



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Helen Allison School

**Longfield Road
Meopham
Gravesend
Kent
DA13 0EW**

Lead Inspector
Maria Tucker

Announced Inspection
30th November 2005 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

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

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 Helen Allison School

Address Longfield Road
Meopham
Gravesend
Kent
DA13 0EW

Telephone number 01474 814878

Fax number

Email address

Provider Web address

**Name of Governing body,
Person or Authority
responsible for the
school** Helen Allison School

Name of Head Ms Jacqui Ashton Smith

Name of Head of Care MS Heidi Attwood

**Age range of residential
pupils** 10 to 19 year old

**Date of last welfare
inspection** 1st February 2005

Brief Description of the School:

Helen Allison School is owned by the National Autistic Society and was opened in 1968 in Gravesend, moving to its present site in Meopham in 1991.

The school provides co-educational day and weekly boarding facilities for children and young people with Autistic Spectrum Disorder aged 5-19 years of age.

The school is situated on the edge of the village in a semi-rural area close to a park with an adventure playground, shops, mainstream schools, library and railway station. The residential provision is situated several miles away from the school building on the Overcliffe at Gravesend. The residential provision comprises the Junior and Senior Houses and two flats based in a third house occupied by senior pupils of the school. All of the houses are Victorian and are within close proximity of each other.

The aim of the school is to 'provide education specifically geared to meet the needs of children and young people with an Autistic Spectrum Disorder in a safe, stimulating and structured environment to enable each individual to reach his/her fullest potential and to prepare him/her for adulthood as full and equal members of society'.

SUMMARY

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

This was an announced inspection, for the year running from April 1st 2005 to March 31st 2006. The visit lasted for two days, including evening and early morning visits to the residential units.

The school currently has 21 residential and 45-day pupils.

The visit was spent talking directly with the pupils privately and collectively, care, teaching and ancillary staff, Head of Care, Deputy Principle pupil welfare services, Development Co-ordinator, Educational Psychologist, SCIP Instructor, Bursar and Principal.

Additional information was obtained through receipt of the pre-inspection questionnaire, a tour of the premises and conducting a case tracking exercise, by reading case files of the pupils in residence and four care staff, as well as some policies and records maintained by the school.

Questionnaires feedback was also received from relatives/carers, placing officers, staff, pupils using the service, and local GP.

Overall the pupils, their relatives and professionals are very satisfied with the service received.

Some comments received:

From pupil's

"I like doing the activities going out on bike rides and other activities"

"I don't like some of the chores"

"I talk what activities I like to do"

From parents'

"Over the years we feel the staff have been wonderful, the work they do is fantastic. Has achieved so much. Every issue if any we have had to raise with the school would always be resolved"

The best things are "The consistency of approach and staff overlaps with the school / hostel"

The best things are "The staff professionalism. Knowledge of autism"

From placing officer's

"Staff and some pupils feel positively about and this comes across to "

"I work very closely with residential key worker and find this very helpful"

What the school does well:

Hellen Allison School provides a safe, secure, and stable environment where pupils are supported and guided on an individual basis from a committed motivated team of teaching and residential staff, who know the pupils well and can meet their needs.

Hellen Allison School are pro active and innovative in striving to meet their mission statement *"To provide and develop a range of services for children and adults with autistic spectrum disorders which are specialised, innovative, of high Quality and well resourced; and continually seek to improve models of good practice which are internationally recognised"*.

The vast range of community based leisure and recreational activities undertaken, offer pupils a unique opportunity and experience.

Staff form positive meaningful relationships with pupils and maintain clear and appropriate boundaries with regards behaviour management.

There are very comprehensive monitoring systems in place for recording and evaluating behaviour so that accurate information can be collated and behaviour support plans can be devised with pupils.

Effective communication between staff members ensures that consistent approaches are followed.

There are good systems in place for medication.

What has improved since the last inspection?

The school has translated the CSCI pupil's questionnaire into a pictorial format.

The issues raised by the pharmacy inspector during the last inspection have been acted upon.

A pictorial format for complaints has been developed.

A training officer has been appointed.

100% of staff are enrolled on the NVQ award. Out of 29 staff 25 or 80% of care staff have attained the NVQ level 3 or above.

