



Making Social Care
Better for People

inspection report

RESIDENTIAL SPECIAL SCHOOL

St Mary`s School

**Wrestwood Road
Bexhill-on-Sea
East Sussex
TN40 2LU**

Lead Inspector
Liz Daniels

Unannounced Inspection
5th December 2006 10:00

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

Reader Information	
Document Purpose	Inspection Report
Author	CSCI
Audience	General Public
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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	St Mary`s School
Address	Wrestwood Road Bexhill-on-Sea East Sussex TN40 2LU
Telephone number	01424 730740
Fax number	01424 733575
Email address	neilmasterton@hotmail.com
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	St Mary`s Wrestwood Children`s Trust
Name of Head	Mr David Cassar
Name of Head of Care	Mr Neil Masterton, Assistant Principal (Care and Nursing) Residential Welfare Provision
Age range of residential pupils	10 – 19 years
Date of last welfare inspection	29/11/05

Brief Description of the School:

St. Mary's School and College is set up as St. Mary's Wrestwood Children's Trust. The charitable Trust is responsible for the school, for pupils between the ages of 7 to 16 years of age, and the college, for students between the ages of 16 to 19 years of age. (For the purpose of this report the term 'school' refers to the whole campus unless otherwise specified). St. Mary's is a non-maintained mixed special school, situated in Bexhill in East Sussex, for young people with moderate learning difficulties. Many have speech, language and social communication difficulties, with additional areas of need that include physical disability, hearing impairment, autistic spectrum disorders and complex medical needs. Young people attend the school and college from all parts of the United Kingdom and from overseas.

There are eight boarding areas on the main school site and two boarding areas off site in the town, approximately twenty minutes walk away. The two boarding areas situated off site are for college students who are developing their independence.

A detailed prospectus and a web site provide information about the school for prospective parents and placement officers.

SUMMARY

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

This summary is written in a way that children and young people may find easier to understand.

The Head of St. Mary's School, Mr Cassar was told that an inspection was going to take place just over a week before the Inspectors turned up. Two Inspectors visited the school on Tuesday 5th December and Wednesday 6th December, spending around 16 hours at the school carrying out the inspection.

Both Inspectors:

- Spoke with Mr Cassar and the senior staff.
- Spoke with quite a few young people
- Were shown around the boarding areas for the school pupils and college students, by the young people.
- Watched how the young people and staff got along together.
- Enjoyed lunch and supper with the young people and then also met with some of the school and college care staff, therapy staff and the school's social worker.
- Spoke with some parents to see how they felt about St Mary's School.
- Looked at lots of files and paperwork.

To help the Inspectors to write the report, 45 young people filled in questionnaires, explaining how they feel about the school. Mr Masterton had also sent the Inspectors lots of information about how the young people are looked after when they board at the school. The Inspectors also used other information that they knew about the school, from having visited it before.

What the school does well:

- The young people said they felt the staff 'know us very well' and that the 'nurses and other staff look after us'. All the teachers

and the care staff work together to make sure the young people are helped to be healthy.

- The Inspectors, who saw lots of paperwork and talked with many of the staff found that all the staff work hard in lots of different ways, to make sure the young people are kept safe.
- The young people thought that the boarding part of the school has everything they need, with nice bedrooms and shared areas where they can watch TV, DVD's and Videos.
- The school is very good at making sure that all the young people are helped in the particular way that they need help. The Inspectors found that staff have had special training to make sure they can recognise what help the young people need.
- The school makes sure that the young people and their families can speak to someone if they are not happy and that they will be listened to. Their concern will be sorted out as quickly as possible.
- The young people are encouraged to speak about how the school is run and to give ideas.
- Parents spoken to said they find the school is usually very good at keeping in touch with them and telling them how the young people are getting on. Because they talk to the staff very often it makes sure they are all saying the same things to the young people.

What has improved since the last inspection?

The school continues to look after the young people who board there, very well. The two recommendations that were made when the Inspectors last visited the school have now been met.

As a result:

- staff have had extra training to help them do appraisals

- staff have also had training to make sure that any sanctions are written down and that they know who needs to be told about them.

This makes sure that all staff work in the same way and that things remain constant for the young people.

What they could do better:

The Inspectors thought that the school looks after the young people very well and there are no major things that they can do better. There were a couple of small things that the Inspectors were unsure about during the inspection. However the staff answered their queries straight away. There was nothing else the Inspectors felt needed to be improved.

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. The summary of this inspection report can be made available in other formats on request.

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)

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

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

14

Quality in this outcome area is **excellent**.

The school provides a healthy, caring, environment where the complex health needs of the young people and their intimate care needs are identified and well managed.

