



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Southfield School

**Gipsy Lane
Wokingham
Berkshire
RG40 2HR**

Lead Inspector
Lucy Martin

Announced Inspection
22nd March 2006 09:30

The Commission for Social Care Inspection aims to:

- Put the people who use social care first
- Improve services and stamp out bad practice
- Be an expert voice on social care
- Practise what we preach in our own organisation

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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *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	Southfield School
Address	Gipsy Lane Wokingham Berkshire RG40 2HR
Telephone number	0118 9771293
Fax number	
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Wokingham District Council
Name of Head	Mr Mike Pedley
Name of Head of Care	Mr Nick Harvey (Assistant Principal – Care)
Age range of residential pupils	11 - 16
Date of last welfare inspection	04/03/05

Brief Description of the School:

Southfield school is a purpose built secondary school for boys and girls who have experienced behavioural and emotional difficulties. It accommodates up to 69 pupils at any one time, 20 of whom may be resident. Southfield school has its own grounds and is situated in a residential area not far from the Wokingham town centre.

At the time of this inspection all the pupils at the school were male and there were 14 weekly boarders. The residential unit is located above the administrative buildings and is divided into two units, one catering for the younger age group and the other the older boys. All the boarders go home every weekend.

SUMMARY

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

This was a routine annual inspection which was undertaken by one inspector over a two and a half day period. Before the inspection a confidential questionnaire was sent to all school staff and to the parents of boarders. Questionnaires were also completed by the boarders and this activity was supervised by the inspector. A pre-inspection questionnaire and a Head's Self-assessment form was completed and the inspector was sent key documentation.

During the inspection, the inspector met individually with:

- The School Principal and the Assistant Principal – Care
- The School Business Manager
- The new Deputy Head of Care
- All four members of the care staff
- Both groups of boarders
- The Governor responsible for the half-termly monitoring visits

During the inspection both residential units were visited where time was spent informally with the care staff and boarders. The inspection included both an early morning and an early evening visit. Samples of records were examined during the inspection which included: recruitment records, boarders files, physical intervention and sanctions records, health and safety records, complaints, and medical administration records. Feedback was given to the Assistant Principal – Care and to the Deputy Head of Care at the end of the inspection.

What the school does well:

The school continues to have strong management with experienced and competent leadership of the residential unit. There are good levels of support given to the care staff by the management team. The care staff are small in number but are experienced and competent. The care staff show strong skills in discussing behaviour and in promoting positive aspects of behaviour. There are clear expectation of behaviour and there are good relationships between the staff team and the boarders. The residential unit has low numbers of sanctions and physical restraints.

There are high levels of support given to the boarders by a number of different people including an external counselling service and the local Children's Rights Officer. The staff maintain good contact with parents which includes regular phone contact and home visits. There are excellent leisure opportunities for boarders with a wide range of off site activities provided.

What has improved since the last inspection?

There have been a number of improvements since the last inspection. A new post of Deputy Head of Care has been created and the position has been filled since December 2005. This is a positive move which increases the number of care staff and strengthens the management of the residential unit. It also allows the Assistant Principal – Care to be less involved on a day-to-day basis.

The welfare support provided to the boarders continues to be a strength of the school and the new position of Pastoral Support Officer adds a further person who liaises between school and home and who can work with all pupils, including boarders, to resolve difficulties.

There have been a number of new initiatives to promote the health of boarders since the last inspection and the daily tuck shop now sells more healthy items and there is free fruit provided for day pupils and boarders. Two staff have been trained in smoking cessation and are able to offer a six week course for pupils. One boarder said he had attended the course and found it useful.

There is now routine phone contact with each referee to verify the reference of new care staff. This follows a recommendation made at the last inspection and is good practice.

There has been a significant amount of work undertaken upgrading the fire safety provision. This followed a routine visit from the Fire Safety Officer and has included new emergency lighting, new smoke seals on doors and a number of devices fitted to doors to allow them to be held open safely.

Parts of the residential unit have been painted, including some bedrooms and the dining room has been extended by adding a conservatory. The staff are using walkie-talkies to keep in contact with each other during shifts. These are all positive developments.

What they could do better:

It is recommended that the school takes advice from a pharmacist about the administration of prescribed medication and that staff receive training in this area. In addition the content of the written drug administration procedures should be more detailed.

It was a recommendation made at the last inspection that the school policy on complaints is reviewed to ensure that it covers all the details in Standard 4.3 of the National Minimum Standards and reference to the complaints procedure is

included in the residential procedures for care staff. After further discussion at this inspection it was agreed that the school policy is adequate but that there is still a need for a section on complaints in the residential procedures. It is acknowledged that there is evidence that the staff and young people are aware of the complaints procedure but there is still a need to ensure that the residential procedures contain written information regarding complaints which complies with Standard 4.3 of the National Minimum Standards.

