



*Making Social Care
Better for People*

inspection report

FURTHER EDUCATION COLLEGE

Farleigh Further Education College (Frome)

**North Parade
Frome
Somerset
BA11 2AB**

Lead Inspector
Alison Blake

Announced Inspection
8th February 2006 09:30

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

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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 *Further Education Colleges*. 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.

COLLEGE INFORMATION

Name of college	Farleigh Further Education College (Frome)
Address	North Parade Frome Somerset BA11 2AB
Telephone number	01373 475470
Fax number	01225 756921
Email address	colleenbenzie@priorygroup.com
Provider Web address	
Name of Governing body, Person or Authority responsible for the college	Farleigh Education Group
Name of Principal	Andrew Chiffers
Name of person responsible for welfare and accommodation of students under 18	Colleen Benzie
Age range of residential pupils	16 - 20
Date of last welfare inspection	07/02/06

Brief Description of the College:

Farleigh Further Education College (FFEC) is co-educational and provides further education for young people who have been diagnosed as having Asperger's syndrome.

The college accommodates young people from the ages of 16 – 20. At the time of this inspection there were 46 boarders of whom six were female and 22 were under the age of eighteen. There were also four learners who attended on a day basis. The boarders are accommodated in four different boarding houses. Three are located in Frome and the fourth is in Trowbridge within walking distance of Wiltshire College, FFEC's main partner mainstream further education college. All four boarding houses have their particular arrangements for supporting differing levels of independent living. The smallest boarding house operates as a supported independent living house and at the time of this inspection was not accommodating any learners under the age of 18 years.

To provide young people with access to the fullest range of educational/vocational opportunities for moving on to independence in adult life, the college works in partnership with local FE Colleges based in Trowbridge and Bath plus a range of local work placements where students can gain work-based skills and experience.

SUMMARY

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

This inspection was carried out by two inspectors over three days. Inspection activity undertaken included offering all under 18 boarders the opportunity to express their views on life at FFEC by completing a questionnaire or by discussion through a guided interview. Those who wished to take up these options did so with the support and encouragement of staff where appropriate.

Young people were also met with informally through student guided tours of the boarding houses; also inspectors joined and sampled early morning and early evening life in two different boarding houses.

A range of staff were interviewed and a range of records and supporting documentation was examined. Questionnaires were received from parents and staff.

A new admissions assessment day took place during this inspection which provided an additional insight into the arrangements the college has to ensure that all key decisions are as fully informed as possible and in the best interests of the young people concerned.

What the college does well:

This inspection found the college to be providing young people with excellent facilities, resources and most importantly individually tailored personal support in order that they had maximum opportunity to develop their independence and self sufficiency alongside their educational / vocational aspirations. The universally impressive element of this college is the commitment and passion of every member of staff involved.

There was an excellent rapport between learners and staff characterised by mutual respect and understanding of each other, warmth openness and clear, timely communication and negotiation.

The college operates effective working partnerships with mainstream further education, local work based placements and other key professionals / agencies. Through encouragement and support of the young people to access and use the fullest range of local community amenities it provides all learners with excellent preparation and learning experiences on which to base their future choices in adult life.

What has improved since the last inspection?

There were no recommendations at the time of the last inspection. Since the last inspection, the college has doubled in size re. learner numbers and two new student residences have opened. This has improved the range and flexibility of accommodation with regard to promoting and supporting different learner stages in the development of independence skills and living independently.

The college's documentation and record keeping arrangements have been thoroughly reviewed and amended where necessary.

What they could do better:

There are no formal recommendations arising from this inspection. The senior staff team were clearly committed to establishing the best arrangements possible. As a result, any points we raised which might provide opportunities for improvement were well received and in some cases acted upon immediately and progress or outcomes reported back to us.

