



Instructions for scoring

The level of care is graded according to a descriptive scale. It ranges from 1 to 5, with 1 being the best and 5 being the worst.



Always met

All the child's needs are always met, and the parent goes the extra mile. The child is always first.



Met

All essential needs are always met. The child is priority



Met most of the time

Most of the time the essential needs of the child are met. The child and the carer are at par.



Not met most of the time

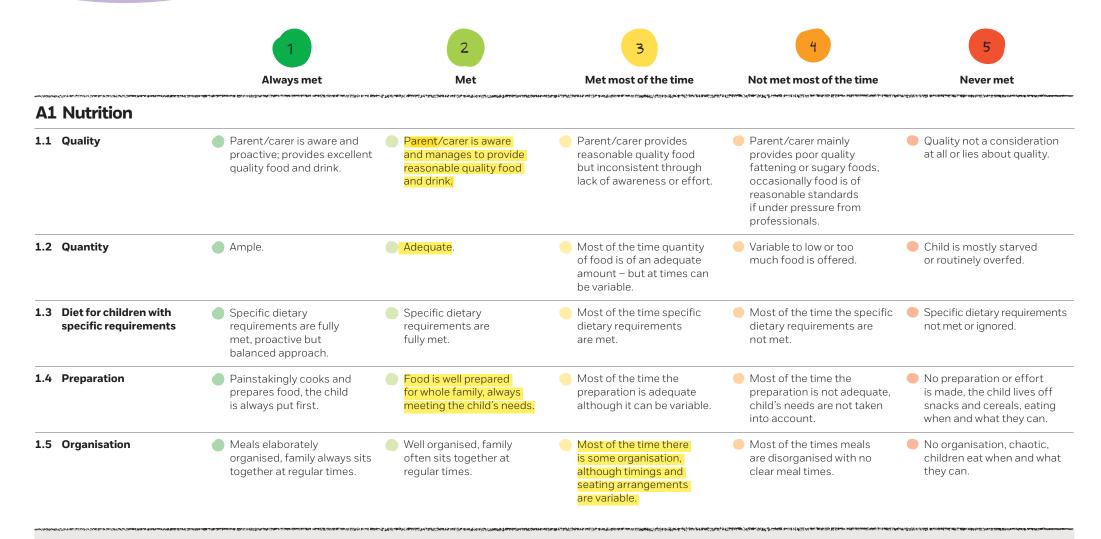
Most of the time the essential needs of the child are not met. Child is considered second.



Never met

The child's essential needs are not met. May be due to intentional disregard. The child is last or not considered.

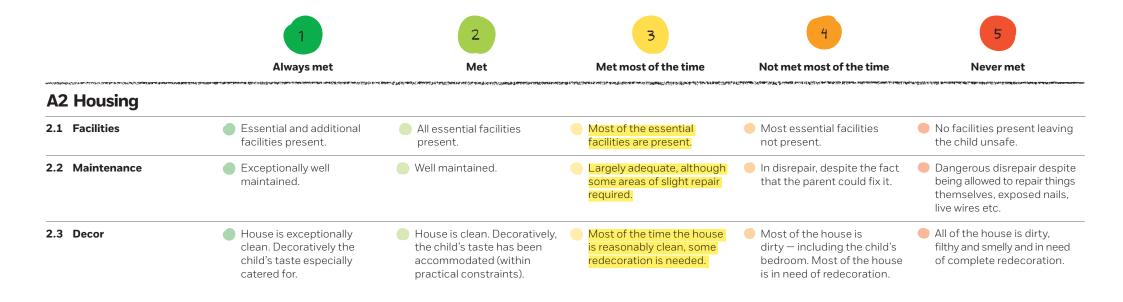
Physical Care



COMMENTS:

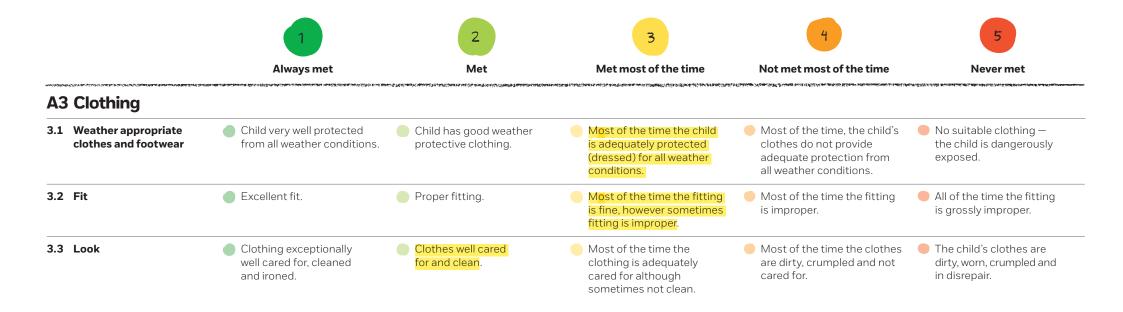
Ellie is aware of what Zac is eating – he gets free school meals and at home mainly good quality meals are provided. He also eats at his nan's. Ellie does cook some of his meals from scratch and Zac's diet is relatively balanced. A visit was made during teatime – a meal was observed being cooked with fresh ingredients and Zac was offered a good quantity of food. Zac and Ellie do not tend to eat their meals together, but mealtimes are at a similar time each day.

Physical Care



COMMENTS: The house has all essential facilities/amenities. It is warm, has somewhere to prepare and store food; somewhere to wash and sit. Zac has a bedroom with his own bed but did not have a bottom sheet on the bed. Most of the house is maintained – the front door locks, the garden is tidy and free from weeds, her cooker and fridge both work adequately. However, there is an issue with damp that Ellie has been pursuing with the housing association. There are clothes and some clutter on the surfaces, but the house is not dirty or unhygienic.

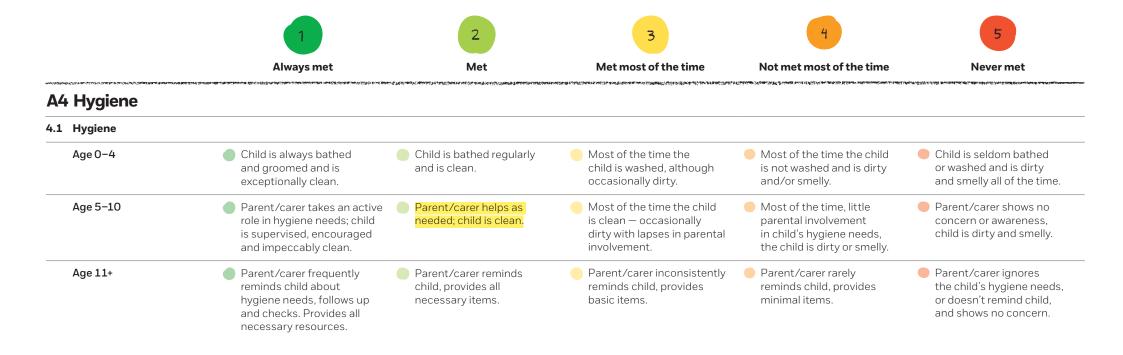
Physical Care



COMMENTS:

During the observations, Zac was dressed for school – he had appropriate clothes for the weather. His shoes were old but were adequate without holes. Zac's clothes were clean on most occasions.