This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The health needs of the young people are assessed when they join either the school or the college. A team of five nurses and a health care assistant, staff the medical centre; one of the team are involved in the assessment interview for a prospective student. Consents are also obtained for the administration of First Aid and for the administration of medications that can be bought over the counter at a chemist (known as homely medicines). Comprehensive health plans are then put in place within six weeks of a young person's entrance to the school, compiled by the school nursing team in consultation with parents. Any identified medical needs are communicated via the 'quads', a system of duplicated paperwork, which can then be circulated promptly to the appropriate people. A health team that includes the school nurses and a school medical officer, who is a local general practitioner (GP), monitors the health of the young people. A Consultant Paediatrician visits the school twice/yearly and an orthopaedic surgeon also visits. Speech and language therapists, physiotherapists and occupational therapists also have input into the young people's health plans. The lead nurse in the medical centre gave examples of how the care is co-ordinated for some of the young people who have complex health needs, whilst they are at school. Medication records were

seen in the medical centre; they were comprehensive and accurate. A new sick bay has also been created on the floor above the medical centre. It has its own en-suite facilities and can be overseen by the staff in the nearby living accommodation when there is not a nurse on site. A rolling programme of first aid training is in place for staff to cover situations when the nurses are not immediately available and there is a robust system in place to ensure the first aid boxes are maintained and regularly checked. All those staff that spoke with the Inspectors were aware of the health needs of the young people and how they should be managed.

Guidance and advice about healthy eating, personal safety, personal hygiene and relationships is given on a cross curricular basis. Group work and house meetings in the boarding areas are used as an opportunity to complement the work done in the classrooms in subjects such as the Personal, Social and Health Education (PSHE) sessions. Physical activity is also encouraged and the young people have access to the swimming pool, therapy gym, horse riding and the sports areas in the evening, as well as during lesson time. The Inspectors enjoyed several meals with the young people and saw how they were being supported to make healthy choices about the food they ate. The quality and choice of the food was very good.

One mother commented that the school ensures that therapists specific to her daughter's needs always accompanies her on trips out whereby her life-skills can be developed. Another explained how her daughter had been helped with learning to manage her personal hygiene, explaining 'they understand her needs and have helped her beautifully. They have also given us support with how to manage her needs – there's a great programme in place for her'.

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, 8, 10, 26 and 27

Quality in this outcome area is **excellent**.

St Mary's school has a robust framework in place that ensures the young people are respected and kept safe, whilst at the same time they are enabled to voice any concerns and keep themselves safe.

This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

During the inspection the Inspectors observed all staff respecting the young people's privacy and confidentiality and their personal needs were being managed sensitively. Staff who met with the Inspectors confirmed that privacy and confidentiality is addressed in the comprehensive induction training they had received. No complaints about boarding at the school have been received since the last inspection and the young people who met with the Inspectors said that they have plenty of opportunity to raise any concerns. They identified the staff they can talk to and confirmed that 'if there are any problems they sort them out'. One young person commented 'if you tell someone, it's dealt with'. A mother explained that she makes daily contact with the boarding area where her daughter stays and can hear all about what she's been doing. She confirmed that any small problems therefore are communicated, discussed and sorted out straight away. Another father gave an example of a situation that his son had been unhappy about and explained that as soon as he mentioned it to the school they 'dealt with it very quickly – within 24 hours'. The school's record of complaints was examined; concerns recorded had been investigated and responded to within 28 days as identified in the school's complaints policy.

Two notifications of child protection alerts have been received by the CSCI since the last inspection. Neither had involved any of the school staff and appropriate responses had been made for both. A social worker works within the school; her prime responsibility is to work with parents and thereby ensure a robust link between the school and the families, particularly those families where there are difficult home situations. She is also the designated person for child protection for the school and she meets all new staff when they join the school, giving a brief introduction to child protection. Child Protection training is also part of the induction training that runs each term. There is a child protection policy and staff also confirmed that they have access to the area multi-agency guidelines for safeguarding children. Incidents of bullying are very few and the young people who met with the Inspectors confirmed that the staff intervene appropriately. Incidents of absconding are also very rare due to the close level of supervision for the young people until they are assessed as able to be unaccompanied.

Behaviour management in the School is excellent. Numerous examples were observed during the inspection of appropriate and sensitive handling of situations. One father commented that his son had 'progressed very well since being at the school. The structured life in the boarding area is very useful – he's made fantastic progress there'. Another mother commented 'because the staff know the children so well, they are able to offer so much support'. Behaviour is discussed as part of the boarding area group meetings. There are a few key staff trained in physical intervention and this is very much seen as a last resort for managing behaviour. Some sanctions are used which are

specific and recognised as being appropriate for each individual. All incidents, restraints and sanctions are recorded. Each boarding area has its own bound book for recording sanctions. The Assistant Principal responsible for care and nursing then reviews these twice a term. During the inspection one sanction record was unclear. This was immediately investigated when drawn to the attention of key staff and the school has subsequently increased the frequency of monitoring their sanction records.