Please contact the Principal 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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Scoring of Outcomes

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Being Healthy

The intended outcomes for these standards are:

- Under-age drinking, substance abuse and possession of obscene material by students are appropriately countered.(NMS 6)
- Students receive first aid and health care as necessary.(NMS 14)
- Students are adequately supervised when ill.(NMS 15)
- Students are supported in relation to any health or personal problems.(NMS 16)
- Students receive good quality catering provision.(NMS 22)
- Students have access to food and drinking water in addition to main meals.(NMS 23)
- Students are suitably accommodated when ill.(NMS 43)

JUDGEMENT – we looked at outcomes for the following standard(s):
6, 14, 15, 16, 22, 23, 43,

There are clear policies and rules covering drinking, substance abuse and possession of obscene materials. These are known and understood by all students and are vigilantly monitored by staff with any breaches being appropriately addressed.

Appropriate arrangements are in place to meet students' individual health care needs.

Satisfactory arrangements are in place for the supervision of students when they are ill.

There are appropriate arrangements in place to support individual students' known and emerging personal and health care needs

Students benefit from an impressive range of flexible high quality catering arrangements

Students have access to food and drinking water at all times in addition to their main meals.

Students are suitably accommodated when ill.

EVIDENCE:

Young people were clear about the policies regarding drinking and substance abuse and accepted the boundaries set by the college. Any infringements were expected to be dealt with as a disciplinary matter and when this had happened

the outcomes were viewed as fair and in line the college's advertised policy / rules.

Arrangements for medical treatment and first aid are comprehensive and benefit from a highly detailed effectively managed process. Within these arrangements, the excellence and rigour of the administration of medications is of particular note. There is always a first aid trained member of staff on duty and highly detailed parental consents are obtained for both first aid and homely remedies.

When students are ill for a short period they are appropriately supported in their boarding houses with additional staff on duty, as necessary. If they remain ill, arrangements are made for them to return home. At the time of this inspection four students were at home recovering from illnesses.

The comprehensive individualised approach to managing and meeting the students' health care and personal needs includes access to a team of therapists. It was impressive how these inputs were integrated into the support of individual students and were available on a flexible basis, at times best suited to that student and their overall daily routine.

Students universally confirmed that the food was good and were satisfied with and enjoyed whatever level of self catering they were doing. The inspectors also found the quality of the food provided to be excellent; it is the cook's practice to use fresh ingredients and to make all menu items in-house.

Students have access to food and drinks at all times outside of main meals. For those attending Trowbridge FE College, their base room includes the option to have breakfast on arrival. This was reported as a much appreciated facility by students attending this college.

Staying Safe

The intended outcomes for these standards are:

- Students are protected from bullying and harassment.(NMS 2)
- Students are protected from abuse.(NMS 3)
- Use of discipline with students is fair and appropriate.(NMS 4)
- Students' complaints are adequately responded to.(NMS 5)
- Students are protected from the risk of fire.(NMS 24)
- The welfare of any young people accommodated by the college other than its own students is safeguarded and promoted.(NMS 26)
- Students' safety and welfare are protected during high risk activities.(NMS 27)
- Students' personal privacy is respected.(NMS 33)
- There is careful selection and vetting of all staff and volunteers working with residential students.(NMS 34)
- Students are protected from unsupervised contact with adults who have not been, subject to the college's complete recruitment checking procedures.(NMS 35)
- Students have their own living accommodation, secure from public intrusion.(NMS 37)
- Any security or surveillance measures provide security to protect students without compromising their privacy.(NMS 38)
- Students are given reasonable protection from safety hazards.(NMS 42)

JUDGEMENT – we looked at outcomes for the following standard(s):
2,3,4,5,24,27,33,34,35,37,42

The college has pro-active measures in place which counter bullying and protect young people. These also promote the life skills for young people to manage their own protection as best they are able.

There is a positive attitude towards complaints and these are handled diligently.