Advice was given that the sanctions records maintained by the care staff contain sufficient detail to adequately monitor the activities missed.

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

There is active promotion of a healthy lifestyle and the health needs of the boarders are met. There is much prescribed medication administered and there is a need to ensure that the systems in place are sufficiently efficient and robust.

EVIDENCE:

All parents complete a health questionnaire for their child before they start boarding and any health issues are discussed. A medical consent form is also completed. Parents are given the option of keeping a child with their family GP or the school can register them with their GP who will see any boarder as an emergency. Boarders are routinely taken to the dentist and opticians unless their parents wish to do this and all pupils receive routine inoculations through the school nurse service.

Any boarder can be referred to the school nurse and there are good links between the residential staff and the school nurse. The small number of boarders means that their individual health needs are well known to staff and these issues are sensitively discussed with them. If a boarder is unwell, a parent is contacted and they are taken home.

The school tries to actively promote good health and since the last inspection the daily tuck shop now sells more healthy items and there is free fruit provided for day pupils and boarders. Two staff have been trained in smoking cessation and are able to offer a six week course for pupils. The menu has healthy options and the school is looking to join the Healthy Schools National Government scheme.

The residential staff have undertaken first aid training and written records are maintained of accidents and injuries to pupils.

Over half the boarders are taking prescribed medication to improve concentration and behaviour. The medication administration systems in place are well established and there have been no medication errors. However, there is a need to ensure that the current systems are sufficiently robust and that the written administration procedures are sufficiently detailed to ensure that a new member of staff would easily understand the system. It was planned that the care staff were attending a training course on the safe administration of medicines in May 2005 but the course was unable to take place. Not all the staff are aware of how the prescribed medications work and any side effects and some vitamins were found in an envelope, not the original container. It is a recommendation of this report that the medication systems are reviewed including the written medication administration policy and that the care staff receive training on the safe administration of medication. It is recommended that the school gain the advice of a pharmacist in this area.

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, 10, 26 and 27

There are effective systems in place to ensure that the boarders are kept safe. In particular, the measures of control and discipline are well understood and there is an emphasis on rewarding positive behaviour.

EVIDENCE:

The residential procedures include guidelines to staff on privacy and confidentiality. Records are stored securely in the care staff offices and in the main school office.

The boarders have access to a payphone in the front lobby of the school and most boarders have their own mobile phones which they are allowed to use in

the evenings. There are no restrictions on communication in place with any of the boarders.

The care staff are aware of the need for privacy for the young people and knock on bedroom doors. There is appropriate sensitivity around showering and none of the boarders expressed concerns about the levels of privacy. None of the boarders require assistance with personal care tasks.

All the young people who completed a confidential questionnaire prior to the inspection were clear that they were aware of how to complain and details are included in the Residential Guide for Pupils and Parents. The care staff spoken with try to resolve any minor concern with the boarders but do offer them the opportunity to record any concerns formally if they wish.

The Principal maintains a log of complaints which records the nature of the complaint, the action taken and the outcome. The numbers of complaints are extremely small and all had been appropriately resolved.

It was a recommendation made at the last inspection that the school policy on complaints is reviewed to ensure that it covers all the details in Standard 4.3 of the National Minimum Standards and reference to the complaints procedure is included in the residential procedures for care staff. After further discussion at this inspection it was agreed that the school policy is adequate but that there is still a need for a section on complaints in the residential procedures. It is acknowledged that there is evidence that the staff and young people are aware of the complaints procedure but there is still a need to ensure that the residential procedures contain written information regarding complaints which complies with Standard 4.3 of the National Minimum Standards.

It was an unmet recommendation at the last inspection that the schools child protection policy is reviewed to ensure that it covers all the areas outlined in Appendix 1 of the National Minimum Standards and includes prostitution. This recommendation has been met.

There continues to be a training programme to ensure that all the care staff receive regular training in child protection. Care staff attend a multi-disciplinary external course as well as receive a yearly update from the schools designated person for child protection matters who is the Assistant Principal – Care. He attends a training course specifically for designated persons every two years. All staff are given the publication ‘What to do if you think a child is being abused’ when they join the school’.

There have been some child protection issues since the last inspection and there has been notification to the CSCI and good evidence of following procedures and liaison with the local child protection co-ordinator.

The school takes bullying seriously and the pupils complete a bullying monitoring form whenever they feel that they have been bullied. The matter is followed up and parents are written to if there is a serious problem. The boarders did not feel that bullying was an issue in the residential unit but a couple said that they were sometimes bullied at school. The low numbers of boarders and the high levels of staff supervision effectively prevent bullying being a problem among the boarders. The care staff were seen to be vigilant in challenging young people if they were making comments about other boarders.

