

# Hampden House

Inspection report for residential special school

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<b>Inspector</b>	Jan Davies
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<b>Address</b>	Hampden House Hostel Cats Lane SUDBURY Suffolk CO10 2SF
<b>Telephone number</b>	01787 373583
<b>Email</b>	head@hampdenhouse.net
<b>Registered person</b>	Hampden House
<b>Head of care</b>	Andrew J Chidwick
<b>Head / Principal</b>	Andrew J Chidwick
<b>Date of last inspection</b>	23 January 2007

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## About this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcome for children set out in the Children Act 2004 and relevant National Minimum Standards for the establishment.

## The inspection judgements and what they mean

Outstanding:	this aspect of the provision is of exceptionally high quality
Good:	this aspect of the provision is strong
Satisfactory:	this aspect of the provision is sound
Inadequate:	this aspect of the provision is not good enough

## **Service information**

### **Brief description of the service**

Hampden House is a residential pupil referral unit maintained by the Local Education Authority and has its own management committee. The committee is made up of various organisations, including Social Services and the Local Education Department as well as a number of elected members of the County Council. Hampden House was purpose built in the late 1960's and is set in its own grounds, which provides sporting and recreational facilities. The boarding accommodation is in the main building and teaching is undertaken in a number of newly built classrooms. Hampden House aims to assist young people with special needs, reintegrate successfully into the community and into mainstream schools. On admission, each child is educated in Hampden House classroom and after a period of time placed in a local mainstream school, with staff from the school offering support. The young person continues to board and after a period of further improvement is returned setting and to a local school. Young people can board from Monday to Friday during term time.

### **Summary**

This key inspection was undertaken on 23rd January 2007 over a period of nine hours. At the time of the inspection there were six children boarding and all children were met and spoken with. Two children gave inspectors a tour of the premises including the boarding provision and enthusiastically talked about their daily routines. It was clear that they took pride in their accommodation and enjoyed showing it off to visitors. Records viewed included children's welfare records, staff records, fire and safety records, risk assessments relating to children's personal security and behaviour management plans, restraint records and incident reports.

The overall quality rating is good.

This is an overview of what the inspector found during the inspection.

### **Improvements since the last inspection**

Not applicable as all NMS met at the last inspection.

### **Helping children to be healthy**

The provision is satisfactory.

The health care needs of pupils are identified and promoted through their care plans. Pupils' medication is generally well managed but not always being appropriately recorded. Pupils are provided with nutritious food in sufficient quantity. Young people live in a healthy environment and are provided with healthy nutritious meals. Care plans cover the physical, emotional and mental health needs of pupils and any action that staff need to take. Pupils' main carers retain primary responsibility for their health needs and permission is recorded for emergency treatment to be administered if necessary, signed by the responsible adult. The setting is proactive in identifying children who would benefit from further assessment of their health needs and in helping to arrange this and also maintains good links with health professionals, such as the clinical, educational, and psychological services. There are systems in place for storing and administering and monitoring medication. Relevant staff have recently received training to help them to prepare for changes in the law relating to controlled drugs. However, there are two recent dates where the protocol for recording medication has not been followed. Young people live in a healthy environment and their health needs are generally identified and promoted, however, they can not always be sure that the medicine they receive has been