Maintenance personnel carry out the building safety checks under the supervision of the Estates Manager; at past inspections these have been up to date and comprehensive, with considerable investment in new systems and equipment. There was a recent lightening strike at the school resulting in a failure of the fire alarm system. Domestic alarms were bought in and fire watches using hand bells were also instigated, enabling the school to remain open. A new fire system has now been installed and fire drills are planned in each of the boarding areas during December. The call points are tested each week and the fire extinguishers serviced twice yearly. Records of these were found to be complete. Three staff files were examined and the school's staff vetting procedure was found to be thorough. All the files were well organised and contained the information required by the National Minimum Standards. The school uses its own checklist to ensure all information is gathered before a member of staff starts work.

The education, therapy and care areas work closely together to enable the young people to keep themselves safe as far as possible. Road safety and where to get help are essential parts of training for each individual young person. For those young people who are unable to be unaccompanied, a structured programme (the 'independent travel card system') is introduced. All staff know which card colour each young person has achieved. They progress from being totally accompanied to being able to walk around the school grounds unaccompanied. Once they have achieved that, they can work towards being outside the school grounds unaccompanied. Trained escort staff accompany the young people when they travel on the coaches and school minibuses to go home at weekends and for holidays. They also ensure they are escorted for their return to school if required. This high level of supervision within and outside the school ensures that the young people are kept safe at all times; this was observed throughout the inspection. Comments such as 'very safe indeed' and 'very well supervised' were received from parents who spoke with the Inspector.

All the school staff wear name badges and the young people learn how to recognise members of staff as 'safe adults' by the colour of the badge they wear. Similarly visitors are asked to wear a badge that changes colour whereby it cannot repeatedly be worn on different occasions without the visitor 'checking in' again.

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 **excellent**.

The young people's education is fully supported in the boarding areas, to ensure a 24-hour curriculum approach and individual support is of the highest calibre.

This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The care staff and the health team at the School liaise with the education staff to ensure there is a 24-hour curriculum in place that meets individual need. One Inspector observed an Annual Review for a young person who had recently joined the college. The meeting was very well prepared and included the young person, her parents and all the key staff that had been involved with her. It was clear that the young person and her parent's views were pivotal to the review. An Individual Learning Plan (ILP) is put in place for each young person, identifying targets to be achieved across their social and educational development. There are also targets for the staff to achieve with the young people. In addition informal meetings are held to share new information and develop strategies if an individual is struggling or needs some extra/different support. As commented on in the last inspection report, the school underwent an Ofsted inspection in June 2005. Their report includes a comment that 'staff, therapists, parents, pupils and students get together to set demanding individual targets. Because of the expert assistance they receive, all pupils

make very good progress against these targets and there is good progress in all subjects’.

Many examples of individual support were found during the inspection. Individual plans are put together, drawing on the different areas of expertise available at the school. When speaking to the staff they rarely talked about groups of young people, as their needs are so diverse. Much of the activity observed involved staff sitting beside individuals to help them complete or enjoy a particular activity. A cooking session was a good example of this, where several young people were being supported individually, depending on their own particular need, but within a group activity. Similarly the Inspector visited the school shop, with some of the young people. This was run by the young people themselves and is held one evening a week. It provides an excellent opportunity for them to learn individually but within a safe fun environment. They were seen buying small gifts, pastimes or confectionary. Generous staffing levels enable this high degree of personal support to take place and the school places a high emphasis on ensuring that therapy staff, as well as the care staff, are involved with the young people outside school hours as well as during the day. The young people and the parents who spoke with the Inspectors, unanimously agreed that they receive personal support and help to develop those skills that they find difficult.

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 **excellent**.

The young people are enabled to contribute to every aspect of their life at the school, as are their parents and others involved in their care. This results in comprehensive care planning which supports the progress of each pupil.

This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The young people are offered a number of opportunities to express their views both on their own and in groups. As mentioned earlier in the report the Annual Review attended by the Inspector included the young person and it was evident that her opinion was of significant importance in developing her ILP. In the boarding areas the young people have time alone with a designated member of the care team; this time can be used to discuss their plan and choices about day-to-day living. They are also invited to discuss their opinions at the weekly house meetings held in the boarding areas. All staff learn sign

language when they join the school to ensure that no child is isolated and unable to communicate. Similarly notices are written in picture format as well as words. The school council and the college forum provide opportunities for individuals to represent their peers. The minutes of these meetings show the wide range and sheer number of suggestions that come forward and each is responded to either at the time or at the next meeting. One parent fed back to the Inspector that her son has a voice and 'having a say and being asked his opinion is wonderful for him; it has helped him with his confidence and independence'. Should a young person wish to speak to someone who is not a member of the care staff, therapy team or teaching staff, an independent person is available. She is the social worker within the school and therefore a familiar face for the young people. Her picture and contact number is well publicised around the school and she also tours the boarding houses and classrooms on a regular basis to meet with the young people. Additionally the young people can be referred to an in-house Counselling Psychologist or Art Psychotherapist.

