



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Capenhurst Grange Special School

**Chester Road
Great Sutton
Ellesmere Port
Cheshire
CH66 2NA**

Lead Inspector
Jeff Banham

Announced Inspection
14th November 2005 08:30

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

| Reader Information | |
|---------------------|---|
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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 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

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

| | |
|---|--|
| Name of school | Capenhurst Grange Special School |
| Address | Chester Road Great Sutton Ellesmere Port Cheshire CH66 2NA |
| Telephone number | 0151 339 5141 |
| Fax number | 0151 348 0348 |
| Email address | |
| Provider Web address | |
| Name of Governing body, Person or Authority responsible for the school | Cheshire County Council |
| Name of Head | Mr Graham Stothard |
| Name of Head of Care | Mrs. Judith Jenkins (Acting Head of Care) |
| Age range of residential pupils | 11-16 |
| Date of last welfare inspection | 31/01/05 |

Brief Description of the School:

Capenhurst Grange is a local education authority funded Community Special School. It caters for girls and boys between the ages of 11 to 16 who have social, emotional and behavioural difficulties. It provides day and residential places, mainly to Cheshire children, but also to children from across the north west of England. The school offers four nights a week and alternative weekend residential care provision. At the time of the inspection there were two girls and twelve boys in residence.

The premises consist of a large area of buildings, mostly single-storey with two-storey residential and administrative blocks, and a large upstairs staff room. The grounds are extensive with a brook, pond, football pitch and horticultural area. There is also a playground and sports hall.

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SUMMARY

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

The inspection took place over two days. The inspector had a pupil-guided tour of the premises, observed the running of the school in the early morning, during the day and after school into the early evening. Survey questionnaires were received from four pupils, one parent and two teaching staff.

Records, procedures and policies were examined. Staff interviewed included The Head of Care, the deputy and other care staff, the maintenance officer, senior teaching staff, the cook and the school governor responsible for child protection. A number of children were spoken with during the course of the inspection, at meal times and during after-school activities.

What the school does well:

Capenhurst Grange continues to provide effective care and support for children. There is good integration between the education and residential care aspects of the service. Relationships between staff and children are good, and children said they were well cared for and confident that staff would support them and treat them fairly.

The emphasis on structured educational and leisure activities provides young people with a range of opportunities to develop individual skills and potential. The residential staff group are an experienced, committed and stable group who have the interests of the children as their first priority.

The commitment to continued improvement is commendable. The school is well managed and staff at all levels work to ensure Capenhurst develops its practice in line with the guidance provided in the National Minimum Standards. The uncertainty produced by the county review of special education review is seen by care staff as providing an opportunity to offer a variety of services to the local community in line with developments of managing extended schools.

What has improved since the last inspection?

The school has worked hard to respond positively to the last inspection and a number of changes have been made. The physical environment is homely and well appointed and furnishings, fittings and decoration are better.

Significant changes have been made to the care staff, with the night care staff now fully integrated into the whole team and everyone working the same rota and providing sleeping cover at night.

The provision of food both in the main dining room and in the residential units has been improved and is appreciated by both staff and children.

Policies and procedures have been and continue to be reviewed. The school has introduced more after-school provision and a successful breakfast club as part of its commitment to continued development.

What they could do better:

The most significant aspect affecting the school was the continuing review of special education provision within the county. Admissions to residential provision have been suspended; there is still uncertainty about the management structure, with both the Head of Care and the Deputy Head of Care remaining in “acting” positions. These important aspects are outside of the direct control of the Head.

This has however possibly led to a lack of momentum in focussing on the specific needs of residential care staff, particularly in relation to training and supervision. Both of these areas could be improved.

Whereas the care practices were good the potential for improvements of some of the systems supporting that care were identified and discussed positively with staff. Children’s records, particularly the structure and information contained in the care plans could be made more detailed; the ways in which the involvement of children in discussions and decisions affecting them was demonstrated could be more systematically recorded.

These changes would enable the formal systems to evidence the quality of care that is provided.

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 or by contacting your local CSCI office.

DETAILS OF INSPECTOR FINDINGS

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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)

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

14 and 15

Children were well cared for. The school had made significant improvements to the provision of mealtimes and the way in which food was served.

The Head of Care continued to develop the format for recording health care information to ensure their specific needs were identified and monitored.

