



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

### **Edington & Shapwick School**

**Edington & Shapwick School  
Mark Road  
Burtle  
Bridgwater  
Somerset  
TA7 8NJ**

*Lead Inspector*  
Jon Swift

*Announced Inspection*  
15th January 2007      08:00

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

<b>Reader Information</b>	
Document Purpose	Inspection Report
Author	CSCI
Audience	General Public
Further copies from	0870 240 7535 (telephone order line)
Copyright	This report is copyright Commission for Social Care Inspection (CSCI) and may only be used in its entirety. Extracts may not be used or reproduced without the express permission of CSCI
Internet address	<a href="http://www.csci.org.uk">www.csci.org.uk</a>

This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at [www.dh.gov.uk](http://www.dh.gov.uk) or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: [www.tso.co.uk/bookshop](http://www.tso.co.uk/bookshop)

*Every Child Matters*, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

# SERVICE INFORMATION

<b>Name of school</b>	Edington & Shapwick School
<b>Address</b>	Edington & Shapwick School Mark Road Burtle Bridgwater Somerset TA7 8NJ
<b>Telephone number</b>	01278 722012
<b>Fax number</b>	01278 723312
<b>Email address</b>	
<b>Provider Web address</b>	
<b>Name of Governing body, Person or Authority responsible for the school</b>	Mr Jon Whittock
<b>Name of Head</b>	Mr Jon Whittock and Mr D Walker
<b>Name of Head of Care</b>	Mr Jon Whittock
<b>Age range of residential pupils</b>	8 to 19 years
<b>Date of last welfare inspection</b>	30 January 2006

### **Brief Description of the School:**

Edington and Shapwick is a school that occupies two separate sites, five miles apart and situated in rural communities. The school provides educational and boarding facilities for children who have dyslexia and associated language disorders.

The younger age group pupils are placed at the Edington site and are accommodated in two boarding houses close to the school. The older pupils are placed at the Shapwick site and are accommodated in five boarding houses three of which are within walking distance of the school. The other houses are a short journey from the school.

Edington provides for pupils in the age range of 8 to 13 years and Shapwick provides for the 13 to 19 year age group. At the time of the inspection there were 48 pupils at Edington of whom 25 were boarders and 109 pupils at Shapwick of which 82 were boarders.

# **SUMMARY**

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

The inspection was carried out over a period of three days by two inspectors. Feedback was given to both Headmasters on the morning of the third day. Most pupils had completed a Children's Survey Questionnaire prior to the inspection and 20 parental responses had also been received.

The inspectors were able to meet and speak with all of the boarders in year and boarding house groups. The inspectors met with a cross section of staff involved with boarding welfare. The daily routine of boarders was also observed which included guided tours of all the boarding houses and leisure facilities. A range of records and policies were examined.

The inspectors would like to thank the senior management team, staff and pupils for their hospitality during their visit to the school.

There are no recommendations arising from this inspection.

## **What the school does well:**

The Inspectors consider that the school are meeting the emotional and welfare needs of boarders and provide a sensitive approach to meeting individual needs.

The relationships between all staff and boarders are based upon mutual respect and trust and there is a communal approach to one another regardless of their position in the school. All of the boarders spoken with considered that they had developed in confidence and their academic achievements had also increased since attending the school.

The inspectors observed young people to be having fun during their free time and were well behaved. The courtesy and helpfulness of boarders to the inspectors is commendable.

The school actively promote their anti bullying policy which is well understood by the pupils.

All of the boarding houses were comfortable with homely atmospheres that were appreciated by the boarders.

The school continues to be well managed by the two Headmasters one taking a lead role for academic issues and developments and the other leading on welfare, which includes the boarding arrangements. The Headmaster leading on welfare is referred to within this report as the Head of Care.

## **What has improved since the last inspection?**

All of the recommendations made at the last inspection have been met.

A rolling programme of upgrading the fabric and materials within all of boarding premises continues.

Recorded risk assessments are in place, which are being regularly reviewed.

## **What they could do better:**

The Headmasters were receptive of the suggestions and advice offered during this inspection. They have either taken action to implement them during the inspection or considering how this could be used to develop the existing arrangements.