To enable a dialogue between pupils and care staff about their day at school a 'recall' system has been introduced.

The visual supports throughout are a valuable educational resource for pupils in providing support with making choices and understanding the world around them.

Improved risk assessment formats have been introduced.

What they could do better:

The training data base needs to be comprehensive so that it provides detailed information on what training has been conducted; when training is due; identified on going training. The induction training to be firmed up and improved upon. Copies of certificates to be issued and retained. Improved system for feedback on training and courses.

There are good systems in place for health and safety including an appointed safety officer and a safety action group. It has been advised to formalise an auditing system to draw things together and take an overview.

The use of the shared rooms compromises the philosophy of the service provided. Pupils have expressed their preference for single rooms. This is especially important for older pupils.

Currently there are large transport buses used. It has been discussed that consideration should be made in providing a vehicle that is smaller and more appropriate for community based activities.

The staff files need auditing to ensure that all items relating to individual staff are contained in the one file.

The parking spaces at the hostels need to be clearly marked and pedestrian routes identified.

The mealtime routine for breakfast and lunch would benefit from being reviewed so that there is less moving around. The communication aids accurately reflect the menu. The staff tasks are reduced so they can be more focused on giving individual pupils support with developing their social and independence skills with eating. The choice of food available although currently suited to individual tastes has given rise to difficulties in decision making due to the amount of choices on offer.

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

CONTENTS

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

Being Healthy

The intended outcomes for these standards are:

- Children live in a healthy environment and the health and intimate care needs of each child are identified and promoted.(NMS 14)
- Children are provided with healthy, nutritious meals that meet their dietary needs.(NMS 15)

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

14, 15

Overall pupils are well cared for and supported with their health and welfare needs. Breakfast and lunch times could be more orderly.

EVIDENCE:

The person Centred Planning Approach has been developed with pupils as a basis for the care planning and overall welfare and health needs. It provides an individual framework assessable for pupils, pitched at a level, which enables involvement and understanding. Given the amount of information contained in some of the files it has been discussed that perhaps through condensing information on interventions into greater detail this will make it easier for staff to follow and monitor.

The pharmaceutical inspection conducted by Jane Vaughn on Monday 28th November found Students at the school benefited from good medication management. The school has improved procedures for accepting medication into the school and the administration of prescribed and homely remedies was well recorded. A contact book was used to ensure that home and school are aware of significant issues. Students were well supported and consideration of their needs after leaving the school was being addressed. All medication was stored securely and the use of Controlled Drugs was well documented. Training in the administration of medication has been provided internally and competence assessed, external training will be put in place in the New Year.

The hostel has a good range and stock of nutritious food, which pupils select by using symbols. The meals at lunch times are varied with pupils and staff individually catered for. It is recommended that a review be made of the breakfast and mealtime routine so that staff and pupils can be more focused on social and independence skills. Within the hostels pupils assist with menu planning. Staff continue to receive food hygiene training.

Staying Safe

The intended outcomes for these standards are:

- Children's privacy is respected and information about them is confidentially handled.(NMS 3)
- Children's complaints are addressed without delay and children are kept informed of progress in their consideration.(NMS 4)
- The welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse.(NMS 5)
- Children are protected from bullying by others.(NMS 6)
- All significant events relating to the protection of children in the school are notified by the Head of the school or designated person to the appropriate authorities.(NMS 7)
- Children who are absent without authority are protected in accordance with written guidance and responded to positively on return.(NMS 8)
- Children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour.(NMS 10)
- Children live in schools that provide physical safety and security.(NMS 26)
- There is careful selection and vetting of all staff, volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers.(NMS 27)

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

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

The safety of pupils is maintained through the implementation of robust policies and procedures.

Sound recruitment practices ensure that all adults entering the school are properly vetted.

EVIDENCE:

All pupils' records were secure and as far as reasonably practicable to ascertain accurate and up to date. Pupils were encouraged as far as possible to take an active roll in their care planning records.

Pupils' privacy is respected through stringent policies procedures and good practice adhered to by staff. One pupil ticked in a pupil's questionnaire that

there was not enough privacy in bathrooms or showers. It is difficult to interpret exactly the meaning of this. It is concluded that this is relating to the limited number of bathrooms and showers in the hostels.

