

inspection report

RESIDENTIAL SPECIAL SCHOOL

Coln House
Horcott Road
Fairford
Gloucestershire
GL7 4DB

Lead Inspector
Pauline
Stow

Announced
19th April 2005

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
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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 service	Coln House
Address	Horcott Road Fairford Gloucestershire GL7 4DB
Telephone number	01285 - 712308
Fax number	
Email address	
Name of registered provider(s)/company (if applicable)	Chris Clarke, Coln House
Name of registered manager (if applicable)	Chris Clarke
Type of registration	Residential Special School
No. of places registered (if applicable)	33
Category(ies) of registration, with number of places	

SERVICE INFORMATION

Conditions of registration:

Date of last inspection

Brief Description of the Service:

Coln House School is a maintained, residential special school run by Gloucester County Council, for 55 pupils aged 9-16 who have a statement of special educational needs because of their severe emotional and behavioural difficulties. Some of the pupils have additional moderate learning difficulties. Pupils are drawn from across Gloucestershire. The school is housed in two adjacent 19th Century blocks in the village of Fairford. The School aims to provide a stable caring environment for children, in which they can be equipped with the social skills to make their own decisions whenever possible, and give the pupils opportunities to make mistakes and then successfully rebuild situations. The residential provision is divided into 5 areas, Eastleach, Northleach, Sherborne, Hatherop and Aldsworth. Four house areas cater for up to 34 boys ranging from 9-16 years of age. Hatherop can accommodate up to 6 girls aged between 9-16.

SUMMARY

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

The inspection was announced and took place over two days starting at 9.am and finishing at 7.30pm on the first day and starting at 8am on the second and finishing at 2pm. The inspector spoke to all the boarding pupils and most of the staff including the head teacher, the head of care, deputy head, the bursar and the Chairman of the Governors. Two pupils showed the inspector around the boarding houses. Records and policy documents were examined. The inspector took evidence from a variety of sources throughout the inspection including, documentation, pupils, staff, parents and placing authorities as well as direct observation.

What the service does well:

The Head of Care is thanked for the excellent preparation for an inspection that took place so close to the beginning of term. It is a demonstration of the schools commitment to achieving high standards.

The school continues to maintain its very high standards providing a very supportive, structured environment for its pupils in the boarding facilities making the best use of the accommodation. Pupils have a safe and secure environment in which to live. They are well cared for and live in a learning environment. Within the boarding houses they learn to live in a community developing new skills. Activities internally and externally are many and varied and the children are actively encouraged to participate in them. The children's behaviour is well managed and they are supported and encouraged in their personal development.

The experienced senior management team provide excellent leadership for the school and are supported by an experienced stable work force. Many of the staff live locally and provide excellent links to the local community promoting the acceptance of the school. The care staff members have many years of experience and have become very skilled in looking after the children in the school. The school has a well-developed programme to assist pupils to develop skills for independent living.

Overall the school provides very high quality care for the residential children with clear boundaries and individual goals that each child is supported in achieving.

What has improved since the last inspection?

The school continues to review its systems and methods of working to achieve a centre of excellence.

What they could do better:

The school must improve its recruitment procedures to ensure all staff joining the school have a CRB check and two written references affording children better levels of protection.

Whilst every effort has been made to improve the décor a rigorous and robust programme is needed to improve many of the bedrooms so that boarders individual space provides for a more homely environment.

Please contact the provider for advice of actions taken in response to this inspection.

The full 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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Achieving Economic Wellbeing

Management

Scoring of Standards

Statutory Requirements 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 standard(s) 14, 15.

The school actively supports children in all aspects of their health and welfare needs and provides excellent education regarding nutrition to ensure continued good health.

EVIDENCE:

The Family Liaison Officer is in charge of this aspect of the pupil's welfare. The school doctor and nurse see the children regularly and the nurse holds a drop in session for the children each week.

The school has a comprehensive PHSE programme that is run weekly for each house group in which all pupils are encouraged to participate. The lessons encourage pupils to understand the effects of smoking, alcohol and substance misuse, plus a large range of other topics. The inspector observed one such.

Each boarding house has its own cook. The boarders are joined in the boarding houses, by the day pupils, to share the mid-day meal. This enables smaller family groupings and integration with the staff. The meals are well balanced, very well prepared and appetising the food tasted by the inspectors was of a very high quality and the children enjoyed it. The children are encouraged to go back for second helpings and their likes and dislikes were well known to the care staff and the cooks following a food questionnaire asking pupils what they like and dislike. Having the meals in the boarding houses improved communication and encouraged good table manners. There was evidence of the plentiful supply of fresh fruit.

Meal planning within the school takes place each half term and examination of previous menus demonstrated well-balanced, nutritious meals. The cooks are commended for their work and for their knowledge and understanding of the children. They are seen as an important part of the care team.