Please contact the Head for advice of actions taken in response to this inspection.

The report of this inspection is available from [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office. The summary of this inspection report can be made available in other formats on request.

# **DETAILS OF INSPECTOR FINDINGS**

## **CONTENTS**

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

# 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)

## The Commission considers Standard 14 the key standard to be inspected.

## JUDGEMENT – we looked at outcomes for the following standard(s):

14 and 15

Quality in this outcome area is **good**. This Judgement has been made using available evidence including a visit to this service.

The arrangements in place promote the good health and well being of the boarders. Healthy and nutritious meals are provided that ensure a healthy and well balanced diet is made available. Special dietary needs are also met.

## EVIDENCE:

The admission process to the school for all boarders includes medical histories and parental consent for the administration of First Aid and non-prescribed medication. During the inspection several records were sampled which confirmed that these details were being obtained routinely. All of the information is handled sensitively whilst being shared with colleagues who need to be aware of the children's individual needs. The composite reports prepared by the school include information from all of the staff involved with the child.

The system for recording and monitoring of medication in the school and boarding houses has been refined since the last inspection and is reported by those spoken with to be working well. Advice was offered on the development of an audit tool for the receipt and disposal of household remedies held in the boarding houses.

All of the staff involved in boarding have a current First Aid qualification and arrangements are in place for these to be regularly updated. The staff coordinating the health needs of the boarders at both schools continue to make arrangements for medical needs and appointments to be met. All of the boarders spoken with were aware that they could see a doctor on their own and a female doctor was available. Several boarders commented that they preferred staff to accompany them in order they did not forget what they had been told. Several parents commented in their questionnaires that the school kept them fully involved in the health needs of their child and they had confidence in the staff undertaking these tasks.

During the inspection several boarders were ill and the arrangements in place enabled all of the young people to summons a member of staff if needed. It was also observed that staff were making regular visits to the ill boarders.

The inspectors sampled the meals available to boarders and found them to be well balanced and nutritious. Special dietary needs were available and there were choices, which always included a vegetarian choice and a good salad bar. Some pupils and a few parents commented that supper was not as good a meal as lunch but the inspectors could find no evidence for this when they sampled both meals. The inspectors met and spoke with the Catering staff at both sites. The planning and recording of meals in both kitchens were being maintained to a satisfactory standard. Advice was offered on using one system to record meals, food temperatures, freezer and refrigerator temperatures. Some houses provide breakfast for boarders and at weekends tea is provided in all boarding houses. Boarding staff had completed food hygiene training and their certificates were displayed in the boarding houses, this is a good practice. The local environmental health officer had made a visit to the Edington kitchens and it was reported that they were content with the arrangements in place. The school have also maintained their Healthy eating award with the local authority.

The school has clear expectations on all pupils wearing appropriate clothing when eating meals in the dining rooms. The headmasters are aware that some of the sixth form students are not happy with this expectation. It was confirmed that sixth form staff have held several discussions with the boarders on this topic.

## **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 by others.(NMS 6)
- All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.(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, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

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

**JUDGEMENT – we looked at outcomes for the following standard(s):**

3,4,5,6,7,8,10,26 and 27

Quality in this outcome area is **good**. This Judgement has been made using available evidence including a visit to this service.

The practical arrangements in place for managing child protection, bullying, complaints and behaviour management were good and understood by the children.

Health and safety is given a high priority by the school, which generally safeguards the boarders. However, the inspection has highlighted some practices that need further development.

## **EVIDENCE:**

The privacy arrangements for individual boarders are actively promoted in areas for personal hygiene and the need for space to meet with family and other visitors. All of the boarders spoken with considered that staff provided an appropriate level of supervision that did not invade their privacy.

Clear laundry arrangements are in place and boarders reported that these worked well and arrangements were made for special items of clothing. This included the laundry staff receiving items outside of the usual times and boarding staff using their in house facilities.

All children's records are kept safely and securely in all areas of the school and these records and arrangements are regularly monitored by the Head of Care.

