



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Waterside School

**Tipner Lane
Tipner
Portsmouth
Hampshire
PO2 8RA**

Lead Inspector
David Coulter

Unannounced Inspection
2nd October 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

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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	Waterside School
Address	Tipner Lane Tipner Portsmouth Hampshire PO2 8RA
Telephone number	023 9266 5664
Fax number	023 9265 3333
Email address	info@watersideschool.co.uk
Provider Web address	www.watersideschool.co.uk
Name of Governing body, Person or Authority responsible for the school	Portsmouth City Council
Name of Head	Mr T S Stokes
Name of Head of Care	Mrs L Poore
Age range of residential pupils	11-16 years
Date of last welfare inspection	28 th November 2005

Brief Description of the School:

Waterside is a public sector Secondary Special School that provides education for boys between 11 and 16 years of age. The school is situated by the sea in a relatively isolated geographical location on the outskirts of the city of Portsmouth. There is no public transport to the school site. The school operates Mondays to Fridays, term time only. Most of the young people attending the school come from within the city of Portsmouth. At the time of the inspection the school was offering specialised education for seventy-one students, seven of whom were being accommodated in the school's hostel. The hostel, which is a self-contained unit, attached to the main school building, can accommodate up to ten pupils.

SUMMARY

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

The inspection took place over a two-day period. During the course of the inspection it was possible to meet with the Head of Care the young people and all three care staff. A range of records and documents were also examined including placement plans, risk assessments, day reports, sanctions records and violent incident reports. Information was also obtained via a Pre-Inspection Questionnaire and Head's Self-Assessment. During the course of the inspection a full tour of the premises was undertaken. From the information gathered it was evident that the physical, social and emotional needs of the hostel's seven residents were being met by a well-motivated and experienced group of staff.

What the school does well:

- * Staff operate a 'child centred' approach that treats each young person as an individual. The care planning programme identifies the specific care needs of each student and provides clear guidance for staff.
- * There are good lines of communication between teaching and care staff.
- * The hostel staff are aware of policies, procedures and accepted working practices.
- * The school offers good support, supervision and training to staff.
- * Staff within the school are proactive in developing new approaches to working with students.
- * Hostel staff liaise effectively with parents/guardians.
- * Hostel staff keep abreast of developments within the field of child protection.
- * The school has a positive approach to discipline and behaviour management. Hostel staff operate the strategy in a fair and consistent manner.
- * The views of students are regularly sought on both an individual and group basis.
- * The hostel has a well motivated and enthusiastic staff team.

What has improved since the last inspection?

- * A new member of hostel staff has been appointed and settled in.
- * A number of young people have moved on successfully from the hostel.
- * Young people's files now better reflect the quality of care they are receiving.

What they could do better:

- * Improve the central heating system within the hostel.
- * Improve the integrity of the flat roof.

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 & 15

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

Evidence indicated that the health and well-being of each young person was regularly monitored. Staff were clearly pro-active in promoting healthy living.

EVIDENCE:

Through discussions with care staff it was evident that the hostel's daily routines aimed to ensure that each young person developed good personal hygiene, received nutritious food and undertook regular physical activity. Young people only reside within the hostel on a Monday to Friday basis and return home each weekend. As a consequence all the young people remain registered with their own General Practitioners and dentists and return home if they are ill or require regular treatment. However, it was noted that the school provides access to medical and dental checks. Hostel staff assume responsibility for monitoring the health and safety of the young people when they are in residence and record their height and weight regularly.

A number of young persons' files were examined and found to contain key-information including immunisation records and signed consent forms, which related to prescribed medication and medical treatment. At the time of the inspection there was only one young person within the unit receiving regular medication. The arrangements for the storage and administration of medication were assessed as being appropriate.

It was noted that residential staff were pro-active in promoting health education, and information leaflets relating to health issues such as drug and alcohol misuse were available on a number of the hostel's notice boards. Hostel staff reported that there was a personal health and social education program in school and issues of relationships, sexuality, contraception and sexual identity were often discussed informally within the hostel.

Both the preparation and eating of meals fulfil an important social role within the hostel. All meals are eaten communally in the dining area. During their placements each young person is encouraged to develop their culinary skills, and young people are provided opportunities to cook for themselves and others. Care staff indicated there was a tradition of healthy eating within the unit and young people are encouraged to eat fresh fruit and vegetables. Young people spoken with talked in positive terms about both the quality and quantity of food. Staff explained that every effort was made to ensure that the likes and dislikes of each young person were incorporated into the menu plans.