The school continues to have clear policies regarding the control, discipline and physical intervention measures to be used with pupils. The boarders were clear about the expectations regarding behaviour and the staff were seen to respond in consistent manner. There is an emphasis on building relationships with the pupils and in rewarding positive behaviour. The care staff are extremely skilled in talking to the boarders about their behaviour and in any consequences. This is a particular strength of the school.

The school uses Team Teach as a method of physical intervention and all staff receive training in this method. There is an emphasis on physical restraint as a last resort and there are low levels of physical intervention. There have been only four incidents requiring physical restraint since Christmas 2005 in the whole school and the last incident in the residential unit was in December 2005. All serious incidents are recorded in detail and are monitored by the Principal. Any incident is discussed with the member of staff and the pupil concerned who then signs the record. There is a running log kept of incidents which was seen and this cross references with the individual sheets which are bound termly.

The sanctions records for the two residential units were seen. There continues to be minimal use of formal sanctions which is mainly the restriction of activities or not being allowed to go offsite for an activity. The recording of the sanctions must fully record the detail of the sanction and give the activity or offsite activity missed. Advice was given that this area is reviewed.

The school takes health and safety matters seriously. The gas installations and the electrics are maintained by Wokingham District Council and are serviced on a regular basis. Recent testing of the portable electrical appliances had taken place. The school was visited by the Fire Safety Officer this year and a number of fire safety measures have been upgraded as a result. For example, a number of doors have been upgraded, new emergency lighting fitted and new devices fitted which allow doors to be held open safely. Regular fire drills take place as well as weekly testing of the fire alarm system and routine servicing.

A range of risk assessments have been written and a set format is used. All the activities undertaken by boarders are risk assessed and are reviewed on a regular basis.

There are robust recruitment checks undertaken before a new member of staff starts work at the school. Staff recruitment is carried out by the school but the school does not undertake the recruitment checks themselves. This service is contracted out to another local authority. The staff files of two new members of the care staff were seen and both contained all the required information. Two written references had been obtained and the advice given to ensure that direct contact is made with each referee to verify the reference had been carried out. CRB (Criminal Record Bureau) checks are routinely obtained. Both files seen were well organised with a comprehensive checklist completed at the front of the file. Interview notes are routinely kept.

Enjoying and Achieving

The intended outcomes for these standards are:

- The school's residential provision actively supports children's educational progress at the school.(NMS 12)
- Children have ample opportunity to engage in purposeful and enjoyable activities both within the school and in the local community.(NMS 13)
- Children receive individual support when they need it.(NMS 22)

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

12, 13 and 22

The care staff and the teaching staff work well together. There are excellent activities provided for the boarders and high levels of individual support.

EVIDENCE:

There is effective contact between the care staff and the education staff to ensure that educational progress is actively supported. The Assistant Principal – Care oversees the boarding and has a whole school management role. There is a senior manager on call during the week, who is visible and they are all well known to the care staff and the boarders. The care staff encourage achievement in the classroom and are available to support educational projects in the evenings. The care staff contribute to the annual review of the statement of special educational need and attend the meeting. Verbal handovers take place twice daily between the care and education staff as well as written information being handed over on the computer.

The school provides an excellent range and choice of activities for boarders outside of the school day. This works to make boarding an attractive option and a number of boarders said that the activities were the best thing about boarding. Activities in the hostel and the school block include computer games, a small gym, board games, television, video and DVD and a pool table. There are plans to extend the dining area to provide an additional games room in the summer. Outside activities include swimming, cinema, snooker, army cadets, a local laserquest and more activities are planned for the summer months.

The trips out are dependent on good behaviour and the activities act as positive rewards. Time is spent talking to the boarders about what is expected from them and why they are not allowed to go out, if this is the case. Written

risk assessments are in place for all the activities and the mix of the young people going out is considered.

The boarders receive high levels of individual support. Boarders spoken with were clear that they feel able to talk to care staff and generally feel well supported. There is a key person system whereby each boarder spends individual time with a member of the care staff every week. An emphasis is placed on care staff talking through issues and behaviour with the young people and this takes place throughout the evening and morning shifts.

The boarders have a number of outside visitors to the school. Since the last inspection the school has appointed a Pastoral Support Officer who has undertaken home visits for all the new pupils, including boarders. Although this post is intended to link the teaching staff to the parents of day pupils, it provides another member of staff available to support boarders and their parents. An independent counsellor continues to visit the school on a weekly basis and is available to see both young people and staff members. Wokingham Children's Rights Officer continues to be a regular unannounced visitor as well as the governor who carries out the half-termly monitoring visits. All these people can be approached directly by pupils if they want and are well known to them.

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, 17 and 20

The staff have sound relationships with the boarders who are given opportunities to communicate their views. There is a good amount of contact with parents.