As mentioned earlier in this report, each young person has an ILP that details how they will be cared for in accordance with their assessed needs. It is updated twice a year. Targets are set that span their social and educational care. The specific care for particular health needs is summarised in a separate plan although general health is incorporated into the ILP.

Contact with parents is very important, even though many of the young people return home at weekends; their ever-changing needs require a high level of regular contact which is achieved with the use of home/school books and regular telephone contact. The parents who spoke with the Inspector really appreciate the effort that care staff make to keep them informed, although one mother commented that occasionally communication could be improved. She gave an example where she rings the school office to re-arrange contact and transport arrangements for the weekend, but the message does not always get through to the other staff. However another mother found the contact she has with the staff was very helpful and described the communication as 'excellent'. The school/home book was also praised. One mother commented 'It gives a detailed report of what's happened and what activities she has done, so I can then talk to her about them'.

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):

These standards were not assessed. During the Inspection there were no reasons or cause for concern.

EVIDENCE:

Practice in this area has been previously inspected and found to be excellent. The boarding accommodation and facilities seen during this inspection confirmed that there were no new concerns.

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 and 33

Quality in this outcome area is **excellent**.

The School is managed by a cohesive and well-organised management team that results in consistent and holistic care packages for the young people.

This Judgement has been made using available evidence including a visit to this service.

EVIDENCE:

The school has developed a children's guide that is available in differing formats including words and pictures. It is an informative guide that reflects

the ethos and practices seen and discussed during the inspection. Two parents who spoke with the Inspector said their children had joined St Mary's in September and they felt well informed about what the school offered, the facilities and activities available.

The accommodation for both the school and the college students is of a high standard. Some is off site for those young people who are moving towards transition into supported living. All the accommodation has communal space that had been decorated and personalised to suit the individuals in each area. There is space to enable privacy for young people to make telephone calls or meet with their visitors. The bedrooms which are either single or twin rooms for the college students and rooms accommodating three or four young people for the school, contained personal possessions and were homely.

Staffing at the school is generous and some young people are supported on a 1:1 basis. Rotas examined for the boarding areas confirmed that the staff ratios are more than adequate and the staff themselves spoke positively about the levels of staff available, enabling them to have 'plenty of time and opportunity to meet the young people's needs' and 'to give them time and support so they can make real progress'. This has been consistently the case in past inspections and the school has worked hard to achieve a stable and well-qualified team of care staff. There is a team of trained waking night staff who work across all the boarding areas at night.

The staff who spoke with the Inspectors unanimously praised the training and support they receive at the school. There is a well-organised, structured induction programme that runs each term and furnishes them with the initial information and skills they need to do the job. This has been mentioned previously in this report but in addition one member of staff commented that they 'had never had such comprehensive training and been so well supported in any other job'. During their induction, supervision is offered each week and it then decreases to once every term. Individual appraisals are carried out annually, providing the opportunity to identify training needs. Since the last inspection the line management staff undertaking appraisals have now had in house training and support in working through appraisals, as recommended at the last inspection. The Investors in People inspection that was undertaken at the school in May 2006 endorsed the appraisal process now in place.

The Assistant Principal is responsible for the residential welfare provision across the Trust. The Head of Care then oversees the operational day-to-day management of the school's residential provision and the Head Facilitator manages the college residential provision. Care staff are encouraged to undertake their National Vocational Qualification (NVQ) level 3 in caring for children and young people and they are also offered specific training to meet the particular needs of individual young people.

There are regular visits by the governors to the boarding areas. These are unannounced and are undertaken at least three times a year. They provide the opportunity to examine records, meet with the young people and ensure the facilities and accommodation are appropriate. Reports from the visits were examined and found to be objective and comprehensive.

There is a well-defined management structure within the school that clearly identifies lines of accountability. With the regular senior staff meetings in place and the handovers between the care staff, information is shared effectively and appropriately.

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	4
15	X

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

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
12	4
13	X
22	4

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
2	4
9	X
11	X
17	4
20	3

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

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	3
18	X
19	X
28	4
29	X
30	X
31	4
32	3
33	4

Are there any outstanding recommendations from the last inspection? No

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)
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