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, 8, 10, 26, & 27

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

Evidence indicated the systems and working practices of the home ensure the safety and well-being of each young person while they are resident within the hostel, and their relationships with staff operated on a mutual respect basis.

EVIDENCE:

Confidential information relating to young people were kept in a locked cupboard in the staff office. There was an open door policy and young people

were able to go into the office with permission, when a member of staff was present.

The hostel has a number of areas that can be used for private meetings and it was noted that staff dealt with issues relating to individual young people separately and in private.

Each young person is provided with their own room that they can personalise by installing pictures, posters etc. Hostel rules aim to ensure that each young person respects the space of others by not entering their rooms. Care staff confirmed that each individual's privacy was respected and that they always knocked before entering their rooms. On admission each young person is provided with a locker and a key where they can store personal items. During a tour of the premises it was noted that the toilets and bathrooms could be locked. However, all such doors were observed to have an override facility that allowed staff to gain entry in an emergency. The hostel has a telephone in the staff office with a moveable handset that young people can use on request.

Prior to admission all young people are provided with a copy of the 'Waterside Hostel Pupil Brochure'. This brochure contains a range of information about life within the hostel including daily routines, leisure activities and home contact. The brochure also contains information on how, and to whom, complaints or concerns should be directed. Through discussions with the Head of Care it was clear that young people were consulted on many aspects of their care. Meal times and group meetings provide opportunities for individuals to express their views and discuss any worries or concerns. Observations of the interaction between care staff and young people also revealed that staff were extremely adept at monitoring individual's moods and intervened early to prevent disagreements escalating. The Head of Care explained that care staff tried to address any concerns before they developed into complaints. If any complaints were made from individuals outside of the school they would be directed to the Head Teacher.

The school adheres to Portsmouth City Council's child protection policies and procedures and all staff have undertaken child protection training provided by Portsmouth Social Care. The Head of Care explained that all hostel staff were, during their induction, made aware of their responsibilities, as they related to dealing with a disclosure and/or whistle blowing procedures.

The school has an anti-bullying policy. Aware of the opportunities that could arise for bullying within a residential setting, hostel staff have developed working practices aimed at minimising the risk of such events occurring. It was evident that the movement of young people around the hostel was carefully monitored. The Head of Care explained that the deployment of staff aimed to ensure that appropriate supervision could be maintained at all times. It was noted that the hostel's structured daily programme provided a range of individual and group activities. The placement of play stations etc in the same

areas allowed the young people to spend leisure time together rather than in the isolation of their own rooms. Young people spoken with did not cite bullying as being a problem within the unit and it was evident that staff were operating a regime based on mutual respect.

All the hostel staff were fully aware of their responsibilities in regard to the reporting of significant incidents. An examination of a number of records demonstrated that the necessary authorities, including the Commission for Social Care Inspection, had been notified appropriately when an untoward incident had occurred. The school has a policy and procedure for reporting young people if they go missing.

During the inspection it was possible to observe the young people as they returned from school and prepared for the evenings activities. The atmosphere remained relaxed throughout and the interaction between the young people and staff appeared both spontaneous and warm. While staff were observed to engage with young people in a respectful manner they provided young people with clear guidance on what was and was not acceptable behaviour. The hostel's rules were clear and unambiguous and provided clearly defined boundaries. The Head of Care explained that their approach to behaviour management was based on positive reinforcement and though sanctions were used, reparation could be achieved. An examination of the sanctions book indicated that those imposed were reasonable. Sanctions included asking a young person to undertake a task for the benefit of an aggrieved person or having a short period of time deducted from participation in a leisure activity.

As the school is situated in a geographically isolated location a fence surrounds its perimeter. Access to the school premises is via the main entrance and all visitors are expected to report to reception and sign in. There are CCTV cameras located in strategic locations around the school but none in the hostel. The school, being a Portsmouth City Council provision, complies with the authority's Health and Safety policies and procedures. Risk assessments were observed to be carried out in relation to both the environment and activities.

The hostel has recruited one new member of care staff since the last inspection. During discussions she confirmed that she had to complete a comprehensive recruitment process that included undertaking an interview and an enhanced Criminal Record Bureau check. She reported that her induction had been thorough and set at a pace that allowed her to understand how policies and procedures were translated into working practices and daily routines.

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, & 22

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

Evidence indicated that staff were actively engaged in providing a range of opportunities for the personal development of each young person.