appropriately recorded on each occasion. Meals are good in terms of quality, choice and presentation. Salads and hot vegetables are served separately to accompany the main course at lunchtime and pupils said that they preferred this arrangement. A healthy eating programme is in place with young people being clearly aware of the appropriate quantity of food as well as its nutritional benefits. A number of young people have eating disorders or phobias and this issue is addressed as part of their care plans to promote healthy eating by pupils. Healthy snacks are available at break time and supper time and eating at other times is discouraged. Pupils' views have been taken into account in making changes to menus. The majority of boarders say that meals are good or at least "OK". Young people are provided with healthy meals in line with their preferences and dietary needs.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Pupils' privacy and confidentiality is respected, their records are held securely and they have access to a telephone, which they can use privately. The refurbishment of the residential areas has provided an opportunity for any privacy issues in bathrooms, showers and bedrooms to be fully addressed and comfort improved. Information about the complaints procedure is made readily available for pupils. All of the pupils spoken with know how to use the complaints process. The complaint file showed that very few complaints had been received and issues are discussed and resolved where possible at the early evening meeting that all staff and young people attend after tea in order to discuss the issues of the day and appropriate resolution. This meeting is also a key forum for discussion of appropriate behaviour and assists children to develop appropriate social responses through encouragement and constructive staff responses. Sanctions and restraints are minimal and fair. However, the welfare of children is not being fully monitored until all sanctions are centrally recorded. The child protection policy meets the requirements of National Minimum Standards and staff attend regular training and briefing sessions on the protection of children. The policies, procedures and understanding of behavioural issues support training and other initiatives in providing a good understanding of child protection issues. Staff are robustly recruited and effective communication between staff members help to minimise the risk of issues not being identified. The provider ensures that any concerns are taken forward by an appropriate authority and that Ofsted is kept informed as appropriate. Pupils told the inspector that they feel safe in the setting. The welfare of children is promoted, children are protected from abuse and appropriate response is made to any allegation or suspicion of abuse. Pupils behave well and staff have a good understanding of working with challenging behaviour, they work in a calm and positive manner to help pupils maintain acceptable levels of behaviour. All teaching and care staff receive training in de-escalation and physical restraint techniques. Pupils who took part in the survey said that staff used safe ways of restraining them, when necessary. Records are kept in respect of this and also of pupils who have been absent without authority, in line with the setting's policy, including details of positive action taken when pupils are missing and when they return. Children are protected in line with written policy and guidance when they are absent without consent. Young people have their privacy respected and their complaints listened to and addressed. They are protected from abuse and bullying and assisted in developing appropriate behaviour. They can also expect that staff and visitors are vetted and monitored. The sampled health and safety records were clear and accessible. Suffolk Fire Authority has identified some fire precaution issues that the provider is currently addressing. However, at the time of the inspection some doors including fire doors were seen to be wedged open. The setting has an action plan agreed by the fire officer about how existing fire safety issues will be timely addressed in the near future. However, children's

physical safety and security is not being fully promoted until all the recommendations of the fire report have been carried out and all fire safety precautions are in place.

### **Helping children achieve well and enjoy what they do**

The provision is good.

A wide range of meaningful activities is available for young people to participate in, including army cadets, rugby, golf, cinema, field trips to local woodland area, Colchester Castle, bowling, swimming, trips to local fire-station, horse riding plus a range of on-site activities including pool, yard games, football, tennis, basketball, roller-skating and art and crafts. Young people go on educational trips and challenges and make use of community facilities. Photographs are available to evidence these activities and all activities are fully risk assessed. An annual yachting holiday is enjoyed by young people who are able to develop confidence in social and individual skills when taking part. There is very good evidence, including verbal feedback, collective and individual written accounts, video recordings and photographs to demonstrate how staff work with the young people to meet individual needs. Education continues to maintain an appropriately high profile and young people and staff recognise its significance as valuable in itself and as part of preparation for adulthood. External tutors and good levels of staffing enable the provider to offer 1-1 support particularly in homework which enhances education opportunities. Hampden House is successful at reintegrating children back into mainstream school and young people also do well where they have not previously been able to achieve. Staff promote an increase in the children's self-esteem, self-worth, and self-image which leads to a greater sense of self-control and social development.

### **Helping children make a positive contribution**

The provision is good.

A detailed and comprehensive report is produced for the statutory reviews for young persons specifying their needs. Contact arrangements are individualised and identified for each young person in accordance with their care plan/ITP and individual files for young people show that ITPs are regularly reviewed and that care plans are informed by consultation with young people and those who are important to them including their families, as appropriate, and other significant adults to them. Parents were consulted with and those who responded praised the provision for the way it works with them in partnership. Young people are encouraged and supported to be involved in making decisions about their lives and are able to maintain constructive contact with their families and friends and other people who play a significant role in their lives. Young people enjoy sound relationships with staff based on mutual respect. The ethos communicated is all about involving young people in decisions about their lives and influencing the way the setting runs. The statement of purpose sets out how this is to be achieved and all documentation relating to young people evidences that this is achieved to a significant level.

### **Achieving economic wellbeing**

The provision is not judged.

### **Organisation**

The organisation is good.