EVIDENCE:

All the children who used the school's residential provision also lived with their parents or other family carers. Information about health issues was obtained from them and the young person, and recorded as part of the individual care plan along with other key elements of their assessed needs.

Children's files demonstrated that health needs were identified and met where appropriate by staff working with families and health care professionals.

A number of children took medication whilst at the school, and this was recorded on their files and on the medical record sheets. The Head of Care said there were still issues with medication arriving at the school from children's homes. Tablets could be received in inappropriate containers, out of date or incorrectly labelled. Senior staff dispensed medication.

Children said they were well looked after when they were ill. The school had a nurse who visited each week and any on-site treatment was provided in a well-equipped sick bay in which medication was stored in locked cabinets.

The Head of Care she was working to develop health care plans to make them more detailed and specific, as used in the Department of Health "Assessment and Action" records.

The school had developed its provision for meals for all the children in the school. The main lunchtime meal was served in the dining room. This had been decorated and re-furnished with sofas, trellis screening and pot plants since the last inspection and now presented as more like a restaurant than a canteen.

Breakfast was taken on the residential unit in a more family-like atmosphere. Children using the residential accommodation had their breakfast separate from day children using the newly-started "breakfast club."

The tea-time meal was also taken in the dining room, with what staff now described as "family-service" with tablecloths and more homely presentation. The main menu for the week was displayed in the dining room and offered a choice of main course, vegetarian option, sandwiches and salad. Mealtimes were well-ordered social occasions with children, education staff and care staff taking their meals together.

The cook said she was made aware of any special diets that were needed and provided food accordingly. The cook also said that she would talk directly to parents over any issues regarding diets or preferences for any child.

The inspector saw one young person at the table who said he had chosen the wrong meal and he did not like it. A member of staff dealt with him quietly and sensitively, and talked to the cook so he could have a different meal provided.

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)

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

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

The school was well organised and its policies and procedures ensured that risks to children were managed effectively. Staff were aware of their responsibilities and were committed to ensuring children were cared for safely.

EVIDENCE:

Observations of the ways in which staff and children interacted together demonstrated that relationships were based on respect and dignity, and that staff were aware of the need to deal with both written and verbal information on children in a confidential manner.

The inspector saw one written set of team meeting minutes in which sensitive information about specific children had been recorded. This was held on a member of staff's "Personal Development File". The Head of Care said she would ensure that information was not subsequently recorded in way that identified particular children, and confirmed that such information would only be stored on personal files.

Privacy in the residential accommodation had been improved with the provision of locks and "engaged" signs on all the toilets.

The school had a policy on the use of mobile phones and the procedure for searching a child's possessions should that be necessary. The school provided a comfortable "parent's suite" consisting of domestic style lounge, kitchen, bathroom and meeting room where parents and carers could meet privately with children and staff.

At the last inspection it had been noted that there were issues with the reference to the school's complaints procedure in the prospectus, and the fact that the complaints procedure itself was lengthy and would not offer accessible advice and guidance to parents.

Although changes had been made to the way in which complaints were logged the references to the procedure, and the philosophy on which it was based had not been changed. The document referred to, as the "Complaints procedure" was more of a guide to writing a complaints procedure and gave an example of a procedure rather than a procedure itself. The Head of Care agreed that some parents would struggle to make sense of the document and the process.

See recommendation 1

The school used the child protection procedures and processes relevant to Cheshire County Council. The Head of Care and Deputy said they had recently been on a two residential course on child protection, and that a whole school training day was planned for next term. New child protection procedures had been produced and were available to staff in the school.

There were a range of anti-bullying themes within the school and staff were aware of the need to be vigilant about the existence of bullying, and of the appropriate responses to any such incidents. Children said that there had been no significant incidents, and that they felt confident in talking to staff about any problems they might have.

The school was aware of the need to notify appropriate agencies of any serious incidents and such notifications had been made. The Head of Care said that the school had developed a new protocol for children who went missing from and written risk assessments would be produced to enable staff to assess the nature of any danger and their required responses.

