

OLDER ADULTS

Well-being

By Well-being for people in a residential care setting we mean - People are happy, healthy and safe. They know and understand what care, support and opportunities are available to them and they get the help they need, when they need it, in the way they want it. Their rights are protected, they have a voice and as far as practicable control in making decisions about their lives.

Outcomes <i>Supporting Well-being</i>	Some examples of what good may look like	What inspectors should expect to find where Well-being is judged as good	Inspectors should evaluate to what extent people:
<p>I am safe and protected from abuse, harm and neglect.</p> <p>I am as healthy and active as I can be.</p> <p>I am able to express my views and opinions.</p> <p>I feel I belong and have safe positive relationships.</p> <p>My potential and independence is maximised.</p> <p>I am content/ happy.</p> <p>I can do things that matter to me.</p> <p>I can be involved, participate, make a</p>	<p>People feeling and being safe and protected from harm or neglect.</p> <p>People being encouraged to speak, express themselves and if necessary having advocacy support, are enabled to make choices, are being treated with dignity and respect and having their individual identities and routines recognised and valued.</p> <p>People relate well and have good relationships with the staff that care for them.</p> <p>People enjoying themselves, being fulfilled emotionally, socially, physically and intellectually.</p> <p>People having things to look forward to.</p> <p>People's best interests being understood and promoted. People's independence being maximised by positive risk taking.</p> <p>People being enabled to do things for themselves, maintain, recover and develop their individual skills.</p>	<p style="text-align: center;">SOFI</p> <p>Mood State:</p> <p>People smiling, expressing enjoyment, being content and comfortable when resting and relaxing.</p> <p>Engagement and relationships:</p> <p>People being positively encouraged to make choices, engaged in rewarding activities and making positive use of the materials and equipment.</p> <p>People being involved in varied conversations where there is personal connection.</p> <p>Staff Interaction:</p> <p>People's verbal and non verbal subtle communication being listened to, preferences sought and respected.</p> <p>People being encouraged and their achievements being valued.</p> <p>People receiving timely, positive reassurance when</p>	<ul style="list-style-type: none"> • are safe and protected from abuse, neglect and exploitation. • are encouraged to keep fit and well • benefit from a healthy diet and lifestyle • are supported to look after themselves • are encouraged and supported to make choices and decisions • are listened to and all attempts at communication are valued • are encouraged to speak and express themselves • are confident that staff understand their needs • have their individual identities / cultures recognised and valued • are settled and comfortable with staff who know them well and give them consistent and continuous care which fosters confidence and positive self-esteem • experience warmth and belonging • are supported to cope with difficult transitions, events and situations • feel secure, happy and comfortable and their rights are respected • know who to talk to if they are unhappy or

<p>contribution to my community and feel valued.</p> <p>I can receive a service in Welsh.</p>	<p>People are encouraged to be involved in communal/community activities and have opportunities to socialise with people.</p> <p>People feeling valued because they experience responsive care where their verbal and non verbal communication is listened to and acted on.</p> <p>People being encouraged to be creative, to follow their interests, and beliefs, exploring new challenges and experiencing a sense of achievement.</p> <p>Strong emphasis on individual and well as group activities.</p> <p>People having conversations, being stimulated, being engaged in both quiet, reflective and more focussed, animated conversations which encourage and maximise non verbal and verbal communication skills.</p> <p>People who need it are able to receive their care in Welsh (active offer).</p>	<p>distressed.</p> <p>People being treated with respect.</p> <p>People being included, recognised and accepted for who they are.</p>	<p>worried about something</p> <ul style="list-style-type: none"> • experience enhanced Well-being because their needs are understood and catered for
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Outcomes Quality of Care and Support i.e. Assessment, Planning Delivery & Review	Some examples of what good may look like	What inspectors should expect to find where the quality of care and support is judged as good	Inspectors should evaluate to what extent people:
<p>I receive the right care, at the right time in the way I want it.</p> <p>I am involved in making decisions that affect my life.</p> <p>I am supported to be as healthy and active as I can be.</p> <p>I have good relationships with staff.</p> <p>I am able to I am treated with dignity and respect.</p> <p>My individual needs and preferences are understood and anticipated.</p> <p>I can receive care in my language of need.</p>	<p>People being safe and as well as they can be because they receive proactive, preventative care and their wide range of needs are anticipated.</p> <p>Referrals are made in a timely way to relevant health and social care professionals when people's needs change.</p> <p>People are supported to have friends and intimate relationships because staff have the confidence and skills to support individual decision making.</p> <p>People are actively engaged in making decisions about the service they receive and the way they spend their time.</p> <p>People feel they matter because staff use a range of communication skills and tools appropriate to individual needs to ensure people are listened and spoken to in a way they understand.</p> <p>People treated with kindness and compassion in their day to day care. People are offered warmth, encouragement and emotional support.</p>	<p>Mood state:</p> <p>Staff who are alert and responsive to people's changing moods and have the skills and confidence to respond positively.</p> <p>Mood states are lifted by skilful staff interactions</p> <p>Engagement and relationships:</p> <p>Staff who are alert to whether people are engaged and are proactive in fostering people's engagement, amongst each other and with activities etc.</p> <p>There is a natural familiarity between staff and people living in the home</p> <p>The amount of staff engagement during the time period</p> <p>Staff interaction:</p> <p>High proportion of positive interactions. Low proportion of neutral / negative interactions.</p> <p>Staff displaying active listening to verbal and non verbal communication, tuning into individual people's needs, skilfully engaging and providing</p>	<ul style="list-style-type: none"> • Have pre assessments undertaken to ensure that the setting and local specialist services are able to meet their individual needs • have care plans which begin prior to moving into the home to minimise distress and anxiety at the point of admission and during the transition period • are treated with dignity and respect • are involved in making decisions about their care • receive timely, appropriate person centred care • have regular reviews which are recorded, actioned and communicated to relevant people involved in their care/lives • have the involvement of relatives and carers in assessments and reviews as appropriate <p>Inspectors should evaluate the extent to which staff promote Well-being and safeguarding and are able to:</p> <ul style="list-style-type: none"> • recognise signs and symptoms of abuse