The setting has a Statement of Purpose and there are pupil handbooks, parent handbooks and staff handbooks, which are provided to individuals which further explain the running of the

setting. This is a comprehensive statement in relation to the purpose of the provision with a guide for young people so that they know what services they can expect, how they will be cared for and who they are likely to share with. This is also available for families and social workers and others needing this information and who are significant to young people. Children's needs, development and progress are being fully recorded to reflect their individuality and their care is continually adapted in the light of information about how the care is operating. Staffing levels are appropriate to ensure the safe supervision of young people to meet their needs and staff receive supervision and support to assist them in their role. The information on individual case files provides very comprehensive information to enable staff to understand the young people's needs and plan for their care. All staff have achieved the appropriate NVQ qualification for the needs of the young people and effective organisation of the setting. Young people receive the care and services they need from fully competent staff. Staff morale is high and the staff training programme is relevant and on going covering areas of training relating to what staff need to know to conduct their role effectively. The staff group is stable and care practise is consistent. The majority of staff have worked in the setting for a number of years, including the Head teacher, and are well known by young people who receive the care and services they need from competent staff qualified to meet their needs. Young people and staff enjoy the stability of an efficiently run setting. A senior officer for the local authority monitors the welfare of the children. Young people are fully safeguarded and their welfare is fully promoted in accordance with their specific needs and situation.

## What must be done to secure future improvement?

### Statutory requirements

This section sets out the actions, which must be taken so that the registered person meets the Care Standards Act 2000, and the National Minimum Standards. The Registered Provider must comply with the given timescales.

Standard	Action	Due date
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### Recommendations

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that there is a designated record of all sanctions (NMS 10)
- ensure that on each occasion the medicine children receive has been appropriately recorded (NMS 14)
- ensure all the recommendations of the fire report are carried out (NMS 26).

## Annex

## Annex A

### National Minimum Standards for residential special school

#### Being healthy

**The intended outcomes for these standards are:**

- children live in a healthy environment and the health and intimate care needs of each child are identified and promoted (NMS 14)
- children are provided with healthy, nutritious meals that meet their dietary needs (NMS 15)

**Ofsted considers 14 the key standard to be inspected.**

#### Staying safe

**The intended outcomes for these standards are:**

- children's privacy is respected and information about them is confidentially handled (NMS 3)
- children's complaints are addressed without delay and children are kept informed of progress in their consideration (NMS 4)
- the welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse (NMS 5)
- children are protected from bullying (NMS 6)
- all significant events relating to the protection of children in the school are notified to the appropriate authorities by the head of the school or designated person (NMS 7)
- children who are absent without authority are protected in accordance with written guidance and responded to positively on return (NMS 8)
- children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour (NMS 10)
- children live in schools that provide physical safety and security (NMS 26)
- there is careful selection and vetting of all staff and volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers (NMS 27)

**Ofsted considers 3, 4, 5, 6, 8, 10, 26 and 27 the key standards to be inspected.**

#### Enjoying and achieving

**The intended outcomes for these standards are:**

- the school's residential provision actively supports children's educational progress at the school (NMS 12)
- children have ample opportunity to engage in purposeful and enjoyable activities within the school and in the local community (NMS 13)
- children receive individual support when they need it (NMS 22)

**Ofsted considers 12 and 22 the key standards to be inspected.**

#### Making a positive contribution

**The intended outcomes for these standards are:**

- children are encouraged and supported to make decisions about their lives and to influence the way the school is run; no child should be assumed to be unable to communicate their views (NMS 2)
- children have sound relationships with staff based on honesty and mutual respect (NMS 9)
- children experience planned and sensitively handled admission and leaving processes (NMS 11)

- children have their needs assessed and written plans outline how these needs will be met while at school (NMS 17)
- in accordance with their wishes children are able and encouraged to maintain contact with their parents and families while at school (NMS 20)

**Ofsted considers 2, 17 and 20 the key standards to be inspected.**

## **Achieving economic well-being**

**The intended outcomes for these standards are:**

- children can wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money (NMS 16)
- children about to leave care are prepared for the transition into independent living (NMS 21)
- children live in well designed and pleasant premises, which provide sufficient space and facilities to meet their needs
- children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use (NMS 24)
- children are able to carry out their personal care in privacy and with dignity (NMS 25)

**Ofsted considers the key standard to be inspected.**

## **Organisation**

**The intended outcomes for these standards are:**

- children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils (NMS 1)
- children's needs, development and progress are recorded to reflect their individuality and their group interactions (NMS 18)
- there are adequate records of the staff and child groups of the school (NMS 19)
- children are looked after by staff who understand their needs and are able to meet them consistently (NMS 28)
- children are looked after by staff who are trained to meet their needs (NMS 29)
- children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare (NMS 30)
- children receive the care and services they need from competent staff (NMS 31)
- children and staff enjoy the stability of efficiently run schools (NMS 32)
- the governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school (NMS 33)

**Ofsted considers 1, 28, 31 and 32 the key standards to be inspected.**