they fully support children's needs?

How do we know personal plans are having a positive impact on children's nurture, care and support?

How do we ensure that all interactions are characterised by warmth, kindness and compassion?

How effective are our partnership approaches with families and other agencies when ensuring children's wellbeing needs are being met?

How are we using national and current best practice to plan children's care, play and learning experiences?

Quality indicator 1.2: Children are safe and protected

This includes the extent to which children's rights are respected and promoted through the following key areas.

- Children are supported to feel safe, secure and are protected from harm.
- Staff have a clear understanding of their responsibilities and are supported by comprehensive safeguarding and child protection procedures to inform their practice.

This indicator focuses on how effective relationships ensure children are safe, secure and protected from harm. It is about ensuring staff have the capacity to competently respond and action wellbeing, safeguarding and child protection concerns.

The importance of how staff take account of local and national policies to promote the safety and protection of children is highlighted. Children accessing digital and on-line learning opportunities are safe and protected from potential harm.

It highlights the importance of considering the complexity of individual children's needs when ensuring they are safe and protected.

Quality illustrations for introductory and supply agencies

Very good	Weak
All staff have a clear understanding of their roles and responsibilities relating to keeping children safe and protected. They are proactive in keeping their knowledge up to date. There are clear systems in place to ensure that children are kept safe. This includes use of ID badges, risk assessments and safe collection procedures.	The relevant staff do not have all the information they need to help keep children safe and protected from harm. Leaders have failed to identify and address staff training weaknesses.

Very good	Weak
Staff support children to stay safe including when engaging in online activities while being cared for.

Detailed safeguarding and child protection policies and procedures are in place to help the relevant staff keep children safe and protect them from harm. These policies and procedures reflect emerging issues within society.

Accurate record keeping and meaningful chronologies ensure that the relevant staff have the information they need to help them keep children safe and protected.

Children are supported to experience age-appropriate risk taking which helps them to build life skills and assess risk for themselves to keep them safe.

Staff have current knowledge about child protection. Where there have been concerns about children's safety, staff have taken prompt action to involve other agencies to keep them safe. | Staff may be unfamiliar with online activity children engage in and fail to recognise the risks presented. They may lack confidence and understanding of digital and online resources. As a result, there is a potential that children may be at risk while participating in online activity while being cared for.

Leaders have not sufficiently developed and implemented effective child protection policies and procedures. Staff have a limited understanding of their roles and responsibilities, therefore there is a potential increased risk of harm to children. Sensitive information is not stored securely and presents a risk to children's confidentiality.

Poorly maintained children's records and chronologies increase the risk of harm to children. The relevant people do not have access to the information they need to assess children's needs and keep them safe and protected.

Staff are not always aware of their responsibilities to keep children safe. If there have been child protection concerns these have not been identified or reported promptly putting children at risk of harm.

There are limited policies and procedures to support staff in their work or where they do have them staff are not familiar with them. |

Quality illustrations for introductory and supply agencies

All of the quality illustrations above are relevant for all childcare agencies.

Scrutiny improvement and support toolbox

Key improvement resources
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- **Health and Social Care Standards: my support, my life gov.scot (www.gov.scot)**
- **Convention on the Rights of the Child | OHCHR**

Scrutiny and improvement support actions
How well do we listen to and support children to ensure they are safe, secure and protected from harm?

How do we know our staff fully understand our systems to keep children safe?

How often do we review and update our processes to support and keep children safe?

How do we ensure we communicate effectively with all partners to ensure children's safety and wellbeing?

How can we be confident that our children are protected from all forms of abuse when accessing online activities within our service?

How do we ensure staff are up to date and can recognise the signs of online abuse such as, grooming, cyberbullying and sexting?

Key question 2:
How good is our leadership and staffing?

This key question has two quality indicators associated with it.

They are:

2.1. Quality assurance and improvement is led well.

2.3 Staff are used effectively to meet the needs of children and families.

Quality indicator 2.1: Quality assurance and improvement are led well

This includes the extent to which children's rights are respected and promoted through the following key areas.

- Leadership is empowering and motivating and has a positive impact on children and families
- Children and families are meaningfully involved and influence change in the agency
- Quality assurance, including self-evaluation and improvement plans are in place and lead to continuous improvement.

This indicator highlights the need for leaders to ensure a shared vision which focuses on improvements and positive outcomes for all. There is a strong ethos of continuous improvement which enhances the delivery of high-quality practice, leading to improved outcomes for all. It underlines that self-evaluation is the responsibility of all staff. A key factor is how well self-evaluation leads to high quality care and support tailored towards the needs of children and families.