Most of the children have mobile telephones and there are clear arrangements in place when these can be used which the children understand. The school has also provided pay phones in each boarding house that provide varying levels of privacy. Boarders generally accepted these arrangements. Information about helplines available to children is provided alongside each telephone provided by the school. The school provide facilities for boarders to use email but at the time of the inspection the boarders were experiencing problems accessing this service. The Headmasters were aware that some problems had been experienced and have undertaken to closely monitor these arrangements.

The parents commented in their questionnaires that they were aware of the schools complaint procedure and were satisfied with these arrangements. The Head of Care generally manages these issues in consultation with the other Headmaster. Appropriate records have been maintained on the recent

incidents raised through this system. It is worthy of note that the school receive many compliments that are maintained in the same record system. The details of the Commission for Social care Inspection have also been amended in the information provided by the school.

The school have copies of the Local Safeguarding Board handbook and are available to all staff. Regular updates on child protection are provided through in house training and where appropriate staff attend external courses. All staff spoken with were clear on the school expectations and their own personal responsibilities in this area.

The school continues to be very proactive in promoting their anti bullying policies and expectations. Three boarders had recently attended an anti bullying conference, which has further enhanced these expectations. There were several posters and work completed by children around the school. All boarders spoken with had a clear understanding of what constituted bullying and the actions to follow in the event of this occurring. The school are commended on this good practice.

Since the last inspection there have been two notifiable incidents that involved injuries to boarders. These had been reported appropriately to parents, placing authorities and the Health and Safety Executive. The school have been advised that that the Commission for Social Care Inspection should also be notified of such events.

There are clear systems in place for the monitoring of boarders whereabouts at all times. The boarders were all aware of these arrangements and their responsibilities for keeping staff informed. Records inspected confirmed that the sixth form followed these arrangements.

Staff respond appropriately to acceptable behaviour and where unacceptable behaviours occur the schools agreed sanctions are used. Since the last inspection a clear record system has been introduced for all sanctions used by staff in the boarding houses. All of these are shared with the Head of Care on a daily basis. Boarders considered that staff were fair and the sanctions, usually tidying up duties, were reasonable and not over used by any members of staff.

The risk assessment systems used by the boarding staff are being appropriately maintained. The Head of Care monitors these assessments and records the actions necessary to reduce risks as appropriate. All staff spoken with were clear on the process to follow and considered that they generally worked well. Inspection of the boarding houses identified a small number of issues which the Head of Care was either aware of or took immediate action to rectify them. The Head of Care has agreed to forward a copy of the current electrical safety checks to the Commission for Social care Inspection.

The fire logbooks confirmed that regular drills were taking place in each boarding house and especially when new boarders arrived. This is a good practice. An outside contractor regularly maintains fire equipment. The Head of Care was aware that details of these tests were not being regularly recorded in the boarding house logbooks and has taken steps to rectify this.

The inspectors examined the staff files of two members of boarding staff who had been appointed since the last inspection. Both of these records had followed the school's recruitment process and all of the required checks had been made before the staff commenced work at the school. Criminal Record Bureau checks had also been made on the family members who would be living at the school. A record of both interviews was also available on file.

The school have clear systems in place for recording and monitoring visitors to the school. The inspectors observed this in practice for themselves and other visitors to the school during the inspection.

# 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 both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

## The Commission considers Standards 12 and 22 the key standards to be inspected.

### JUDGEMENT – we looked at outcomes for the following standard(s):

12 and 22

Quality in this outcome area is **good**. This Judgement has been made using available evidence including a visit to this service.

The individual needs of each boarder are carefully assessed and all information and plans are shared with everyone involved in providing for the child. These are detailed and self-explanatory for everyone to understand and implement. Regular reviews take place that involve the individual child, their parent and school staff from all departments involved.

### EVIDENCE:

The school continues to provide a holistic style of care for each boarder and the child is seen to be at the centre of this collaborative working style. All of the boarders spoken with were complimentary about the support they receive from the staff at the school. One comment used by several boarders, including sixth form, was "without the support and understanding I receive here I would not do so well".