The college has comprehensive arrangements in place based on the fire risk assessments' findings to protect young people from the risk of fire. There has been a recent period when not all the activities the college had identified as being required in this respect were happening at the planned intervals but this is now resolved and all activities which contribute to fire protection are now back on track and are being co-ordinated and implemented by the college on a pre-planned comprehensive basis.

There is a diligent approach through comprehensive risk assessments to ensuring students are protected during high risk activities.

Students' privacy is promoted and respected by a range of strategies all of which are known and fully supported by staff.

The college operates a rigorous recruitment process which includes vigilant checking of all prospective employees' suitability for employment with young people.

The college is taking all reasonable steps to ensure that unvetted visiting adults do not have unsupervised access to either students under 18 or their accommodation.

The college has comprehensive arrangements in place to ensure the safety of all through the use of risk assessment, agreed planned actions to control / remove any identified potential hazards together with a system of pre-planned monitoring / auditing of all required health and safety activity.

EVIDENCE:

All young people spoken to confirmed that any form of bullying and harassment in the college was unacceptable conduct. At the present time, students reported that incidents of bullying were low and as such they were either confident and able to deal with and resolve these issues themselves or staff would assist them to resolve the issues with timely and sensitive intervention and support.

Interviews with staff and responses made through questionnaires confirmed that all staff were fully aware of the relevant policies and procedures involved in protecting students and would take action in line with these should they need to respond to an allegation of suspicion of abuse. The consistency and level of awareness of staff regarding these arrangements was impressive. The college's current 'whistleblowing' policy was obtained from an HSE source. It is suggested that suspicions of abuse are added to the list of examples of concerns given that could trigger the legitimate use of 'whistleblowing'.

The college has a member of staff with designated responsibility for fire safety, plus an independent person employed to ensure that all the arrangements made by the college for health and safety are legally compliant and are being implemented. There has been a period of recent difficulty where it has been difficult to get all the planned checks carried out due to some changes in contractors and a staff vacancy for a maintenance / site support services person. The facilities to ensure that all mandatory checks will be done is now back on track. All student accommodation had their fire safety alarms checked on 07.02.06. The independent co-ordinating contractor has pre-booked sessions on 20.02.06 with all relevant staff to introduce them to any changes he is making to the implementation of fire safety measures.

The college is able to demonstrate through documentation that appropriate measures have been taken including risk assessment to ensure that students' safety and welfare is protected whilst undertaking either group or individual high risk activities.

All students have keys to their bedroom doors and a lockable storage facility for personal use. Staff members' day to day working practices were seen to respect young people's privacy and confidentiality. In Fourwinds, a boarding house which does include some bedrooms where two students share, young people reported that it can be difficult to find somewhere to go when they need solitude combined with privacy. This was discussed with the college. A summerhouse in the garden is suggested as a possible practical resolution.

Sampling of the college's records of recently recruited members of staff found that there was diligent checking of each new staff member's suitability. Processing of each prospective employee through the required checks is documented on a tracking sheet. It was suggested that confirmation of two further checks be itemised on this tracking sheet. i.e. contact with each previous employer involving work with children and young people or vulnerable adults to check the reasons the employment ended, and check on proof of relevant qualification when claimed.

All college premises and boarding accommodation have arrangements in place to control access of unvetted adults to students. All entrance doors are kept locked and all visitors' right to gain access is checked; the visitors' book must be signed. No members of staff or others are allowed unsupervised contact with young people until the required checks are completed.

The status under food safety regulations of Learning Support Workers who are providing assistance to young people who are working towards independent self catering was discussed during this inspection. The Head of Care was asked to consult the local District Environmental Health Services as to their view on the matter. This was done and the view given was that food hygiene certification was on a recommended basis. The college will now check further whether the module in their new staff training package is viewed by Environmental Services as sufficient for this purpose.