EVIDENCE:

A number of incidents were observed during the inspection that indicated that hostel and teaching staff worked together to promote regular attendance, avoid exclusion and support young people with their studies. Even though hostel and teaching staff normally work at different times of the day, it was evident that good systems of communication had been established between both. For example, teaching staff provide daily reports on each young person's performance in school so that any problems can be understood by hostel staff and discussed during the evening. Likewise hostel staff would report to teaching staff on individual's progress within the hostel and any difficulties that might have arisen. Staff spoken with felt this approach helped develop consistency in the approaches to the delivery of both education and care. The Head of Care also meets regularly with other senior staff to discuss the progress of all the young people in the hostel. Hostel staff reported that as they accompany young people to and from school each day opportunities frequently arise to hold informal meetings with teaching staff.

Through discussions with a number of young people it was evident that life within the school and hostel was providing them with a range of opportunities to develop their social and life skills. The Head of Care explained that each young person's social and educational needs were identified individually through assessments, and it was noted that all young people's files contained

education and social care plans, that had been subject to regular review. However, it was also clear that life within the hostel offered young people the opportunity to acquire a range of independent living skills including; washing, cooking, budgeting etc.

As the young people reside in the hostel four nights a week there is time for individuals to participate in a range of social and recreational activities both within the environs of the school and in the local community. Young people spoken with confirmed that they were able to participate in a range of activities including football, computer games, table tennis, pool, music, art and craft, bowling, reading, videos, swimming, cinema, skating, board games, play-zone, shopping and trips to the cyber café. During the inspection young people were observed playing football, computer games and preparing for a trip to a local swimming centre. While the school does not have extensive outdoor facilities there was a designated playground for football and a gym that can be used during the evening. The manager reported that each year the young people get the opportunity for a group holiday.

During the inspection it was possible to meet with all three members of care staff. All were able to speak with authority on the care needs of each young person. While the hostel had a key-worker system it operated flexibly and staff were expected to use their wide and varied skills as and when required. The Head of Care explained that if it was felt that a young person needed additional support to address a difficulty a referral for specialist assistance would be made. Records indicated that therapeutic support had, at different times, been sought from members of the Child and Family Therapy, Educational Psychology and Adolescent Mental Health Teams.

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, 17 & 20

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

Evidence indicated that all the young people were appropriately placed and that they were regularly consulted about all aspects of life within the hostel.

EVIDENCE:

From observations and discussions with young people and staff it was clear that the views of the young people were regularly sought on both a formal and informal manner. Formally during the daily hostel meetings and informally through the one-to-one interaction between the young people and staff. During the inspection it was possible to observe a hostel meeting. The aim of the meeting was for staff and young people to decide on the afternoon and evening programme. The young people were given a number of choices that were openly discussed and an agreement reached that was satisfactory. It was noted that English was the first language of all the young people and none exhibited any major communication difficulties.

The Head of Care explained that referrals to the hostel came from staff within the main school. The criteria for admission was determined on the basis of need. If it was felt that a young person's education would be enhanced by a

residential placement and they were willing to abide by the rules of the hostel, and had the support of their parents/guardians, consideration would be given. The admissions criteria was clearly flexible and geared to addressing individual need. While emergency admissions are considered, the Head of Care explained that they would only be considered if they were not going to impact negatively on the existing residents. Staff explained that placements were generally open ended and usually came to a natural end as part of a young person's transition plan. It was established that the majority of young people return home on completing their residential placements.

Prior to admission to the hostel an assessment is carried out by the Head of Care. Records demonstrated that this was a comprehensive process that focused on, amongst other things, each individual's physical, social, emotional and educational needs. From the information received a decision is made as to the suitability of a placement. Information received through the assessment process is used to develop care plans that provide guidance for staff on how each individual's needs could best be met within the hostel. All prospective new residents normally complete a number of visits and short stays before being admitted full-time.

It was evident that staff had, since the last inspection, worked hard in organising young people's files. Those examined were 'user friendly' and had information collated within different sections that provided easy access. Reports within the files were concise and written in clear unambiguous language. Specific targets and proposed strategies to effect change were clearly stated.

The Head of Care explained that, when appropriate, young people were positively encouraged to maintain regular contact with their parents and families. The unit has a phone and young people can both make and receive calls. Staff explained that while many of the young people have mobile phones their use is negotiated. As the young people are cared for outside the unit at weekends they only spend four nights a week in the hostel. Because of this they do not normally receive many visits from parents. However, care staff hold regular meetings in the hostel with parents to discuss the progress of their child. Staff explained that if any young person wanted their family to visit a room would be made available in the unit so they could have some privacy. Comments from parent/guardian questionnaires indicated they were generally appreciative of the efforts of staff to both encourage and enable students to maintain contact with home.