The behaviour management approach of the school was based on non-confrontation, de-escalation and the promotion of positive behaviour for which rewards in the form of "points" could be given. The points could be converted into money for children to spend. Children said they were aware of the system and believed it to be fair. The inspector was able to observe care and education staff working together at lunchtime to monitor and control the behaviour of one young person in such a way as to keep the potentially volatile situation under control, and to prevent an escalation of the behaviour. The situation was successfully managed.

The school had a separate unit, known as the "Take 5" unit, where students were supervised in the completion of educational activities when they had been temporarily excluded from class, and a new unit known as "The Base" had been created in former residential accommodation to provide a space for children to take time out and work with staff on any specific problem.

The school employed a maintenance officer. He was responsible for general oversight and repair of the premises and liaised with the local authority and external contractors for major work.

Records showed that all fire checks and drills had taken place as required and that there had been annual visits from the Fire Service and a Hygiene Audit report completed by the Environmental Health Department. Electrical installation and gas installation tests had been done and there were full risk assessments for the grounds and premises. The maintenance officer said that the school had become "*much more settled*" since the new Head had arrived and the damage caused through vandalism had been reduced.

There had been no staff employed since the last inspection; the school would operate within the recruitment procedures of the county council.

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)

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

12,13 and 22

The school provided a range of leisure and educational activities that supported the development of each child in accordance with their needs and which gave every opportunity to develop potential. The key worker system offered a framework within which individual care and support could be provided.

EVIDENCE:

Care and education staff worked together to ensure educational needs were met. Information was passed from residential units to school and *vice versa* through meetings and written information. One pupil had a "behaviour book" that described his behaviour, both positive and negative, to ensure staff were aware of all the issues affecting him throughout the day.

Homework was supported and encouraged by care staff and children's rooms were equipped with facilities for study if needed.

One member of the care staff was enthusiastic about the potential for developing resources within the school for continuing to support young people in developing skills for independent living once they had left the school. The inspector saw that residential and care staff got on well together in both formal and informal settings and in all aspects of the care of children.

The provision of structured leisure and educational activities, both in and out of school, was a feature of the support provided to children. The school had developed a range of "after-school clubs" that provided activities in which children could become involved. These were supported by both education and care staff. The inspector joined an archery club in the gym, and saw how young people were guided and supported to observe the stringent rules to enable them to participate in the activity safely and enjoyably.

The school also provided support for Duke of Edinburgh schemes, the Youth Award programme, and visits abroad. Risk assessments for all out of school activities, for both educational and leisure purposes, were produced. Young people were positive about the range and nature of the activities provided for them and worked well with staff to get the most out of them.

All the children who used the residential accommodation lived with their families or other carers. The policy of the school was to actively involve family as much as possible in ensuring consistency of care in meeting children's care and education needs.

Information was provided to parents and obtained from them to assist children in developing appropriate social skills and accessing any specialist support. The school had a key worker system in which nominated staff worked with identified children. The staff to child ratio at the time of the inspection enabled care to be provided effectively and by staff who knew the children they supported. When children's behaviour caused concern staff ensured they had all the background information to explain the actions of the child and worked to deal with the causes of the problem rather than its symptoms. Staff were able to speak sympathetically and sensitively about children, even when they exhibited challenging behaviour, and the way in which staff talked to and behaved with children was effective, affectionate and professional.

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)

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

2,9,11,17 and 20

The need for some improvements to the ways in which children's care plans were structured, and the recording of their contribution to and involvement in their care were identified. These changes would further demonstrate the sound practices that the school employed to promote their individual development.

EVIDENCE:

The way in which children spoke about the care they received from staff, and the way in which staff worked with children demonstrated that children were involved in all aspects of the decisions that affected them. Their contributions to annual review and individual sessions with key workers evidenced the discussions that had taken place and the way in which children had been encouraged to work with staff to achieve the best for themselves.

The Head of Care said that the care plans and other documents and records would be discussed with the children and they would be encouraged to take an active part in this process.

The care plans themselves, and other records such as incidents sheets did not show how children had been involved.

There was little in the way of comments written by children, and although they had contributed to the background information in the care plan they did not seem to have been involved in subsequent work such as key worker discussions, reflecting on serious incidents or occasions where sanctions had been given. The Head of Care said that she would work with staff to develop greater recorded evidence of children's active participation in the processes involving them.

See recommendation 2

The school had clear expectations of individual behaviour and consistent boundaries were provided for the children. A list of school rules was displayed prominently in various locations.