Enjoying and Achieving

The intended outcomes for these standards are:

- Students have access to a range and choice of activities.(NMS 11)
- Students receive personal support from staff.(NMS 13)
- Students do not experience inappropriate discrimination.(NMS 17)
- Student welfare is not compromised by unusual or onerous demands.(NMS 25)
- Students have access to a range of recreational areas.(NMS 41)

JUDGEMENT – we looked at outcomes for the following standard(s): 11,13,17,41

The college is supporting and promoting the widest range possible of opportunities for accessing and participating in activities both within the college and in the local community and beyond. The outcome is that these students have the opportunity to develop excellent knowledge about the very varied activities which can be found and accessed in a local community and what steps are required by them to independently gain access to those of personal interest to them.

The college has well thought through arrangements in place which provide the students with a range of options for personal support which includes a personal tutor and access to a range of support therapists / therapies. The options available for staff support for students are known to students, are trusted, and are being effectively used to obtain support and guidance.

The college is proactive in its approach to promoting equality and diversity awareness and empowering students to obtain positive outcomes for themselves.

The college is providing students with access to a range of communal recreation areas, both indoors and outdoors.

EVIDENCE:

All houses have information displayed about a wide range of activities which can be accessed. Each young person is encouraged and supported to find those they express interest in and are supported, as necessary, to gain the confidence and ability to access as many as possible independently. For participating in in-house activities, all student houses have comfortable, appropriately equipped communal areas. Activities regularly arranged include student house based activities with staff and students enjoying games and

past times together. There is a common room / games room at North Parade, the college's principle building and there is also a learning resource centre on this site which is open from 9am to 9pm.

A college staff member has designated responsibility for promoting equality and awareness and an input on this is a standard part of annual two weeks set aside for training which all staff members attend. The college networks with other FE providers and exchanges equality and diversity sessions provided by this member of staff for other inputs on issues of relating discrimination and disability. The college is investing time in providing Asperger's Syndrome awareness training for allied professionals. This has included linking up with the local social services team. As part of preparation for work, young people are given information on how employers can or could make adjustments for their particular needs.

Making a Positive Contribution

The intended outcomes for these standards are:

- Students are enabled to contribute to the operation of residential provision in the college.(NMS 12)
- Students can maintain private contact with their parents and families(NMS 18)
- Students receive guidance, both on arrival at the college and in preparing to leave the college.(NMS 20)
- There are sound relationships between staff and students.(NMS 32)

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

12,18, 20, 32

The college has a range of strategies to consult effectively with students and enable them to influence the arrangements made for their accommodation and welfare. Views students have expressed are valued, and responded to in a highly professional open manner. Prioritised action plans result, if change or improvement has been required.

The college has excellent arrangements in place for students to maintain contact with their families, and for the college to keep in touch with parents.

The college has comprehensive arrangements and processes for both the selection and subsequent admission of new students, and the preparation of the students for leaving and moving on.

The college arrangements for supervision of students are appropriate and effective across all aspects of college life. The main key to the level of effectiveness achieved is the use of learning support workers whose responsibilities combine both learning and welfare support. This is resulting in students having continuity and consistency through a support worker role which is designed to provide appropriately tailored support throughout the waking day regardless of location and activity.

EVIDENCE:

The college formally surveys students' satisfaction with the college's services. The most recent survey with published findings relates to December 2005. Other avenues open to students to influence include the student council, on-going daily discussions with house based staff, weekly meetings with their

personal tutors, and there are senior staff available and approachable at all times.

Young people confirmed that they can contact their parents and others using a variety of means including payphones in all residences. Parents' questionnaires contained universal praise regarding their son or daughter's personal tutor contacting them on a weekly basis, and the way they were made welcome at all times when visiting the college in person.

The college operates a thorough assessment process to select the most appropriate young people for admission. Great care is taken during this process to ensure that both the young person and their parents are fully appraised of the college's ethos and expectations. This process is supported by the provision of clear written information about life at the college.