The school continues with the healthy eating campaign removing crisps and sweets and introducing more fruit and brown and granary bread, and water to the children's diets. The deputy head teacher has designed various games for

the children to help in their understanding of healthy eating. She is highly commended for the work and the enthusiasm she brings to this standard.

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 are 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 standard(s) 3,4,5,6,7,8,10,26,27

All the staff members are concerned about each young person's welfare and have worked hard through challenging situations to protect young people and to provide a caring and nurturing environment. In all but the last standard they perform very well. Arrangements for complaints, bullying and behaviour management are handled well and ensure that the pupils feel listened to and well protected. The staff follow the schools policy on privacy and confidentiality respecting the confidences of the children whenever possible.

EVIDENCE:

The school has comprehensive policys and procedures in place.

The school has a Child Protection policy, which supports the ACPC guidelines. All the care staff interviewed during the inspection had received training and knew of the policy and demonstrated their understanding of child protection issues. There was evidence in the Social Services communication book, used for all communication with social services, of appropriate, timely, clear, communication with the local authority.

All the care staff members were able to describe the procedure to be followed if a child made a child protection disclosure. The inspector witnessed the staff members demonstrating their understanding of the policy on privacy and confidentiality when entering young peoples rooms and discussing private matters away from the main group.

All the pupils and parents interviewed by the inspector were aware of the complaints procedure. Without exception the parents said that they had not needed to use the procedures as communication with the school through the family liaison officer are very good.

The pupils who spoke to the inspectors clearly understood how to report incidents of bullying using a form that the school has introduced or reporting directly to a member of staff. The pupils all reported that they felt confident with the system in place. The school staff members are vigilant in identifying bullying and dealing with it in an appropriate way. The high staffing levels and the close supervision help to safeguard the children. The pupil and parent questionnaires did not highlight bullying as a major problem within the school. Any incidents of absconding are now recorded in a separate book and the school has comprehensive systems in place for analysis all unto ward incidents looking at antecedents and outcomes. All the care staff and senior managers carry walkie-talkies and are able to summon help immediately if a child does decide to abscond. The inspector witnessed many, very positive, interactions between the staff and the children with reinforcement of good behaviour, correcting and de-escalating incidents of poor behaviour. Any sanctions that are imposed by the staff are recorded in a book and discussed with both the child and the Head of Care. All the children who completed the questionnaires recorded that they felt that sanctions were fairly and correctly administered. Restraints are recorded in the new incident book, which is a bound volume that contains all the information required in 10.14. A copy of the record is then filled on the child's record.

All the children reported that they felt confident to take any problems to any member of staff or to the Head of Care.

The use of all sanctions and restraints are reviewed by the Senior Management Team on a regular basis.

The inspector examined the three newest members of staff personal files. Each of the files were missing essential pieces of information. As such, the school were unable to demonstrate a sufficiently robust approach to staff recruitment.

The school are reminded to check with referees that references are authentic and to make notes to explain gaps in employment history.

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 standard(s) 12,13,22

Education is actively supported and promoted by the care staff and the boarders are supported to develop, achieve and prepare for leaving school.

EVIDENCE:

The school has appointed an Activities and Community Outreach manager whose role includes offering a wider scope of activities thus encouraging pupils to gain new skills and hobbies that fit in with the local community. The pupils reported a very high degree of satisfaction with the schools activities many sighting this as a reason for the school to be awarded the Commissions Child Mark.

Each of the boarding houses has a very good range of reading material board games and hobby materials. The comprehensive PSHE programme, which is very well presented, assists all pupils in their preparation for independent living.

The school has recently changed from having an IEP and Care pathway plan to one document: the Pupils Individual Development Plan. This comprehensive plan has both long and short term achievable targets for literacy, numeracy, behaviour and social inter-action. All the children at Coln House School have well identified needs, staff actively support and encourage development both in small group activities and in individual sessions. Many of the pupils attend the local junior rugby club and meet up with other young people from the village. The PHSE programme encourages children to develop their knowledge and self-esteem. The school has a designated part time Educational Psychologist who provides an excellent service for the staff and children.

The care staff members were all seen to support the children's education in a very positive way. Regular meetings take place with the teaching staff who reported how much they appreciate the help given to the children with their literacy programmes and their formal homework. The activities that the children engage in are all designed to enhance their concentration, fine and gross motor skills and their cognitive development.

Each of the boarding houses has a very good range of reading material board games and hobby materials. The comprehensive PSHE programme, which is very well presented, assists all pupils in their preparation for independent living.