The school provides a range of support for the boarders, which includes speech and language therapy, occupational therapy and individual tutors. These are in addition to the teaching and boarding staff. All of the staff spoken with considered that their role had equal status. Parents also commented positively about the support they and their child received from all of the staff at the school.



# 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 living away from home at school.(NMS 20)

**The Commission considers Standards 2, 17 and 20 the key standards to be inspected.**

## **JUDGEMENT – we looked at outcomes for the following standard(s):**

2,17 and 20

Quality in this outcome area is **good**. This Judgement has been made using available evidence including a visit to this service.

The school continues to involve boarders and their families' in the running of the school and regularly consult with them.

All of the boarders have their needs assessed and clear written plans are in place and available to all those involved.

Boarders are encouraged and enabled to maintain contact with their families and friends. The current problems with email provision are being resolved.

## **EVIDENCE:**

Boarding house staff arrange regular informal meetings with the boarders to ensure they are aware of the items they need for school and activities occurring during the day and in free time.

The Head of Care visits the boarding houses on a regular basis and meets with the boarders to discuss their views and opinions on the boarding arrangements.

Samples of placement plans were inspected. These were found to be well recorded and contained sufficient detail for all staff to be aware of how the individuals assessed needs were to be met. Copies of these documents are held in the boarding houses and all of the details are regularly reviewed. Staff spoken with considered that these records were very helpful.

The boarders at Edington have time slots for receiving or making telephone calls to their parents. At the Shapwick site most boarders have a mobile telephone they use for maintaining contact with family and friends. All of these arrangements were discussed with boarders who considered that they were appropriate and worked well. As commented upon earlier in this report there are problems with the email provision at the school and in the boarding houses that the Headmasters are resolving. Some boarders commented that without the email service they were unable to easily maintain contact with family members who lived abroad due to the time differences.

# Achieving Economic Wellbeing

## 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, providing sufficient space and facilities to meet their needs.(NMS 23)
- 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)

## JUDGEMENT – we looked at outcomes for the following standard(s):

16,24 and 25

Quality in this outcome area is **good**. This Judgement has been made using available evidence including a visit to this service.

During this inspection all boarders were wearing clothing in accordance with the schools expectations and were well presented.

Boarders are provided with comfortable accommodation where they are able to keep their possessions safe.

Toilet and washing facilities are satisfactory.

## EVIDENCE:

There are clear school expectations on the style of clothing children are to wear during the school day and eating meals in the dining rooms. There is also guidance on hairstyles, jewellery and make up for girls. There is a general acceptance of these expectations by the boarders. As in most schools some pupils consider their personal choice is not being recognised but understand that they can wear their own clothing in free time. Many boarders have a tuck box in which they can keep their personal items, including money. Where

boarders do not have such an item the boarding houses provide a safe arrangement for them.

The inspectors toured all of the boarding houses and found them to be bright and cheerfully decorated, comfortably furnished and generally well maintained. Sleeping accommodation was good and beds had adequate space around them. The rolling programme for the replacement of beds is continuing and boarders reported that the new beds were comfortable and had sufficient space. There are two dormitories at the Lakes where there are five beds in a dormitory, which is above the numbers advised in the National Minimum Standards. Boarders did not raise any concerns about this arrangement and reported that they enjoyed being with their friends.

Boarders had personalised their walls with posters and family photographs in all of the boarding houses. Photographs were also displayed of activities that boarders had participated in either at the boarding house or away from the school.

Since the last inspection the school have continued to replace carpeting and furniture as needed and a rolling programme of redecoration is also taking place. First floor windows have been risk assessed and appropriate restrictors fitted where necessary.

There were sufficient washing facilities and toilets to meet the boarder's needs. Heating has been improved in one area and the ceilings have been replaced along with additional extraction fans. There are plans to improve the drainage in one area during the summer holidays.

# Management

## 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 is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both 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)

**The Commission considers Standards 1, 28, 31 and 32 the key standards to be inspected.**

## **JUDGEMENT – we looked at outcomes for the following standard(s):**

1,28,31,32 and33

Quality in this outcome area is **good**. This Judgement has been made using available evidence including a visit to this service.

A statement of boarding principles and practice is available.

