





Part of the Healthwatch Staffordshire remit is to carry out Enter and View Visits. Healthwatch Staffordshire Authorised Representatives will carry out these visits to health and social care premises to find out how they are being run and make recommendations where there are areas for improvement. The Health and Social Care Act allows Authorised Representatives to observe service delivery and talk to service users, their families and carers on premises such as hospitals, residential homes, GP practices, dental surgeries, optometrists and pharmacies. Enter and View visits can happen if people tell us there is a problem with a service but, equally, they can occur when services have a good reputation – so we can learn about and share examples of what they do well from the perspective of people who experience the service first hand. Healthwatch Staffordshire Enter and View visits are not intended to specifically identify safeguarding issues. However, if safeguarding concerns arise during a visit, they are reported in accordance with Healthwatch Staffordshire safeguarding policy, the service manager will be informed and the visit will end. The Local Authority Safeguarding Team will also be informed.

## **Provider Details**

Provider: Trinity Skills for Life

Address: 2 Whitebridge Lane, Stone, ST15 8LQ

Service Type: Day Centre, Adult Learning Disabilities

Date of Visit: 1<sup>st</sup> March 2019

## **Authorised Representatives**

This visit was made by two Authorised Representatives of Healthwatch Staffordshire Margaret Pritchard and Ian Wright

## **Purpose of Visit**

Healthwatch Staffordshire is making a series of visits to Day Services throughout the county in order to report on the range and quality of these services. Each service will have an individual report and an overview report on Day Services in Staffordshire will be compiled once the visits are completed. A good service should...

1. Have strong, visible management
2. Have staff with time and skills to do their jobs
3. Have good knowledge of each individual student, their needs and how their needs may be changing.
4. Offer a varied programme of activities unless a specific service is offered.
5. Offer quality and choice to their students around food and mealtimes, where applicable.
6. Accommodate students personal, cultural and lifestyle needs.
7. Be an open environment where feedback is actively sought and used

The methodology to be used is to;

- Consider the care and services offered and whether this is delivered in a way that promotes dignity and independence.
- Consider staffing levels and the level of the care provided.
- Talk to people using the service, if they are happy and willing to do so to gain their views on the opportunities available to them.
- Talk to relatives, if they are available to ask if they are happy with the care provided to their relatives and whether they are aware and feel able to report any concerns/ complaints.
- Consider staff training and the support offered to enable staff to do their jobs well.
- Observe interaction at all levels between students, staff, Manager, and visitors.

## **Physical Environment**

### **External**

The Centre operates from a specifically adapted unit on an industrial estate just outside Stone. It is well signposted. Entry is controlled by buzzer and intercom.

There is no external space at the centre.

Trinity Skills for Life told us that they also have an allotment off site which is used to teach gardening skills and a two bedroom terraced house in Stone which is used to teach enhanced life skills and to provide respite care when required. These off site premises were not visited during this visit.

### **Internal**

We were greeted by the managers and asked to sign the visitor's book on entry.

The centre has two floors; on the upper level are two offices and a large activity room. The activity room contained IT equipment for student use, sound systems, musical instruments and a drum kit. There were a range of games and comfortable chairs. There is also a smaller room which is being converted to a sensory room by the students. On the lower level are a dining room and kitchen and a large very well equipped woodworking room which had lots of evidence of projects under construction. The allotment tools are also stored in this area

Male, female and staff toilets are also on this level.

Throughout the building there were examples of the students work displayed on the walls. The whole of the dining room had been decorated by the students.

The centre was clean and tidy. Fire extinguishers and fire exits were clearly signed.

## **Student Numbers**

There are currently 39 students attending the centre but on average twenty students attend each day. The centre can accommodate up to 45 service users.

There were 7 students in on the day of the visit - another group of students were off site at the allotment but due to return for lunch.