Each pupil has an Individual Development Plan. This comprehensive plan has both long and short term achievable targets for literacy, numeracy, behaviour and social inter-action. Children at the school are encouraged to take part in a very wide range of activities including, football and swimming in the schools outdoor heated pool, army cadets, air cadets, the local youth club, trips to the cinema and other local events. Many of these activities take place in the local community. There are full risk assessments on each piece of equipment and they are used under staff supervision at all times.

The recent projects of creating a vegetable garden and introducing three lambs to the school is proving very popular with the pupils. The inspector witnessed the pupil's enjoyment at many of the activities and would like to commend the staff for their enthusiasm and hard work that ensures the pupils have such a wide range of valuable experiences whilst at the school.

The activities are tailored to the meet the preferences of the children through group and individual discussion.

The children rated the schools activities as 'excellent' and some pupils continue to ask to stay at school at weekends to continue these activities. Talking to the staff the inspector saw the level of commitment that staff put into the school for the benefit of the children.

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 standard(s)

The pupils are all encouraged to have a voice, appropriate contact between pupils and their families is encouraged to help maintain relationships. The school makes a valuable contribution to the review system and promotes constructive contact with families and other significant people.

EVIDENCE:

Each pupil has a named key worker. The children confirmed to the inspector that they knew whom their key worker was and that they were fully consulted about decisions. The school has a very skilled Family Liaison Worker who provides an excellent interface between school and home during term time and in the holidays. All the staff members seek both children's and parent's opinions on a regular basis. Group house meetings are held daily in each of the boarding areas and children are encouraged to join in discussions on a range of decisions that affect them personally and collectively.

Parents reported that the school has excellent communication links with them. The inspector witnessed the staff providing excellent personal support and guidance and rewarding positive behaviour. Behaviour and clear professional boundaries were seen by the inspector to be well managed in the boarding houses. Staff members dealt with pupils calmly and made clear their expectations for behaviour without favouritism.

All the pupils and parents reported that the admission process which is in place at the school worked well. Prior to admission both formal and informal visits take place to the school and new boarders start on a Thursday with just one nights boarding in the first week to phase them in and ease their separation from home.

Parents reported receiving comprehensive information about the school and appropriate procedures, which the inspectors found to be of a very high quality and sensitively written to accommodate the complex needs of the children.

The school has on file historical information relating to the child and current information including, contact numbers, health and personal care and comprehensive risk assessments. There was evidence that the information is regularly updated. Information of a private and confidential nature is stored in locked offices. Each child has a clear and comprehensive, typed, IDP (pathway plan). This is reviewed and updated weekly with the child. It contains small weekly targets and longer-term goals. All the children made reference to this plan during the inspection and records examined showed that staff and children signed any changes that were agreed between them. The individual development plans are now part of the 24 hour points system which links in with behaviour during the school day.

The Headmaster regularly reviews the pupil' behaviour via the points system. The pupils at Coln House are weekly boarders and all go home to their parents or foster parents at weekends. The school has an excellent family liaison worker who maintains close links with home during term time and throughout the school holidays. Children are encouraged to contact their families during the week and parents reported being very welcome at the school at any time. Both pupils and parents confirmed that communication between home and school are very good.

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 standard(s) 16,21;23;24;25

The school works very well for the pupils working hard to achieve very positive outcomes for the pupils leaving school. Coln House provides a homely environment in a suitable location with adequate space to meet individual needs. The overall quality of furnishings and fittings has improved and further work is planned that should bring the school up to the appropriate standard.

EVIDENCE:

The children at the school only board from Monday to Friday, all the children are encouraged to change out of school uniform in the evening. Each child has personal space in their bedroom to keep their personal requisites.

The school has introduced a token economy where pupils can earn tokens that can be redeemed for money. This can be spent on clothes or personal requisites. The female pupils and the Year 11 boys have chosen their own school uniform. Each of the pupils in the senior school has a leaving care plan and the school works closely with the placing authorities to facilitate a smooth transition from school to further education or employment. As part of this work the school has an excellent transitional care programme that promotes independent living. The pupils are supported in household management and work experience.

All the pupils undertake a very varied work experience programme as part of their education. Local industries are reported to prefer to take pupils from Coln House School in preference to pupils from other local schools.

The school is located on the edge of the Cotswold village of Fairford in a 19th century building. Its location allows easy access to the towns of Cirencester and Lechlade. Pupils are able to access local community activities and facilities. Children, staff, parents and members of the community all reported positive links with the local community. All the school doors are either locked or have coded entry systems in place. These were used at all times throughout the inspection and the children reported that this was normal practice. The interior of the school continues to improve and the senior management team are finding intuitive ways of progressing the work. One of the waking night staff is a painter and decorator who is using his skills to help some of the pupils decorate their bedrooms. He is also employed by the school in the holidays to do some painting and decorating.

There is still some way to go before all the accommodation reaches a high standard.