There is an equally comprehensive approach for preparing students for moving on. To enhance these existing arrangements, the college created a new post of transitions co-ordinator at the beginning of this academic year. This role is to co-ordinate all the various aspects which are needed for each student to achieve the best start at their next planned stage of development and preparation for full independence and self sufficiency.

The quality of the relationships between staff and students were notable for the mutual respect and positive regard shown throughout this inspection.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- The college's organisation of residential provision safeguards students' welfare.(NMS 10)
- Students' personal possessions and money are protected.(NMS 19)
- Students are provided with satisfactory living accommodation.(NMS 36)
- Students have satisfactory sleeping accommodation.(NMS 39)
- Students have adequate and adequately private toilet and washing facilities.(NMS 40)
- There are arrangements to ensure that students' clothing and bedding are adequately laundered.(NMS 44)
- Students can buy food and personal requisites while accommodated at college.(NMS 45)

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

10,19,36,39,40,44,45

The college's organisation of residential provision is promoting and safeguarding the students' welfare.

Arrangements are in place for students to either take responsibility themselves for protecting their possessions and money or for the college to assist them in the management and safeguarding of their money.

The college is providing a range of different options for student living accommodation that are designed to promote and support differing levels of independent living and self sufficiency.

Students are provided with comfortable, appropriately equipped living accommodation that includes satisfactory sleeping accommodation and adequate provision of private toilet and washing facilities.

All student houses have equipment for use by students for personal laundry.

The locations of students' houses facilitate easy access to local shops.

EVIDENCE:

It was clear that careful consideration had been given to each student and what might be the most appropriate house for them to live in. Factors which are taken into account include the level of independence already achieved, targets for developing further independent living skills, gender mixes, level of staff input and support required, location of educational establishment attended, and independent travel skills. The appropriateness and desirability of achieving complete separation of accommodation for those under 18 and those over 18 was discussed. For students at this college, chronological age is an unreliable indicator of need or vulnerability. The college will continue to separate under 18 and over 18s when individual assessments confirm this is in everyone's best interests. Where the documented risk assessments and assessments indicate otherwise some mixing of these age groups will continue when this is likely to lead to better outcomes within the fixed parameters of the available accommodation. All arrangements are constantly monitored and changes made / negotiated, where necessary, to assure the continued welfare of individual's or group welfare.

All students have keys to their bedrooms and a lockable bedside cabinet. Some students are choosing to 'bank' their personal spending money with the college. Appropriate records support these banking arrangements

The student houses are comfortably furnished throughout and have homely and relaxed atmospheres. Students conducting house tours confirmed that the provision for self catering, washing, toileting and personal laundry was all sufficient and satisfactory. The standard of cleanliness was high throughout the student accommodation.

Students confirmed that one of the activities they enjoy most is being able to nip out to the local shops and do their own shopping.

Management

The intended outcomes for these standards are:

- A clear statement of the principles of residential provision and student support at the college is available to those needing this information.(NMS 1)
- The safeguarding and promotion of students' health and welfare are supported by appropriate records.(NMS 7)
- There is clear leadership of residential provision in the college.(NMS 8)
- Crises affecting students' welfare are effectively managed.(NMS 9)
- Risk assessment and college record keeping contribute to students' welfare.(NMS 21)
- Students are appropriately supervised during free time.(NMS 28)
- Students are adequately supervised by staff.(NMS 29)
- Staff responsible for residential students have specific residential and welfare duties, with adequate induction and continued training.(NMS 30)
- Students are looked after by staff following clear residential and welfare policies and practice.(NMS 31)
- The welfare of students placed by the college in lodgings is safeguarded and promoted.(NMS 46)
- The welfare of students is safeguarded and promoted while accommodated away from the college site on a short-stay basis.(NMS 47)

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

1,7,8,9,21,28,29,30,31,47

The college has clear readily available information on the principles of the residential provision and learner support provided.