	<p>People enjoying appropriate healthy and nutritious meals and drinks. Mealtimes are appropriately spaced and flexible to meet people's needs.</p> <p>People supported by staff who understand and have good working knowledge of DOLS and the key requirements of the MCA. They put these in to practice effectively and ensure people's human and legal rights are respected</p>	<p>warmth and encouragement.</p> <p>Staff interactions provide evidence of putting training into practice.</p> <p>Team working in evidence.</p> <p>Appropriate and individually tailored tactile care in evidence.</p>	<ul style="list-style-type: none"> • work in line with the setting's safeguarding policy • understand health and safety • administer first aid • including physical intervention • identify risks to vulnerable people <p>Inspectors should evaluate how well staff:</p> <ul style="list-style-type: none"> • know, understand and are able to meet the individual needs and abilities of people • provide a caring atmosphere/environment • provide responsive care • promote equality and diversity • consider how all language and communication needs are met and ensure that there has been an 'active offer'* of Welsh language • promote the Well-being of people, for example how they provide appropriate opportunities for physical, emotional, social, education and leisure needs • treat people with dignity, and respect • ensure people's privacy is respected • provide for people to use and experience the Welsh language • provide care in a language other than English • Evidence that action taken when people distressed is appropriate
<p>Outcomes Leadership & Management</p>	<p>Some examples of what good may look like</p>	<p>What inspectors should expect to find where leadership and management is judged as good</p>	<p>Inspectors should evaluate to what extent leaders and managers:</p>