The staff members have created a homely environment in the living areas. There is an ongoing programme of refurbishment, decoration and re carpeting. The pupils who showed the inspector round were justifiably proud of what had been achieved. Many of the rooms had been personalised by the children to reflect their tastes all included a television and some had a tape/CD player. Some bedrooms would benefit from more personal effects.

All the young people seen by the inspectors felt able to request a change of room or to request to share with a friend. They reported that they were able to make a private telephone call either with their mobile phone or on the house telephone.

The school was warm and comfortable throughout the inspection period. There are a variety of combinations of bathroom facilities all of which take account of the children's needs for privacy, dignity and safety and are accessible from the sleeping and recreational areas of the school. All the bathroom doors have suitable locks that are in good working order. Many would benefit from a complete updating and less old institutional feel. Staff members have separate toilet and showering facilities.

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 standard(s) ,1,18,19,28,29,30,31,32,33.

The school is well managed and provides a safe and stable environment for the pupils. The school employs an adequate number of staff all of whom have significant residential that enables them to meet the needs of the young people accommodated. The Head of Care provides excellent support to the care staff and the pupils. The Head Teacher provides excellent leadership when he is on site.

Internal monitoring by the school has significantly improved and is effective in ensuring that any potential shortfalls in services are identified and remedial action taken.

EVIDENCE:

The school has a procedure for who and how written documentation about each child can be accessed. All entries on the child's file were entered daily, dated and signed. Children knew of the existence of these files and actively contributed to them. The pupils' care and welfare records are up to date, well kept, clearly written and comprehensive in nature. The information included the date of admission, the placing authority, relevant name, address and telephone numbers. They included weekly targets that were agreed with the children, which were signed and dated, by both staff and children.

The school has a record of all the different activities undertaken by each child and a record of the members of staff present at each activity session.

The school was seen by the inspector to be adequately staffed with a very experienced, mature, stable work force who are able to meet the needs of the children and to cover any emergencies that might arise. There are two waking night staff, one in each building. They are supported by a back-up system of senior managers on call. Examination of the staff rota's confirmed that these were the normal ratios of staff to children. There was demonstration of clear lines of communication and accountability. All new members of staff reported having a comprehensive induction programme.

All members of the care team receive regular updating on behaviour management and the use of restraints and child protection. The staff members interviewed by the inspector were able to clearly identify their lines of accountability. The Head of Care has an open door policy and is easily available. The Head of Care and other heads of departments have introduced a new appraisal system offering individual supervision to all staff members each half term and an annual appraisal. All staff have access to the full range of policies and procedures. The Head of Care is experienced in her position and holds an NVQ equivalent i.e. a diploma in Health and Social Care. She is undertaking a management qualification to complement this professional qualification.

The senior care staff members have gained considerable experience in working with children with severe emotional and behavioural difficulties. Some have worked at the school for many years. All staff are now undertaking NVQ training to complement their years of hands on experience.

The care staff rotas are worked in such a way as to allow adequate time for staff meetings and hand over sessions and allow time for high quality interaction with the children.

The school has excellent plans to accommodate a range of foreseeable crises such as complaints, staff shortages and serious allegations. The staff interviewed knew where to find the procedures and parents had access to this information.

The governing body has set up a system to visit the boarding houses each half term. It was recorded that most of these are carried out unannounced. The inspector noted a process for countersigning a variety of records.

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. Where there is no score against a standard it has not been looked at during this inspection.

4 Standard Exceeded (Commendable) **3** Standard Met (No Shortfalls)
2 Standard Almost Met (Minor Shortfalls) **1** Standard Not Met (Major Shortfalls)

"X" in the standard met box denotes standard not assessed on this occasion

"N/A" in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	4
15	4

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

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	3
20	4

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

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	4
18	3
19	2
28	4
29	4
30	3
31	4
32	3
33	3

no

Are there any outstanding requirements from the last inspection?

STATUTORY REQUIREMENTS

This section sets out the actions which must be taken so that the registered person/s meets the Care Standards Act 2000, Care Homes Regulations 2001 and the National Minimum Standards. The Registered Provider(s) must comply with the given timescales.

No.	Standard	Regulation	Requirement	Timescale for action
1.	19, 27		The school must implement its recruitment policy fully,.	July 1 st 2005

RECOMMENDATIONS

These recommendations relate to National Minimum Standards and are seen as good practice for the Registered Provider/s to consider carrying out.

No.	Refer to Standard	Good Practice Recommendations
1.	23, 24	The planned refurbishment of the houses should continue at a faster speed and one house should be decorated fully at each holiday to improve the living and sleeping accommodation.
2	25	The bathrooms should be upgraded and made more domestic in nature in keeping with the schools ethos for homely accommodation.

Commission for Social Care Inspection

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