## Staff Numbers

Senior Support Staff	8
Support staff	13
Maintenance	As and when required
Administration	2
Management	2 Directors and 3 Managers
Catering	N/A

The centre appears adequately staffed. The managers explained that the staff numbers are calculated to match the needs of the students and the activities planned for the day. A number of staff are part time which allows flexibility in management of staff rotas. The centre has also a number of volunteers but these are always supernumerary.

The two managers have previously worked as support workers and can step into this role if circumstances require.

## Management

Quality Indicator 1 - A good service should have strong visible management.

The manager should be visible within the service, provide good leadership to staff and have the right experience for the job.

## Our findings

The managers have worked with the centre since its inception in 2003. The two managers do not work full time but there is always one in the centre. The two owners are on site Mondays and Tuesdays each week.

## Comments

Strong and visible leadership was evident at the time of our visit.

## Staff Experiences and Observations

### Quality Indicator 2 - Have the staff the time and skills to do their jobs

Staff should be well-trained, motivated and feel they have the resources to do their job properly.

#### Our findings

We were shown training records for members of staff. All mandatory training is conducted at the recommended intervals and where possible is delivered in house as a team event although this is not always possible. Staff have copies of their training records. All staff have an annual appraisal with target setting, including training needs planned for the following year.

Mandatory training includes:

- Basic Health and Safety
- First Aid
- Job Role Training
- Job Related Training

Additional training available includes:

- Makaton
- Health and Social Care Certificates
- Career development training as highlighted at Appraisals and Supervisions

An external company is used to develop risk assessments and develop company policies. Staff are required to read these at least annually or earlier if there is a need.

First Aid training is delivered by an external company.

All new staff have a six week induction followed by regular supervision.

#### Comments

All staff were completely engaged with the students, and appeared to have all the resources required.

**3. Quality Indicator 3 - Do staff have good knowledge of each individual client, their needs and how their needs may be changing**  
**Staff should be familiar with students' histories and preferences and have processes in place for how to monitor any changes in wellbeing.**

### **Our findings**

Students are all assessed before starting attendance with background information sought from carers and families and previous educational services. Each student has a detailed folder with all necessary background information, special requirements and interests.

Students keep diaries of their achievements to share with their family and also have notebooks which are used to support communication between home and centre.

There is a minimum of an annual meeting with all students to look at their wishes for the next year; this is used to support curriculum development.

All students belong to an in house group called Club 101. This club is run by the students with support. They are able to use this forum to request changes or develop new areas. Examples we saw included the development of the sensory room and the decoration of the dining room.

### **Comments**

All aspects of a students needs are assessed before admittance. There are well used methods for continuing assessment of student needs and communication with families.

## Activities

### Quality Indicator 4 - Does the service offer a varied programme of activities?

Services should provide a wide range of activities and support students to take part in activities, unless the service offers a specific type of service rather than a wider range of opportunities.

### Our findings

Indoor	Outdoor	Off-site activities Visits / trips out	Other activities
Active Learning Personal Health & Leisure / Wellbeing & Exercise for health	Hilderstone Farm Animal Care	Theatre trips	Dance club
Hair and Beauty	Allotment Gardening / Horticulture	Activity centres	Football Club
Cookery	Small jobs in the community	Community events	Friends Together Club
Orienteering		Various day trips	
Creative Arts Signed Choir		Educational visits	
Work Skills Marquetry / Woodwork		Swimming	
Creative Arts Card making		Sports	
Independent Living Pathway to Independence			
IT / Media			
Communication Skills Speech and Language			
Club 101 Events & Fundraising			
Relaxation Therapy			
Yoga			
Music			
Art			



There was evidence of a wide variety of activities available ranging from skills for independent living for students needing most support to work placements for those students able to benefit. We were provided with a timetable of activities which is agreed annually with the students.

There is a local allotment where students grow crops for cooking sessions or to take home. There is also access to a local small holding at Hilderstone where some animal care can be studied.