<p>I know and understand the care, support and opportunities which are available to me.</p> <p>I can access information when I need to, to help me manage and improve my well-being.</p> <p>I receive high quality care from a service which sets high standards for itself, is committed to quality assurance and constant improvement.</p> <p>I benefit from care which is committed to innovation and is informed by best practice.</p> <p>I am able to express my concerns.</p> <p>I am able to contribute to the development of improvement of the service.</p> <p>I benefit from an efficient service where best use is made of resources.</p>	<p>There are robust, transparent systems in place to assess the quality of the service in relation to outcomes for people which includes feedback from people using the service and their representatives.</p> <p>The needs of people living at the home are compatible. The vision and purpose of the service are clear.</p> <p>There is evidence of driving continuous improvement and a willingness to learn from best practice, complaints, incidents and feedback from people using the service.</p> <p>There is evidence that people living at, working in or visiting the home know how to raise concerns, are supported to do so and that these are acted upon.</p> <p>People are aware of the lines of accountability and leadership and the registered manager is visible, approachable and responds to concerns.</p> <p>Leadership and management demonstrate that they consistently act with due diligence and care, have clear delegation of responsibilities and effective administration systems.</p> <p>Staff are valued and supported, are given clear direction and their potential is developed.</p> <p>Providers recruit, vet, induct support and train staff in a way that improves outcomes for people.</p>	<p>Staff having had a thorough induction that provides them with the understanding and confidence required to carry out their role and responsibilities effectively.</p> <p>The service has a proactive approach to the learning and development of staff and ensures that training is relevant to the individual needs of the people they are caring for and is in line with the statement of purpose.</p> <p>Support focuses on providing opportunities for individuals to engage in meaningful activity and relationships.</p> <p>Care plans are designed to allow people with communication needs to participate and feel a sense of ownership in their care planning.</p> <p>Leaders and managers take a multi- agency approach, involving staff and representatives in reviews and making decisions about people's Well-being.</p> <p>The quality of care review is embedded in strategic and operational planning and draws on regular quality assurance procedures.</p>	<ul style="list-style-type: none"> • comply with all required regulations and procedures • have a clear and comprehensive statement of purpose that provides an accurate picture of the setting and includes their position regarding an "Active Offer in relation to the Welsh language and advocacy. • communicate their vision for the setting well and collaborate with others to achieve positive outcomes for people • keep staff well informed about developments • promote safe practices and a culture of safety • create a positive ethos and culture whereby people and staff feel valued • set high and ambitious expectations • develop a sense of purpose that promotes and sustains improvements • set clear aims and policies that are focused on people's needs which are understood and implemented by all staff <p>The effectiveness of quality care review and planning for driving improvement</p> <p>Inspectors should consider whether the setting's quality care review process:</p> <ul style="list-style-type: none"> • is embedded in strategic and operational planning and draws on regular quality assurance procedures • involves all staff in assessing outcomes and their own performance, such as reflecting on what they do on a daily basis • takes account of the views of people, staff, parents (where appropriate) placing authorities/commissioners and produces a report that is shared with all contributors
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<p>I benefit from a service where the Well-being of staff is given priority and staff are well lead, supported and trained.</p>			<ul style="list-style-type: none"> • draws upon reviews, advice and feedback from external professionals and agencies • monitors and evaluates outcomes for people • results in development plans / strategies that are monitored against clear targets and success criteria • Evidence that practice is based on latest research and applied in day to day work • prioritises the matters they wish to improve • takes account of whether concerns / complaints have been appropriately addressed and considers how to implement any necessary learning / improvements from these. <p>The effectiveness of management of staff and resources Inspectors should evaluate how leaders and managers:</p> <ul style="list-style-type: none"> • follow safe, robust and timely recruitment processes • define roles and responsibilities • have an effective system of staff supervision and appraisal that leads to agreed targets • ensure that there are sufficient staff who have relevant and appropriate qualifications, training and experience in working with people • ensure that staff understand and fulfil their roles in relation to the setting's strategic aims, plans and responsibilities • manage their own time and prioritise activities responsively • agree and achieve challenging and
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			<p>realistic targets for themselves and others</p> <ul style="list-style-type: none"> • negotiate and co-operate well with staff and outside agencies • ensure that there are sufficient staff numbers and that they are deployed appropriately • develop contingency staffing plans • have a clear line of sight on service delivery • support the active engagement of all staff in increasing their professional knowledge, understanding and skills, including participation in whole-setting professional learning experiences <p>The effectiveness of partnerships</p> <p>Inspectors should consider whether the service is clear about its role and responsibilities to establish trust and clear communication between partners.</p> <p>Inspectors should evaluate how well the setting:</p> <ul style="list-style-type: none"> • works with staff and representatives to improve the care and Well-being of people • involves others in reviews and making decisions about people's Well-being <ul style="list-style-type: none"> • assesses the impact of partners, e.g. the local authority, local health boards, the community, advocacy agencies, training • providers, police and voluntary organisations
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Outcomes <i>Environment</i>	Some examples of what good looks like	What inspectors should expect to find where the environment is judged as good	Inspectors should evaluate to what extent:
<p>I live in accommodation which meets my needs and supports me to maximise my independence and achieve a sense of well-being.</p>	<p>People feel uplifted and valued because they are cared for in a comfortable, clean, homely and personalised environment.</p> <p>People are able to do things for themselves because the layout and facilities promote accessibility. The building anticipates people's individual needs and risks are managed.</p> <p>People's relationships are enhanced by an environment that encourages people to meet either communally or privately</p> <p>People's Well-being is enhanced by having access to safe, pleasant and interesting outdoor space, which is easily accessible</p> <p>People benefit from the use of innovative, modern equipment and facilities which opens up opportunities and enriches their lives</p> <p>People are able to influence and choose the facilities and equipment provided to support them</p> <p>People are cared for in safe, secure, warm and well maintained surroundings. The need for privacy and confidentiality is anticipated and respected</p>	<p>Mood state:</p> <p>Ambience is light, clean, warm and uplifting. People responding positively to things within the environment e.g. personal bric-a-brac photographs. People being able to find quiet space and be calm and relaxed when they need to.</p> <p>Soundscape and colour proves both stimulating and reassuring</p> <p>Engagement and relationships:</p> <p>People having opportunities for good quality engagement and communication in both small and large numbers because seating arrangements across communal areas supports variety</p> <p>Staff interaction:</p> <p>Natural associations between staff and residents being facilitated by the layout</p>	<p>safety of the premises:</p> <ul style="list-style-type: none"> • people are cared for in a safe, clean and secure environment • unnecessary risks to people have been identified and as far as possible eliminated. <p>suitability of the premises:</p> <ul style="list-style-type: none"> • the premises are welcoming, comfortable, clean homely and personalised • there is sufficient internal and external space and facilities to meet the needs of people • there is sufficient space for private meetings when required • the premises are well maintained and decorated. <p>quality of resources and equipment:</p> <ul style="list-style-type: none"> • people have access to furniture, equipment and materials that are clean and appropriate and suitable for their needs • resources are of a suitable design and condition, well maintained and conform to relevant safety standards.