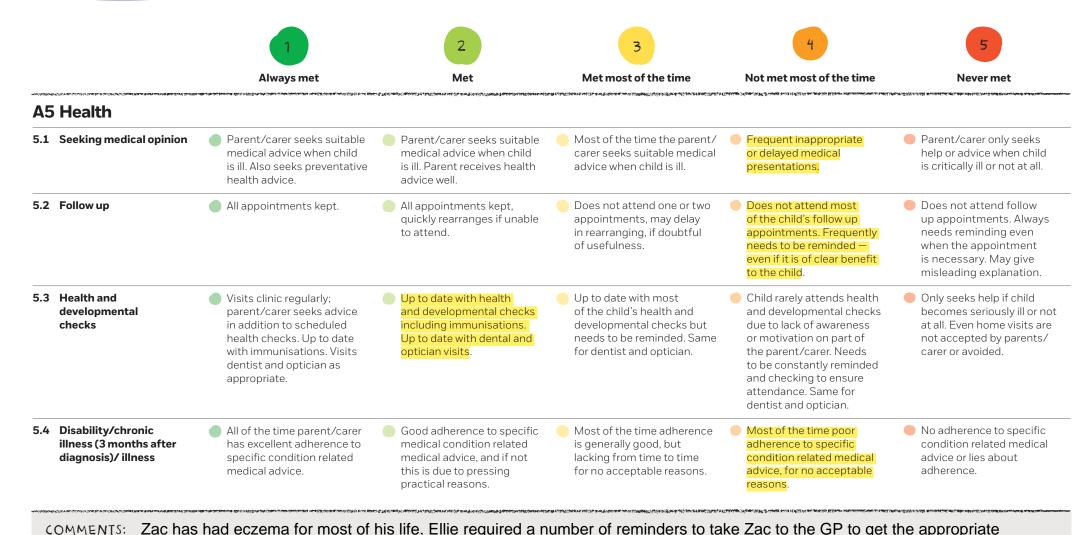
Physical Care



COMMENTS:

Zac presents as clean with hair washed and there was no body odour. His school also reported that his hygiene needs are being taken care of.

Physical Care

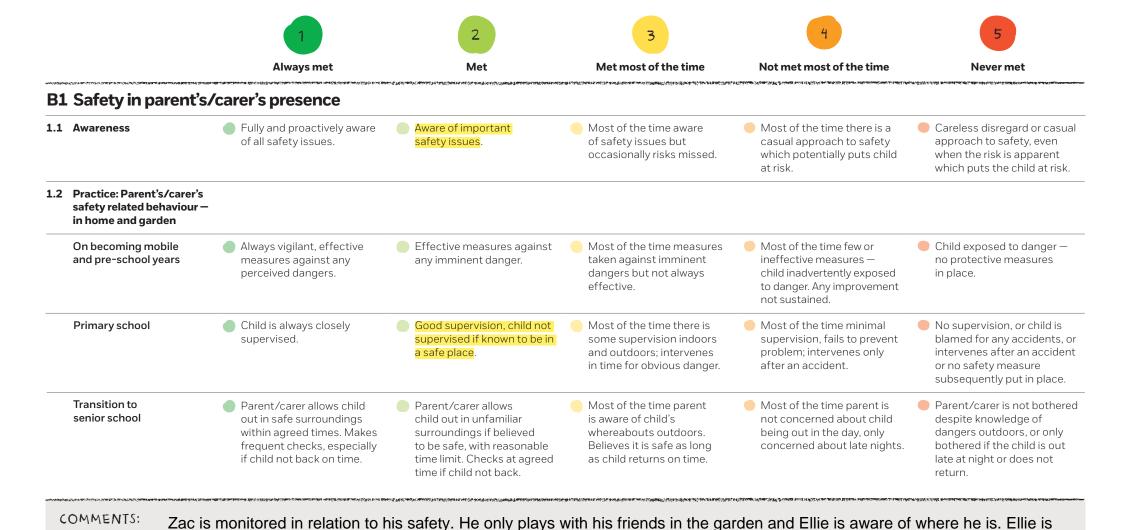


cream, which meant that he did suffer for a period of time. Ellie also mentioned her concerns that Zac may have ADHD and although she had previously mentioned this to school, had not followed up on it. Health records show that Zac is up to date with his vaccinations and that he has been to the dentist recently.

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AREA B:

Safety



conscious of the need to keep Zac safe. Ellie has arranged for his nan to pick him up from school when she does not. The

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house has suitable locks and the back garden is safe.

AREA B:

Safety



COMMENTS: Ellie was not aware of the online safety issues or that Zac could speak with strangers. His nan had bought him an age 18 game. Ellie was not aware that games were age specific. Ellie is happy to access support to understand things better and make Zac safer online. Ellie is ensuring he gets a more age-appropriate game. We have talked about the practical issues, but she needs to monitor his use too and be aware of what he is doing. Nan or mum always walk with Zac to and from school. The housing officer observed Zac holding his nan's hand when he crossed the road, and I observed nan bringing Zac home from school.