Quality illustrations for introductory and supply agencies	
Very good	**Weak**
Leaders have a comprehensive understanding of the importance of using the views of children and families, as well as partners in improvement planning.	Children and their families are not meaningfully involved in decisions that affect them. An ethos of inclusion and respect is not always evident.
Quality assurance processes, including self-evaluation and improvement plans are comprehensive covering all aspects of service delivery.	Quality assurance processes, including self-evaluation and improvement plans, are largely ineffective with significant gaps in the areas covered.
Detailed plans demonstrate the impact planned changes will have on improving outcomes for children and families.	The approaches taken are not sufficiently detailed to demonstrate the impact of any planned improvement.

Quality illustrations for only supply agencies	
Very good	**Weak**
Staff are empowered to be reflective practitioners who work in partnership to provide positive child-led care and support. As part of the quality assurance processes, staff practice is evaluated to ensure high quality outcomes for children.	Not all staff understand the importance of the use of reflective practice when working in partnership with children and families to improve outcomes. Staff are not consistently able to drive and sustain improvement. Quality assurance processes are not always in place to evaluate the effectiveness of staff practice. This means there is a potential increased risk to children.

Scrutiny improvement and support toolbox

Key improvement resources
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Scrutiny and improvement support actions
How do we know our quality assurance processes improve outcomes for children and families?

In what way does feedback from children and families ensure improvements in the quality of our work?

How do we ensure that everyone in our service has a shared understanding of improvements we make?

How effectively do we promote partnership working to ensure the best outcomes for our children and families?

In what way do we ensure children are involved and influence their day-to-day experiences?

Quality indicator 2.2: Staff are used effectively to meet the needs of children and families

This includes the extent to which children's rights are respected and promoted through the following key areas.

- Meaningful engagement between staff and families supports a partnership approach ensuring children are healthy, happy and safe.
- Staff understand their responsibility in ensuring children's wellbeing needs are identified at the earliest opportunity.
- Recruitment procedures are effective and reflect best practice guidance.
- Induction is tailored to the learning and development needs of the individual staff member.

This indicator highlights the importance of effective leadership of all staff within the organisation. Wellbeing and pastoral support are enhanced through leadership that fosters positive and inclusive relationships for all. It focuses on the importance of staff having sufficient time and appropriate skills to meet the needs of children and families.

Staff understand the importance of building resilience in children and families so that they feel safe and respected. It recognises family differences and responds without judgement.

Staff understand the importance of children's rights this is reflected in their practice. This ensures children are healthy, happy and safe and that they have a say in their lives. Staff value diversity and inclusion and challenge discrimination where this is needed.

Effective recruitment practices are used to ensure children are protected and safe.

Comprehensive induction programmes for staff support and guide their roles and responsibilities in delivering high quality outcomes.

Quality illustrations for introductory and supply agencies

Very good	Weak
Staff skills, experience and qualifications are evaluated in relation to meeting children and family's needs effectively.	Staff lack some of the skills, experience and qualifications required for their role.
Recruitment procedures are in line with current best practice.	Gaps in the recruitment procedures may compromise the welfare or safety of children.
All staff recognise and promote the rights of children and families and treat them with dignity and respect.	Families' introductions to staff are not sufficiently planned or flexible to support their circumstances and children's needs.
Agency policies are clear about expected standards of practice and conduct for staff. These are shared with children and families who know the standards of care they should expect.	Agency policies are not clear about expected standards of practice including treating children and families with dignity and respect. Where these are in place, staff may not be familiar with them.

Quality illustrations for only supply agencies

Very good	Weak
Responsibilities are clearly detailed and shared, helping the staff team feel confident in their roles.	Leaders may fail to provide staff with clarity of their roles and responsibilities.
The agency provides training for staff to support them to develop their skills and knowledge to deliver high quality experiences.	The agency does not always provide appropriate training for the staff to support them in their roles to deliver high quality experiences to children.
A positive emphasis on challenging discrimination in all form is evident in staff practice and experiences for children.	Equality and diversity are not well promoted or supported and approaches to tackling discrimination are not embedded in all childcare practice.
Staff receive an effective and comprehensive induction programme. The induction programme is personalised to meet the different roles staff are employed in.	The induction process is not well planned. It does not take account of staff who are new to their role and their ongoing learning and development.

Scrutiny improvement and support toolbox

Key improvement resources

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Links to HSCS and UNCRC

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Scrutiny and improvement support actions

How do we ensure staff recruitment processes reflect current best practice and national guidance?

In what ways do we ensure our recruitment process attracts people with the best values, skills and knowledge for the role?

How do we ensure that our induction processes are tailored to meet the needs of different staff roles and responsibilities?

How do we know that staff have the appropriate knowledge and skills to support children to be the best that they can be?

How well do we support and respect the individual needs and rights of children and families?

How well do staff understand, champion and enable the rights of looked after and care experienced children and families?

How do we ensure we are providing an inclusive service for children and families?

How well do we ensure that our children and families voices are included in our decision-making?

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This publication is available in alternative formats on request.