Students told us about being involved in creating posters and the newsletter and they were proud of their achievements.

Some work experience is available to some students through a small number of local businesses including charity shops.

Crafts such as woodworking and card making create products which can be sold locally to raise funds to buy materials or raise money for charity, this year's efforts being directed to Guide dogs.

There is a strong emphasis on creative arts with a locally well known Signed Choir who give performances in local churches and community centres.

The centre own a two bedded house in Stone where students are able to stay overnight with support staff either to enhance independent living skills or to provide short respite support for families.

Students are able to swim at weekly sessions in a local school, a very popular option with the students we met.

The centre owns several vehicles including two people carriers which enable students to be transported to offsite activities or day trips.

The student association Club 101 is run by the students and helps plan activities and trips as well as providing a collective voice for students.

## Comments

The centre offers a wide range of activities with an emphasis on performing arts. There are strong links to the local community and students are encouraged to undertake fundraising through Club 101

Activities and support are tailored to the students' abilities and observation of the activity session whilst we were visiting showed participation by all.

## **Catering Services**

**Quality Indicator 5 - Does the service offer quality, choice around food and mealtimes?**

If relevant, Services should offer a range of meal choices and adequate support to help students who may struggle to eat and drink and accommodate different preferences and needs around individual dietary requirements.

### **Our findings**

All students bring their own lunch, except for one day per week when lunch is purchased from a local bakery. Students take the lunch order to the bakers on the way to the allotment and collect it on the way back to the centre. This provides an opportunity to develop organizational skills and opportunities to handle money. A limited menu is offered to students to support healthy eating.

There is a bright comfortable dining room in which students eat.

### **Comments**

Healthy eating is supported where possible

**Quality Indicator 6 - Does the service accommodate clients personal, cultural and lifestyle needs?**

Services should be set up to meet residents cultural, religious and lifestyle needs as well as their care needs, and shouldn't make people feel uncomfortable if they are different or do things differently to other students.

### **Our findings**

All students were well known individually to the staff. There is a "Time Out" button which students can press if they are feeling uncomfortable for any reason. They can then be given extra support by staff until the student feels able to resume.

Some students are collected and taken home by the centre's vehicles. Others choose to travel by public transport and arrangements are made to meet them at the local bus stop if needed.

### **Comments**

All the students were happy and friendly, and treated very much as individuals.

**Quality Indicator 7 - The service should be an open environment where feedback is actively sought and use.**

There should be mechanisms in place for students and relatives to influence what happens in the service, such as a Students and Relatives Committee or regular meetings. The process for making comments or complaints should be clear and feedback should be welcomed and acted on.

## **Our findings**

There is a Patient/Carers Forum which meets three times a year. We saw evidence of leaflets describing the complaints procedure in the organization although the managers stated that frequent contact with parents and carers meant that any grumbles could be resolved early and informally.

We also saw an example of the centre newsletter.

## **Comments**

Active steps are taken to ensure that there are good routes for regular formal and informal feedback.

## **Summary, Comments and Further Observations**

As a Day Service provider, Trinity Skills for Life is not formally regulated by the CQC, and do not therefore have a specific framework in which to operate.

We found that the centre met all of the Quality Indicators that are considered within this report and provided a well managed, effective, caring and responsive service.

The Centre provides a large range of opportunities and activities for a range of adults with differing degrees of need which are tailored to the individual.

Our observational visit was welcomed by staff and Students, and we would thank them for making us welcome on the day.

## **Comments**

Trinity Skills for Life appears to offer an excellent service to its students.

## **Recommendations and Follow-Up Action**

We do not feel it necessary to make any recommendations to this service of high standards.

## Provider Feedback

Healthwatch had not received feedback from the provider at the time of publication.

### DISCLAIMER

*Please note that this report only relates to findings we observe on the specific date of our visit. Our report is not a representative portrayal of the experiences of all residents and staff, only an account of what was observed and contributed at the time.*



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