There is a new pictorial format for complaints. Throughout the inspection staff were heard to ask pupils if they were okay or if everything was all right. A record of a complaint was seen and discussed. The pupil had been assisted in making the complaint and it had been managed and resolved.

A tour of the hostels found that pupils have secure storage for their personal possessions.

Staff personnel files were randomly selected and scrutinised. The evidence within demonstrated that sound and robust recruitment practices are being followed. It was discussed that the staff files could be audited so that information relating to individual staff is contained in the one file.

There are written policies and procedures in place for staff to follow in line with the Kent Area Child Protection Committee. The area child protection coordinator provides staff training.

The pupils expressed in the questionnaires received that they were not bullied and had not been hurt. The school's anti-bullying policy was clear and their pro-active approach in working with the young people to understand the concept of cause and effect continues to keep instances of bullying to a minimum.

The Educational Psychologist works closely with staff and pupils in supporting and rewarding positive behaviour and devising behaviour plans to support and manage behaviour. It was expressed that "Staff have the feeling of being part of a team" as all work together collecting information, having this collated into meaningful graphs then discussing the findings and working on strategies. Staff had a good understanding of how to respond on an individual basis and that "If you don't know what to do walk away". Pupils were seen to be gently supported and guided with difficult behaviours by staff in a calm and relaxed fashion. One pupil in a quiet area when asked if they were feeling better replied "Yes feeling better". They were then asked if they were okay and ready to go.

There are very good systems in place to ensure that pupils, staff and visitors are protected from potential hazards to health and safety. Routine maintenance and testing is conducted on equipment and regular meetings with the safety action group are held with the appointed safety officer. It was discussed that it would be of benefit to formalise an auditing system to draw things together and take an overview. A letter from the Kent fire & rescue service confirmed that the premises had been inspected on 6th January 2005. One observation made to keep the risk assessment under review annually. An

environmental health visit was conducted last year. It has been recommended that the parking spaces and pedestrian routes at the hostel should be clearly indicated.

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.

A committed teaching and residential team supports pupils to realise their educational potential and pupils benefit from a vast range of extra curricular activities.

EVIDENCE:

The working arrangements of care staff enables regular contact at the school so that a holistic approach from getting up in the morning to going to bed is taken, ensuring consistency and fostering good working relationships. Initiatives have been implemented such as the 'recall' system where pupils have time to discuss their school day; the transfer of communication aids used at school and the hostel. The pupils are encouraged with homework and there are adequate spaces in the hostels to enable this.

There are numerous activities on offer and available for pupils to undertake in their leisure and recreation time. Pupils expressed in their questionnaires that this was one the best things and they enjoyed "the activities, socialising with peers". There is a good range of outdoor pursuits and adventurous activities such as scuba diving as well as the use of local parks and facilities. It was expressed that pupils are encouraged to experience new activities as through the concrete experience of doing so enables them to make a judgement if it is something they enjoy.

Visits from an independent visitor have taken place, appointed visitor reports have been received.

Making a Positive Contribution

The intended outcomes for these standards are:

- Children are encouraged and supported to make decisions about their lives and to influence the way the school is run. No child should be assumed to be unable to communicate their views.(NMS 2)
- Children have sound relationships with staff based on honesty and mutual respect.(NMS 9)
- Children experience planned and sensitively handled admission and leaving processes.(NMS 11)
- Children have their needs assessed and written plans outline how these needs will be met while at school.(NMS 17)
- In accordance with their wishes children are able and encouraged to maintain contact with their parents and families while living away from home at school.(NMS 20)

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

2, 9, 11, 17, 20.

The Person Centred Planning Approach combined with the collaborative relationships built up with staff and parents enables pupils to be actively involved in their care plans. There are ample opportunities for pupils to contribute to the day-to-day running and in making and expressing choices.

EVIDENCE:

There is a high level of consultation between staff and pupils. Communication aids are utilised. The speech and language therapist provides professional guidance and support with communication needs. The Person Centred Planning approach encourages pupils to discuss their care and education, as well as a means of aiding in decision- making.