The ways in which staff worked with children demonstrated that there was a balance between the need for informality and structure. Staff dealt with children in both positive and difficult situations with firmness and clarity. Behaviour was checked where appropriate and children were praised both verbally and in writing for their achievements. Staff were enthusiastic about the development of both the "breakfast club" and the "after school club" as ways in which they could work with children in informal yet structured situations that gave maximum opportunity for developing positive behaviour. Children told the inspector that staff helped them, and that they felt comfortable in talking to them.

Admissions to the school had been suspended pending the outcome of the local authority review of special education provision.

The Head of Care had responded positively to comments made at the last inspection about the need to improve care plans. Work had been done to obtain children's participation in the compilation of background information, and the organisation of files had been streamlined.

Children's files were stored in the staff room. They each had a structure beginning with admission information and subsequent sections. They contained a number of documents and records going back perhaps to the beginning of the child's stay at the school. A number of these documents could be held on a "historical" file, and an "active" or "working" file that contained all current care plans, statements of educational review and daily records and regular summaries and evaluations made by key workers could be organised. One member of the care staff who previously had been a member of the night staff said she had been asked to re-organise the files but was a little anxious about whether she was doing it correctly. The local authority did not offer guidance to staff about how case files should be constructed. Files did not contain a "family history" or "family tree". The Head of Care recognised that some improvements could be made to the care plans and more detailed information and assessment, perhaps based on the "Assessment and Action Record", could be devised.

See recommendation 3

The school encouraged contact between children and parents and other carers. Contact information was contained in personal records. The parents who responded to the questionnaire survey said they were made to feel welcome at the school, staff were always friendly and provided them with information about their children. The inspector saw parents coming to the school and being met by staff.

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):

16,21,23,24 and 25

The school made the best use of its premises and facilities to ensure they provided as homely and comfortable environment as possible in which children could live. Children were well supported to develop individual skills and abilities to prepare them for leaving the school.

EVIDENCE:

Children came to the school with items of clothing provided by parents as far as possible. Children wore uniforms during the school day their own leisure clothes after. The school had items of uniform should they be needed. Pocket money was accumulated by the points system by which points were awarded for good behaviour. The points would be transferred into money – 10 pence per point- and pupils could then buy personal items and toiletries from the shop. Staff would also take children out shopping as part of the after school activities.

The Head of Care said that leaving school transition plans would be developed in accordance with the involvement of parents and with support from the ConneXions adviser.

One member of staff was actively developing plans for the school to provide continuing support to children when they had left Capenhurst. The Acting

Deputy Head of Care was heavily involved in the development of the “Managing Extended Schools” programme to offer a wide range of activities and support systems for young people and for the school to become involved with the local community.

The premises provided a wide range of resources on site and enabled the school to provide a wide range of facilities for the pupils. The main entrance hall was well decorated and imposing, and provided a good first impression. The school was situated in its own grounds next to the main road and offered easy access to a wide range of locations and activities both locally and further afield.

Locks to windows, alarms and security cameras helped ensure the premises were secure as possible.

The school had updated and redecorated some of the residential accommodation and it provided a comfortable and homely living space.

The recent reduction in the numbers of children resident at the school meant there was a surplus of residential accommodation. Children had single rooms that were individually decorated and furnished. They were all comfortable and warm. The residential units had a lounge, and kitchen, and the facilities to make suppers and breakfasts. Televisions, computers and music centres were in plentiful supply. One young person was enthusiastic that he was able to buy a “Manchester United” duvet cover for his bed as a reward for his continued good behaviour.

Residential accommodation had bathrooms and showers. Children said the bathrooms were good, and provided privacy and a warm and comfortable environment. The residential accommodation was regularly monitored to ensure it was well maintained.

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)

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

1,18,19,28,29,30,31,32 and 33

The school was well managed. The general feeling within the school and supported by the evidence of the inspection was that senior staff were committed to maintaining the steady improvement of all aspects of the school's provision.

EVIDENCE:

The school, as part of the local authority special education provision, was still involved in the countywide review of special education. Admissions to the residential facility had been suspended, and staff were still unaware of what role they would be called upon to play in the future. This uncertainty inevitably had an impact on morale, on the ways in which the school could plan for the future, and on the management systems. Although the Head of School had been confirmed in his post the position of both the Head and Deputy Head of Care remained "acting". Staff were frustrated as they believed the resources

and facilities of the school, and their own skills, abilities and enthusiasm, were under-used.