EVIDENCE:

There was continued evidence of a good amount of consultation with the young people and their families. There are regular meetings with the boarders, both as a group and individually, in order to ascertain their views. Examples of this were seen on the inspection where there were discussions with the group concerning activities for the evening as well as individual discussions with boarders concerning behaviour. This system works well.

The key worker system continues and enables individual time to be spent with boarders on a weekly basis to monitor the placement plan. Records are made of the sessions. Parents are involved and are regularly contacted by the care staff. There are weekly calls home to parents by the care staff with an emphasis on talking about positive behaviour. Home visits once a term have continued to take place when care staff visit parents to discuss decisions and progress. Annual reviews also take place, which include parents and the young person.

There are sound relationships between the care staff and the boarders. Expectations of behaviour are extremely clear and positive behaviour is rewarded and encouraged. All the staff are trained in the care and control of children which includes physical restraint. The Team Teach approach is used which bases its theories on de-escalation and safe handling techniques. There are two Team Teach advanced instructors and an advanced tutor at the school. The number of physical restraints at the school is low and is reducing. It is rare that a physical intervention is required out of school hours.

There are residential placement plans written for the boarders. A sample were seen in boarders files and they contained all the required information. The plan is monitored by the keyworker and boarders spoken with were aware of the contents of their plans.

There is a good amount of contact maintained with parents. The care staff visit parents before their child becomes a boarder and the care staff phone parents on a weekly basis and there is additional contact if required. All telephone contact is recorded. The care staff visit parents at home on a termly basis to discuss progress and records of the visits are kept in the young people's files. It is planned that the care staff will visit a local Family Centre to learn from their experience and to further develop their skills in working with young people and their families.

The boarders have the use of a private payphone and can ask to use the office phone if they have no money. Most boarders have mobile phones which they are allowed to use out of school hours. All the boarders go home every weekend. One boarder's parents visit him in the hostel every week and this is facilitated by the care staff.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

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

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

24

The boarders accommodation is decorated and furnished to an acceptable standard. The dining room has been extended and there are plans to build a games room in the summer.

EVIDENCE:

All the boarders have single bedrooms and the accommodation is divided into two separate areas according to age. Both areas have their own small sitting rooms and there is joint use of the showers and baths. All the boarders eat their meals together in the main dining room and there is joint use of the recreational facilities.

The school is maintained in a good state of repair and any damage is quickly repaired. It was a recommendation made at the last inspection that the residential units are redecorated. This recommendation has been met in that the worst areas have been prioritised. The bathrooms and toilets have been repainted as well as some of the bedrooms. In addition a number of windows at the front of the building have been replaced with UVPC double glazed units.

Since the last inspection the main dining room has been extended by adding a conservatory. This has created additional much needed space. There are further plans to build a games room at the side of the dining room in the

summer. This is a positive move which will provide additional facilities for the boarders. There are longer term plans to reconfigure and replace the boarders bathrooms by 2008.

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):

28, 31 and 33

The care staff are small in number but are experienced and competent. There is good management support and regular monitoring visits take place.

EVIDENCE:

There are four care staff who work shifts from Monday afternoon until Friday afternoon during term time. Staffing levels are such that there are usually two members of staff on duty in each of the residential units during the morning and evening. This ensures good levels of supervision considering that there were 14 boarders in total across the two units on this inspection. Two staff sleep in every night. Since the last inspection one member of the care staff has left and a new one appointed. One member of the care staff is female and there are high levels of experience and competence as well as consistency.

A new position of Deputy Head of Care has been created since the last inspection and this position has been filled since December 2005. This is a positive development and has enabled the Assistant Principal – Care to appropriately delegate most day-to-day matters. The Deputy Head of Care position has also increased the management support to the care staff and the position is working well. There continues to be a member of the Senior Management Team on call every evening.

The school has continued to make good progress in ensuring that the care staff have completed their NVQ training. All three of the experienced care staff have completed NVQ level 3 and it is anticipated that the newest member of staff will shortly start the award. The new Deputy Head of Care already has NVQ level 4 in management.

The same member of the governing body carries out the half-termly monitoring visits. This Governor takes the lead on residential matters and knows the care staff and the boarders well. The visits are at different times and provide a good opportunity to talk to staff and boarders. The visits are written up and were available to read prior to this inspection. Advice was given to ensure that some of the major records were seen but overall, there was strong evidence that these visits work well.

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	2
15	X

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

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

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

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

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

Are there any outstanding recommendations from the last inspection? Yes (in part – see Staying Safe section)

RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
1	RS4	The complaints procedure is included in the residential procedures for care staff and complies with Standard 4.3 of the National Minimum Standards.	
2	RS14	The drug administration procedures are reviewed to ensure best practice and that there are detailed written procedures in place. In addition, staff receive training in medication and administration.	

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