Throughout the course of the inspection, staffs were observed to interact positively and respectfully with those in their care. From the responses of pupils during interactions and comments made and received it was clear that staff have a high level of understanding into each individual pupil and how best to support them, as commented by staff "These children are very special".

Forums including student meetings enable pupils to express their views and opinions and make choices; such meetings are supported by staff and are recorded in writing.

Pupils are admitted to the school following stringent procedures involving the pupil their parents and other relevant agencies. It remains the case that many social services departments continue to leave planning until the last minute.

A selection of pupils care plans were inspected and discussed. They were very comprehensive and contain a vast range of information. It was discussed that to ease staff to monitor these they would benefit from being condensed. Discussions with pupils and staff confirmed that pupils took an active roll in their care planning and setting of realistic achievable goals.

The children and their families are encouraged to maintain regular contact with their families and significant others. Initiatives such as invitations to school lunches encourage parents to be fully involved in the pupils' education as well as a format for meeting other parents. Communication books are used as a means of keeping parents and the school informed. Comments received in the parents questionnaires and telephone logs evidenced that the practice of the school in this area remains commendable.

A comment received from a placing officer evidenced the ethos of the school in offering choice and encouraging pupil's to be included stating "staff involve ...in discussions aboutbehaviour, goals and work".

Achieving Economic Wellbeing

The intended outcomes for these standards are:

- Children can wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money.(NMS 16)
- Children about to leave care are prepared for the transition into independent living.(NMS 21)
- Children live in well designed and pleasant premises, providing sufficient space and facilities to meet their needs.(NMS 23)
- Children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use.(NMS 24)
- Children are able to carry out their personal care in privacy and with dignity.(NMS 25)

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

16, 21, 23, 24, 25.

Pupils benefit from being appropriately supported to develop the skills they will need in making the transition into adulthood.

The physical environment is well maintained, homely and furnished to a high standard. The sharing of rooms for older pupils' is not a suitable arrangement.

EVIDENCE:

Pupils bring in their cloths on a weekly basis and choose what in their recreation time what they want to wear.

The use of larger transport vehicles for leisure and recreation in the community does not allow for smaller groups to be escorted without brining attention to who they are and where they come from, or provide opportunities to become familiar with other modes of transport.

Every opportunity to express choice is offered and discussed with pupils. Staff talk through with pupils and compromises are made if a choice cannot be accommodated. As stated earlier the amount of food choices at lunchtime appeared to cause some difficulties in making a decision.

Children commented that they choose what to spend their pocket money on and enjoy spending. One commented that they look after their own pocket money.

The school actively contributes to Pathway Plans and transition link plans for pupils leaving school. A pupil detailed where their plans were kept another said "Its in my cardboard tray".

The bathrooms and toilets inspected were clean, hygienic and odour free. The water temperature tested and found to be a reasonable temperature. It was discussed that due to the number of pupil's and limited sinks and bathrooms sometimes it can become a bit crowded during the rush to get ready in the mornings. Equally the choice of when to shower/bath needs consideration.

Personal independence skills are promoted through the SMART targets model where tasks are broken down into small achievable steps and visual aids are used to assist with teaching, understanding and mastering skills. The design and use of the main school building has been thought through with attention given to the colour schemes to create a subtle and calm environment, the use of space for individual and shared use and the security systems for protection.

It is acknowledged that the sharing of bedrooms restricts pupils' freedom and opportunities for personal independence skills in maintaining private space. Comments received from pupils indicated that they do not wish to share a room. The space for sharing is limited resultant in cramped spaces for personal belongings and infringements on privacy. This is especially difficult for older pupils and counter productive to the aims, objectives and philosophy of the school. A comment made by a pupil when asked what if you could change anything about the hostel, "I,d like to sleep by myself".

Management

The intended outcomes for these standards are:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.(NMS 1)
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both the staff and child groups of the school.(NMS 19)
- Children are looked after by staff who understand their needs and are able to meet them consistently.(NMS 28)
- Children are looked after by staff who are trained to meet their needs.(NMS 29)
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.(NMS 30)
- Children receive the care and services they need from competent staff.(NMS 31)
- Children and staff enjoy the stability of efficiently run schools.(NMS 32)
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.(NMS 33)

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

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

Explanatory literature for parents and prospective pupils is clear and concise and subsequent care plans detail the nature and type of support that will be provided for individuals.