The students health records are well organised and contain appropriate and sufficient individual information to promote and safeguard both health and welfare.

The operation of leadership and accountability is absolutely clear throughout all staff teams who are contributing to the residential provision within the college.

The college has plans in place to manage a range of foreseeable events affecting student welfare

Risk assessments and responsibility for maintenance and monitoring of key records is undertaken by a member of the senior staff team.

Arrangements for supervising students during their free time are appropriate.

The staffing rotas are designed to ensure that students are adequately supervised at all times and are sufficiently flexible to respond to differing demands.

All staff contributing to the welfare of students have clear job descriptions and are receiving appropriate inductions and continuous professional development. The college has written policies and procedures in place to guide staff who are contributing to the welfare of residential students.

The welfare of students is safeguarded and promoted while accommodated away from the college site on a short-stay basis.

EVIDENCE:

The statement of principles is being regularly reviewed and is made available to prospective students and significant others at the earliest opportunity. This statement is included in an attractively presented prospectus and central to this is the mission statement written by a former student.

Students' health care records showed that a comprehensive approach is taken to each student's individual health care needs, this includes health care which is provided through the student's registration with a local GP and supporting any on-going health related inputs which pre-date enrolment at the college.

The style of leadership of senior management responsible for boarders' welfare was impressive. The leadership team primarily comprises the Head of Care and the Principal. As a team, they demonstrate a remarkable strength of passion and commitment which clearly presents as a powerful model for all college staff. Discussion with staff and the staff questionnaires confirmed similar passion, commitment and genuine enjoyment of their jobs.

The college has updated plans to deal with foreseeable crises as there are now more buildings involved in the college's operation. As yet, no crisis has arisen to test these plans for real

The head of care takes responsibility for ensuring that all records relating to, sanctions, physical intervention, complaints and incidents and accidents are completed and processed appropriately. All records were found to be well maintained and sufficiently detailed. Advice was given that there must be a bound numbered record for incidents of use of physical restraint. Such incidents are very rare at this college; only one recorded incident in recent times. This record contained an appropriate level of detail. It was also advised that as the Head of Care was also actually making substantial parts of these records, the Principal should carry out a monitoring exercise each term to identify any trends or learning points.

Discussion with Learning Support Workers, Team Leaders, Head of Care and young people themselves confirmed that students are adequately supervised and supported at all times. The level of support and supervision provided is guided by individual and activity based risk assessments. The arrangements for supervision appeared to be excellently organised and co-ordinated across all circumstances. This approach also operates with regard to ensuring that students' welfare is safe guarded and promoted when accommodated away from college on a short term basis. Each house has a signing out system which doubles as a fire list. This completion of this record is given the highest importance by staff.

Staff records show that the college is ensuring that all new staff complete a documented induction programme and they are subject to a probationary period. The college actively promotes and supports continuing staff development. This is achieved through regular supervision, annual staff appraisal, undertaking relevant National Vocational Qualifications and the provision of two weeks training per annum for the whole college staff team. The Priory Group is about to further enhance the training available by launching an e-based foundation learning package, 'Foundations for Growth'. All Priory Group employees will be expected to complete modules from this programme.

The college has recently reviewed the policies and procedures providing guidance to staff contributing to the welfare arrangements for boarders. One further written policy covering safety and supervision on college journeys was advised as being required.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Further Education Colleges 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>
6	3
14	4
15	3
16	4
22	4
23	3
43	3

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
2	3
3	4
4	3
5	3
24	3
26	N/A
27	3
33	3
34	3
35	3
37	3
38	N/A
42	3

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
11	4
13	3
17	3
25	N/A
41	3

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
12	3
18	4
20	3
32	3

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
10	3
19	3
36	3
39	3
40	3
44	3
45	3

SCORING OF OUTCOMES

Continued

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
7	3
8	4
9	3
21	3
28	3
29	4
30	3
31	3
46	N/A
47	3

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

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