The school's statement of purpose had been updated but still did not contain information about the designated child protection co-ordinator, or the qualifications of residential staff. The wording of information about the complaints procedure would also benefit from revision. These issues were identified at the last inspection.

See recommendation 4

There was also a feeling that in the past the support provided by the County to the residential care aspect of the school's provision had not been as good as it might have been. Care staff felt that when looking at developing good practice they had to "*go it alone*." The Head said that this was unlikely to change until the review was completed, and the future direction and purpose of residential care was decided. As an example of that the training programme for care staff was not really structured to provide adequate development for care staff.

The numbers of staff having undertaken NVQ was relatively high – the Head of Care said that by next year all staff would be qualified to NVQ level 3 or above. Training was provided in school through INSET days. Care staff said they felt more training should be provided to meet their specific needs, although they recognised that training with education colleagues was valuable. Staff said they were well supported in accessing external training courses. The School could review the training programme available to ensure it met the specific needs of residential care staff.

See recommendation 5

Since the last inspection the three night staff had become part of the care team. There was no longer any waking night staff, and staff took their turn on the sleeping-in rota. All the staff to whom the inspector spoke said that the move had been positive and was valuable to all concerned. One worker said that she felt that she should have been able to access an induction programme on her move onto the care team. Although she had worked at the school for some time the new role was substantially different.

The Head of Care said that a supervision and appraisal programme had been introduced, although it had not yet been implemented rigorously. Some staff confirmed that they had not yet had supervision.

See recommendation 6

The school had instituted regular visits from a governor. Visits were both announced and unannounced and written reports were submitted. The governor undertaking the visits had not been subject to a CRB check, and was therefore unable to offer unsupervised meetings with children as part of his role.

See recommendation 7

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

| BEING HEALTHY | |
|--------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 14 | 3 |
| 15 | 3 |

| STAYING SAFE | |
|--------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 3 | 3 |
| 4 | 2 |
| 5 | 3 |
| 6 | 3 |
| 7 | 3 |
| 8 | 3 |
| 10 | 3 |
| 26 | 3 |
| 27 | 3 |

| ENJOYING AND ACHIEVING | |
|------------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 12 | 3 |
| 13 | 3 |
| 22 | 3 |

| MAKING A POSITIVE CONTRIBUTION | |
|--------------------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 2 | 2 |
| 9 | 3 |
| 11 | x |
| 17 | 2 |
| 20 | 3 |

| ACHIEVING ECONOMIC WELLBEING | |
|------------------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 16 | 3 |
| 21 | 3 |
| 23 | 3 |
| 24 | 3 |
| 25 | 3 |

| MANAGEMENT | |
|--------------------|--------------|
| <i>Standard No</i> | <i>Score</i> |
| 1 | 2 |
| 18 | 3 |
| 19 | 3 |
| 28 | 3 |
| 29 | 2 |
| 30 | 2 |
| 31 | 3 |
| 32 | 3 |
| 33 | 2 |

yes

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) |
|-----|----------|---|--|
| 1 | RS4 | The Head of School should ensure that there is a written explanation of the complaints procedure and of the process enabling children and parents to access the complaints procedure within the school. | 31/01/06 |
| 2 | RS2 | The Head of School should ensure that case files evidence the way in which children are involved in decisions and activities affecting their care. | 31/01/06 |
| 3 | RS17 | The Head of School should review the format and structure of children's case files and care plans in order to reflect the practice of the school. | 31/01/06 |
| 4 | RS1 | The Head of School should ensure the school's statement of purpose contains all the information identified in this standard. | 30/01/06 |
| 5 | RS1 | The Head of School should ensure that the training programme available to residential care staff meets their specific needs. | 31/01/06 |
| 6 | RS30 | The Head of Care should ensure that all residential care staff receive formal supervision and appraisal in accordance with the guidance of this standard. | 30/04/06 |
| 7 | RS27 | The Head of School should ensure that all staff and visitors having unsupervised access to children are subject to CRB checks at the appropriate level | 31/01/06 |
| | | | |

Commission for Social Care Inspection

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