Pupils benefit from being supported by staff that are trained to meet their needs and sound, robust monitoring and a suitably qualified and competent senior management team.

EVIDENCE:

The schools Statement of Purpose met the standard. The Children's guide is personalised for each pupil at the school. This remains commendable practice.

The pupils' files were secured and kept under review. The school has audited the files to ensure that they contain all information and are appropriately

indexed. A record is kept of the histories and progress of each pupil. Pupils are made aware of the contents of their files.

Four staff files were inspected. They did contain necessary documentation relating to employment. Not all of the files contained all of the certificates for training that had occurred. It was discussed that the files would benefit from the same auditing conducted on pupil's files.

The staffing levels are determined through the needs of the individual pupils the activities and routines. Extra 1 to 1 support is provided when required as identified through the care planning and risk assessments. The care staff shifts are divided into three shift patterns that overlap throughout the day to enable good communication and continuity. There are senior members of staff available at all times. There are waking and sleep in staff. As far as possible all staff work night and day shifts.

Comments received from families and professionals supported the evidence that staff are highly motivated, trained and dedicated to meeting the needs of the individual pupils and the aims and objectives of the school. Comments included, "I have very high regard for this school and the quality of care & high motivation of teaching staff". "A real good school". "I work closely with residential key worker and find this very helpful". The best thing about the school was commented to be "Quality of care & understanding of autism".

The staff receive specialist-training relating to the needs of the pupils. Much training is provided in house and on the spot training from specialist professionals working at the school. There is a high level of commitment to ensuring all staff receives guidance, support and training to enable them to collectively provide and excellent service. A Development Co-ordinator has been appointed following recommendations made during the last inspection. From discussions held, reading and tracking documentation and staff training and development needs it is evident that this is something that will greatly benefit the school. Some areas that are considered as needing attention were identified and recommendations made.

Regular supervision, appraisals and support are provided to staff. Staff spoken with throughout the course of the inspection included residential care and school staff. Each gave clear descriptions as to their responsibilities and those of others, demonstrating a sound understanding as to the lines of accountability throughout the school and the wider organisation. This was further evidenced from the comprehensive responses made in the staff questionnaires received.

The school continues to be led by a highly competent and skilled Head teacher and senior management team.

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	2

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

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

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	4
21	3
23	3
24	2
25	3

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

No

Are there any outstanding recommendations from the last inspection?

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	RS15.2	It is recommended that the mealtime routine for breakfast and lunch be reviewed so that there is less moving around. The communication aids accurately reflect the menu. The staff tasks are reduced so they can be more focused on giving individual pupils support with developing their social and independence skills with eating. The choice of food available is reduced so that pupils do not have so much choice that making decisions is difficult or that they do not take up the opportunity to try new foods. Foods should be more 'children friendly' i.e. more creativity with cooking aimed at encouraging pupils to try food that is presented.	19/01/06
2	RS26.3	It is recommended that the parking spaces and pedestrian routes at the hostel should be clearly indicated.	19/01/06
3	RS21.2	It is recommended that a review be made of the transport for the hostel so that pupils' and staff can use a smaller vehicle in community settings.	19/01/06
4	RS24.5	It is strongly recommended that a review be made of the shared bedrooms. That other options are explored for pupils to be accommodated in individual rooms or reduce the number sharing a room.	19/01/06
5	RS29	It is recommended that the training data base is	19/01/06

		made more comprehensive so that it provides detailed information on what training has been conducted; when training is due; identified on going training. The induction training to be firmed up and improved upon. Copies of certificates for in house training to be issued and retained. Improved system for feedback and evaluation on training and courses.	
--	--	--	--

Commission for Social Care Inspection

Maidstone Local Office

The Oast

Hermitage Court

Hermitage Lane

Maidstone

ME16 9NT

National Enquiry Line: 0845 015 0120

Email: enquiries@csci.gsi.gov.uk

Web: www.csci.org.uk

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