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):

23 & 24

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

Evidence indicated that the accommodation was appropriate to meeting the needs of the young people. The facilities provided many opportunities for individuals to develop their social and life skills.

EVIDENCE:

During the course of the inspection a full tour of the premises was undertaken. The hostel was observed to be clean, tidy and in generally good decorative order. Young people were able to personalise their bedrooms and many contained posters etc. There were sufficient and had suitable beds, wardrobes and facilities for storing personal effects. There were also sufficient WC, bath and shower facilities to meet the needs of the number of young people being accommodated.

Though the overall structure of the building appeared sound, staff reported that the flat-roof leaked in a number of areas. Being situated on an exposed coastal site the building is subject to regular buffeting winds. While double-

glazing has improved insulation of the building, the Head of Care reported that the heating system was inefficient and left cold spots in a number of areas. Conversely, the high temperatures experienced during the summer rendered the building so uncomfortable to live in that it was temporarily closed. If the building is to remain residential accommodation for the foreseeable future it is recommended that the roof be made good, the heating system made good and consideration given to the installation of an air-conditioning system.

The hostel contains a number of areas and range of equipment that can be used for social and recreational activities. For example those interested in music can access a number of instruments including piano's an organ and guitar. An art and craft room offers opportunities to develop artistic skills and an outside garden area has been successfully implemented by the Head of Care to introduce a number of individuals to gardening. Staff also explained that hostel residents can, under supervision, access other areas of the school. The gym area and computer room was reported as being particularly popular during winter evenings. The hostel appeared to have appropriate facilities to meet the needs of the present residents. The school had a designated caretaker who had overall responsibility for maintenance of the building and for fire safety.

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, 28, 31 & 32

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

From the evidence obtained during the inspection, including comments from the young people, it was clear that the hostel was providing good quality care within an appropriately structured setting.

EVIDENCE:

The school has developed a Statement of Purpose specifically for the hostel. The statement, that is subject to annual review, was found to contain all the relevant information required under this standard and accurately described the nature of the provision as it presently exists. However, through discussions with the Head of Care, it was apparent that the special education sector within Portsmouth was in the process of being re-organised. While proposals recognised the importance of the hostel, the Head of Care felt that it was likely that future residents could be drawn from a younger age group. The Head of Care acknowledged that if such changes were to take place they would need to be reflected in a revised statement of purpose. Care staff had, with the help of young people, also developed an illustrated Pupil Brochure, copies of which were provided to all young people prior to admission.

Observations within the hostel indicated staff operated a 'hands on' approach and spent the majority of their working time in the company of the young people. Since the last inspection a new member of staff has been appointed. Staff spoken with felt that staffing levels were appropriate and allowed staff to undertake both one-to-one and small group activities. All were clearly conversant with the individual needs of each young person. Through discussions with young people it was clear that the staff team provided continuity in the delivery of care. Sleeping in duties are shared amongst the staff and additional on-call support is provided by the Head of Care who lives in an adjoining property.

Through discussions and observations it was apparent that the hostel staff were experienced, well motivated and keen to further develop their knowledge and skills. All staff are involved in the development of their own training plans, through their individual Performance Management reviews. There is an expectation that new staff will attain Residential Grade B, within 12 months of commencing employment and to achieve an NVQ level 3 in Child Care within a maximum of 24 months. The Head of Care, a qualified teacher, also holds a Diploma in Social Work and an NVQ level 4. She is also a qualified NVQ assessor. Since the last inspection two staff have successfully completed their NVQ level 3 in Child Care. The Head of Care confirmed that staff were expected to undertake regular training in key areas such as Child Protection, Team Teach, Managing Conflict and Aggressive Behaviour.

Hostel staff confirmed that they were well supported and received regular formal and informal supervision from the Head of Care. The Head of Care confirmed that she received support from both the school Principal and Deputy Principal. Evidence indicated that the hostel was well managed, staff were aware of their roles and responsibilities and there were clear lines of accountability. Sufficient financial resources were available for staff to operate the hostel effectively and budgetary systems in place to ensure financial accountability.

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	3
5	3
6	3
7	x
8	4
10	3
26	3
27	3

ENJOYING AND ACHIEVING	
<i>Standard No</i>	<i>Score</i>
12	3
13	4
22	3

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	x
21	x
23	3
24	3
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	4
33	x

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)
1	RS24	It is recommended that both the roof and central heating system be made good and consideration given to the installation of an air-conditioning system.	

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