AREA B:

Safety











Always met

Met most of the time

Not met most of the time

Never met

B2 Safety when parent/carer is absent

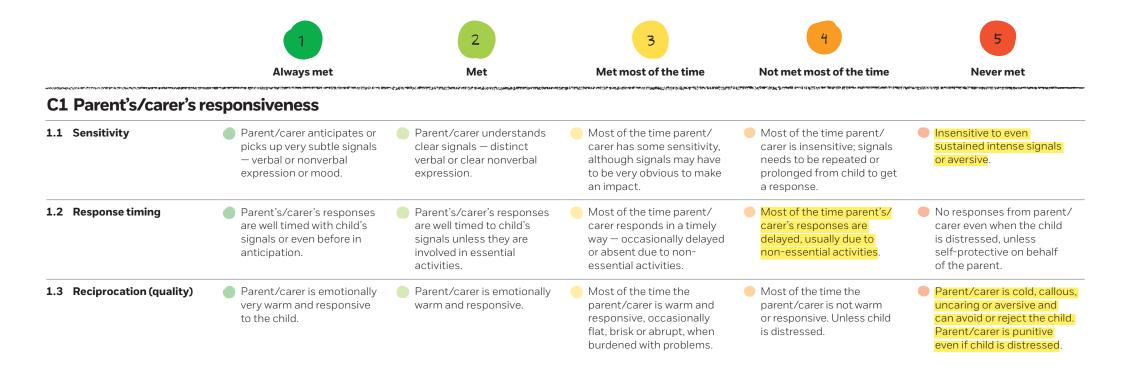
- 2.1 Safety in absence
- Parent/carer only leaves child with suitable adult that the child is familiar with.
- Parent/carer leaves child with suitable and able adult or older sibling/young person.
- Most of the time suitable childcare arrangements are made. Effort is made to make sure person is suitable.
- Most of the time unsuitable child care arrangements are made; parent/carer makes little effort to ensure suitability or ability of the person.
- Careless disregard for child care arrangements. Parent/ carer makes no effort to check out suitability or ability of carer, or disregards known concerns, or leaves child alone.

COMMENTS:

Ellie is aware of where Zac is. She has arranged for his nan to pick him up from school when she does not. At the weekend, Zac goes to football with appropriate adults.

AREA C:

Emotional Care

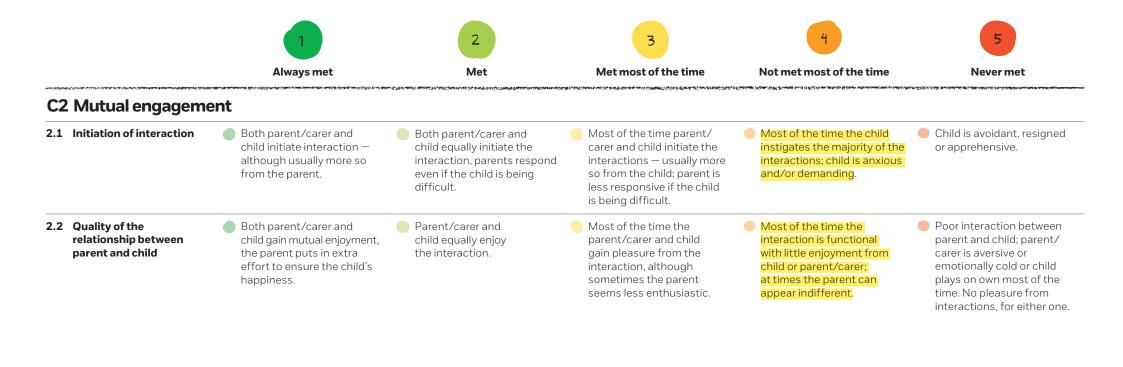


COMMENTS:

Ellie is not sensitive to the signals from Zac and at times they have to be prolonged for her to pick up on them. Ellie has been observed to be critical of Zac. Most of the time she does not appear to respond to him appropriately and is distracted by her own needs – particularly her phone. Ellie has on all occasions been observed to be brisk and lack emotional warmth in her interaction with Zac. Her voice is loud and at times she threatens to smack him.

AREA C:

Emotional Care

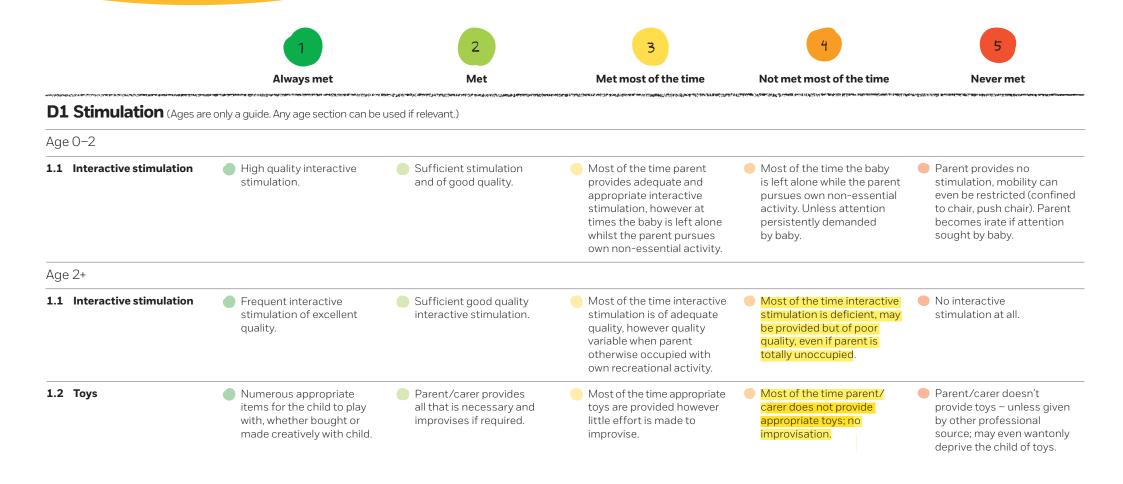


COMMENTS:

The relationship between Ellie and Zac is quite perfunctory. They communicate for exchange of information only. Zac is quite passive in the relationship; Ellie tends to give out orders. Ellie can be harsh when speaking with Zac, and neither Zac nor Ellie appear to gain any pleasure from their interactions

AREA D:

Developmental Care



COMMENTS: Observations show that Ellie does not provide stimulation for Zac either through conversation, learning or play. She rarely goes into school or supports him in his education. She rarely takes him out and does not go to his football games to support him. There are limited toys and no books suitable for Zac's age in the house. He only has his Xbox in his room, and a football net in the garden.

Developmental Care

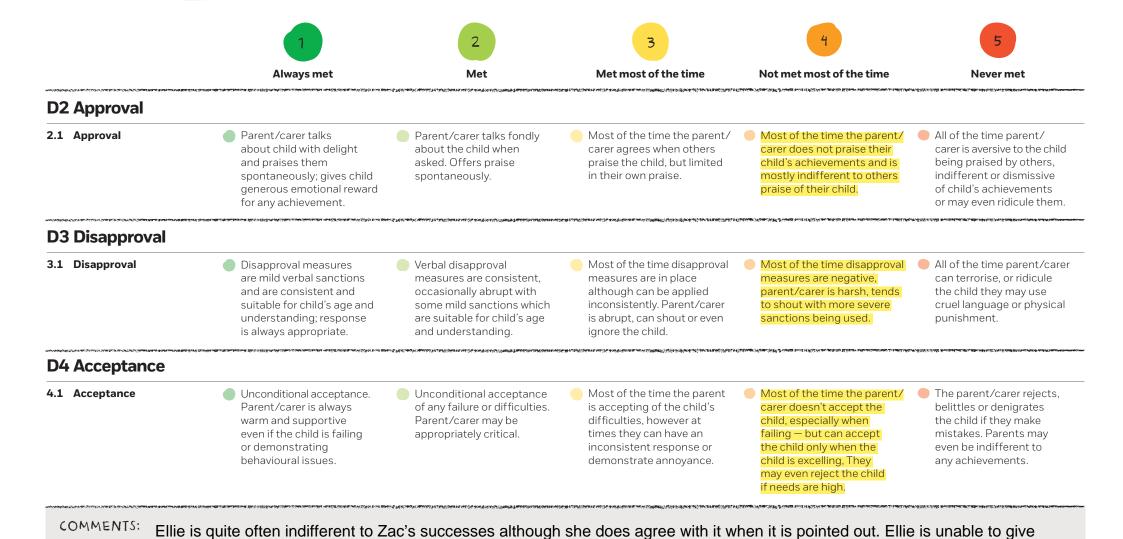


birthday party which his friends attended but Ellie didn't attend herself and she hasn't got him a birthday present yet. Ellie did not

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provide any examples of days out with Zac.

Developmental Care



boundaries consistently. She admits that she sets boundaries by shouting and threatening to smack Zac.

The GCP2 is the only authorised and fully tested update of the original GCP. It is a more user-friendly and comprehensive tool that helps professionals with their assessment and subsequent work with families. But it keeps the original principles and values — ensuring that it retains its integrity in the way it scales and supports work with families.

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