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These themes are closely aligned with the Social Services and Well-being (Wales) Act and the [National Outcomes Framework](#), which place an expectation on us to assess the impact services have on people's "Well-being".

* One of the key principles of 'More than just words' is the 'Active Offer'. An 'Active Offer' simply means providing a service in Welsh without having to ask for it. It means creating a change of culture that takes the responsibility away from the service user and places the responsibility on service providers. Improving the quality of care – it is important to recognise the concept of language need. Although the Welsh language is an integral element in the care and support of many Welsh speakers, for certain priority groups, the Welsh language should be viewed as an even more fundamental element of service provision. Children and young people are classed as a priority group.

Well-being

- Talk to people who live at the home and their representatives
- SOFI observations
- Talking to staff observe their interactions with people. How do people support people whose behaviour challenges, for example people with dementia. Do they practice positive actions when dealing with difficult situations
- Gathering information from other professionals
- Care service documentation
- Consideration of how people are listened to, involved, provided with choice and encouraged to express themselves etc.

Quality of Care and Support

- Talk to people who live at the home, their representatives, visiting professionals, external agencies
- SOFI
- Gathering information from relatives and other professionals
- Talking to staff
- Care service documentation
- Consideration of how language/communication needs are met. Evidence that Active offer * is provided
- Consideration of how Human Rights principles are featured and implemented within the home.

Leadership and management

- Check registration requirements and notifications of accidents /incidents. Review safeguarding any incidents and action required/taken. Review whether statutory notifications are being submitted as required.
- Talk to staff
- Staffing structures including skills development log which takes into consideration Welsh Language skills of staff
- Evidence of service specific/mandatory training e.g. manual handling/food handling/safeguarding/first aid
- Welsh language needs are reviewed and as part of the quality of care review and commented on in the report
- Discussion or written evidence regarding management cover on the occasions where the registered manager is away from the home

Environment

Gather feedback:

- Talk to people who live at the home and their representatives for their views about how the layout/setting meets their needs, affects their day-to-day lives
- Talk to staff, discuss with them their thoughts on the premises, are they appropriate for the care, treatment and support provided. Are there any changes that could be made to improve peoples day to day lives

Observation:

- Look around consider how the layout, access, design, signage, adaptations taking into account the needs and dependency of people living there specifically for those with dementia, physical disability, sensory impairment based upon current guidance and research
- Provision of Welsh language signage.
- Food hygiene ratings

Documentation:

- Consider how policies and procedures are implemented in practice and support and enhance people's well-being
- Care plans are regularly reviewed and acted on
- Evidence of mandatory training
- Compatibility risk assessments
- Check registration requirements and notifications of accidents /incidents.
- Review safeguarding any incidents and action required/taken
- Review whether statutory notifications are being submitted as required
- Staffing structures including skills development log which takes into consideration Welsh Language skills of staff
- Reduction in falls
- Medication records
- Advocacy arrangements - are there any/ how independent are these?
- Consideration of how language/communication needs are met
- Evidence that Active offer is provided (link to strategy) (e.g. – Welsh Language, Signing)
- Consideration of how Human Rights principles are featured and implemented within the home
- Evidence of how are people provided with choice
- Health/oral care risk assessments and action plans