Staffing levels in all boarding houses are appropriate to meet the needs of the boarders.

Training for boarding staff is part of a rolling programme and they are included with any training provided for teaching staff.

The school continues to be well organised and managed.

## **EVIDENCE:**

The school has a written aims and objectives document that is kept under review and amended as necessary. It was advised that this document should be dated to confirm that it had been reviewed. An attractive and helpful school prospectus is in place. All of the parents who responded to the questionnaire confirmed that they had received a copy of the schools literature.

Every boarding house has live in house parents some of whom are teachers at the school. They all have a dedicated staff team, which enables them to have planned time off. When this has not been possible, due to illness, other school colleagues volunteer to assist. There have been two changes of boarding staff since the last inspection who had both received appropriate induction that was recorded in the appropriate records.

All of the staff managing the boarding houses had a wide range of experience in providing care for young people. Regular in house training and ongoing support from the Head of Care supplement this experience. One houseparent had achieved the NVQ level 3 award before joining the school. At the time of this inspection no staff were undertaking NVQ training in Caring for Children and Young People. The Head of Care considers that all of his staff has experience or qualifications that demonstrate the competencies equivalent to the NVQ.

Staff reported that they had regular planned and unplanned access to the Head of Care. All of the records inspected demonstrated that the Head of Care was regularly monitoring these, which exceeded the National Minimum Standard. This is a good practice.

An annual review report on the boarding arrangements had been prepared by the Head of Care that was accepted by the school governors at their meeting in September 2006.

The chair of governors continues to visit the school weekly during which time he meets with both Headmasters and prepares a written report, which is maintained at the school. These were not examined during this inspection.

# SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

**4** Standard Exceeded (Commendable)      **3** Standard Met (No Shortfalls)  
**2** Standard Almost Met (Minor Shortfalls)      **1** Standard Not Met (Major Shortfalls)

“X” in the standard met box denotes standard not assessed on this occasion  
 “N/A” in the standard met box denotes standard not applicable

<b>BEING HEALTHY</b>	
<b>Standard No</b>	<b>Score</b>
<b>14</b>	3
<b>15</b>	3

<b>STAYING SAFE</b>	
<b>Standard No</b>	<b>Score</b>
<b>3</b>	3
<b>4</b>	3
<b>5</b>	3
<b>6</b>	4
<b>7</b>	3
<b>8</b>	3
<b>10</b>	3
<b>26</b>	3
<b>27</b>	3

<b>ENJOYING AND ACHIEVING</b>	
<b>Standard No</b>	<b>Score</b>
<b>12</b>	3
<b>13</b>	X
<b>22</b>	3

<b>MAKING A POSITIVE CONTRIBUTION</b>	
<b>Standard No</b>	<b>Score</b>
<b>2</b>	3
<b>9</b>	X
<b>11</b>	X
<b>17</b>	3
<b>20</b>	3

<b>ACHIEVING ECONOMIC WELLBEING</b>	
<b>Standard No</b>	<b>Score</b>
<b>16</b>	3
<b>21</b>	X
<b>23</b>	X
<b>24</b>	3
<b>25</b>	3

<b>MANAGEMENT</b>	
<b>Standard No</b>	<b>Score</b>
<b>1</b>	3
<b>18</b>	X
<b>19</b>	X
<b>28</b>	3
<b>29</b>	X
<b>30</b>	X
<b>31</b>	3
<b>32</b>	3
<b>33</b>	3

NO

Are there any outstanding recommendations from the last inspection?

**RECOMMENDED ACTIONS**

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)

## **Commission for Social Care Inspection**

Somerset Records Management Unit

Ground Floor

Riverside Chambers

Castle Street

Taunton

TA1 4AL

National Enquiry Line:

Telephone: 0845 015 0120 or 0191 233 3323

Textphone: 0845 015 2255 or 0191 233 3588

Email: [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk)

Web: [www.csci.org.uk](http://www.csci.org.uk)

© This report is copyright Commission for Social Care Inspection (CSCI) and may only be used in its entirety. Extracts may not be used or reproduced without the express permission of CSCI.