



*Making Social Care  
Better for People*

# inspection report

**BOARDING SCHOOL**

**Dulwich Preparatory School**

**Coursehorn  
Course Horn Lane  
Cranbrook  
Kent  
TN17 3NP**

*Lead Inspector*  
Sophie Wood

*Announced Inspection*  
6th February 2007      09:00

The Commission for Social Care Inspection aims to:

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

<b>Reader Information</b>	
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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 *Boarding Schools*. They can be found at [www.dh.gov.uk](http://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](http://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.

# SCHOOL INFORMATION

<b>Name of school</b>	Dulwich Preparatory School
<b>Address</b>	Coursehorn Course Horn Lane Cranbrook Kent TN17 3NP
<b>Telephone number</b>	01580 712179
<b>Fax number</b>	01580 715322
<b>Email address</b>	
<b>Provider Web address</b>	
<b>Name of Governing body, Person or Authority responsible for the school</b>	Dulwich College Preparatory School Trust
<b>Name of Head</b>	Mr S L Rigby
<b>Name of Head of Care</b>	Mr Ian White
<b>Age range of boarding pupils</b>	9 – 13 years
<b>Date of last welfare inspection</b>	27 <sup>th</sup> January 2004

## **Brief Description of the School:**

Dulwich Preparatory school is situated in the heart of the Weald of Kent, close to the rural town of Cranbrook. As the school has increased in size, the older buildings on the campus have been sympathetically and effectively updated to provide extra facilities in keeping with the overall architectural provision of the site.

Pre-prep pupil numbers have increased significantly recently and the school has responded to the decline in parental demand for full boarding by increasing provision for both weekly and flexi boarding, which continues to be in demand from parents. The popularity, particularly of boys' boarding, is evidenced by the fact that there is a waiting list for boys and girls' flexi boarding.

Although very popular, the boarding provision remains relatively 'small' and the age range accommodated is from 9 to 13 years, boys and girls. The accommodation is separated by gender, with the boys' house situated on the edge of the school campus and the girls' provision within the main building of the school. Both areas offer excellent security and clean, well – furnished living accommodation.

Great emphasis is placed on providing for the individual and specific support required for each child to realise their full potential and the school continues to celebrate the academic success of its pupils, with a proven 'track record' of securing places at prestigious independent upper schools, when pupils leave at age 13.

The fees for boarding are charged at a rate of £30.00 per night when an advanced booking is made and £33.00 per night for 'short notice' bookings.

# SUMMARY

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

Lead inspector, Sophie Wood visited the school on 6<sup>th</sup> February 2007. The reason for this inspection was to find out whether the school was continuing to provide a safe and happy boarding service.

Time was spent meeting different members of the staff team, visiting the boarding houses and reading many different records.

Boarders were joined for meals, their activities were seen and many spent time talking with Sophie, telling her about their boarding experiences.

They gave many good examples and talked about feeling safe and enjoying their time at the school. When asked if there were any parts they didn't like, no - one could think of a reason.

When Sophie visited in 2004, she asked for some improvements to be made and it was really positive to find that all of these suggestions had been carried out.

The pupils spoken with were extremely polite and helpful; they answered all questions honestly and enthusiastically. They were very proud of their school, which again demonstrated that it provides an excellent boarding service.

## **What the school does well:**

- The boarding team is made up of experienced and motivated people. They know the children well and provide them with excellent support.
- A good number of staff are on duty every evening; this means lots of activities happen and no-one gets bored.
- The boarding houses are beautifully kept and maintained. They are clean and safe.
- The food is of an excellent standard; plenty of healthy choices are available.
- Pupils are able to use the library outside of school time for their 'prep'.

- An excellent nursing provision means pupils are very well looked after if they get hurt or become unwell.
- The school makes sure that thorough checks are made on all new staff to protect the safety of the children.

### **What has improved since the last inspection?**

- Improved checks are being made on all new staff, to make sure only 'safe' people come to work at the school.
- Extra lighting has been placed between the boys' house and main school building.
- A dormitory with a fire escape window is now no longer used for this purpose.
- All staff have received updated child protection training.

### **What they could do better:**

- It would be a good idea for the laundry room to be moved away from the medical centre for 'good hygiene' reasons.
- A 'medi - fridge' should be purchased for the medical centre for the storage of liquid antibiotics, etc.

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](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office. The summary of this inspection report can be made available in other formats on request.



# **DETAILS OF INSPECTOR FINDINGS**

## **CONTENTS**

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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:

- Boarders' health is promoted. (NMS 6)
- Safeguarding and promoting boarders' health and welfare are supported by appropriate records. (NMS 7)
- Boarders' receive first aid and health care as necessary.(NMS 15)
- Boarders are adequately supervised and looked after when ill.(NMS 16)
- Boarders are supported in relation to any health or personal Problems.(NMS 17)
- Boarders receive good quality catering provision (NMS 24)
- Boarders have access to food and drinking water in addition to main meals.(NMS 25)
- Boarders are suitably accommodated when ill. (NMS 48)
- Boarders' clothing and bedding are adequately laundered.(NMS 49)

## The Commission considers Standards 6 and 15 the key standards to be inspected.

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

6, 15, 24, 25, 48, 49.

Quality in this outcome area is excellent.

The health of boarders is positively promoted. They can be assured that they will be well looked – after at school.

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

## EVIDENCE:

Sound and clear policies exist and are implemented with regards health promotion for all pupils of the school. This includes a comprehensive PHSE programme, which covers a multitude of subjects and material that reflects the age and understanding of each year group. This aspect was particularly impressive and the school is explicitly clear in its desire to provide older pupils with appropriate material and education, in preparation for entering their teenage years and secondary schools. The school is commended for this standard.

The medical centre was toured and the school nurse, appointed since the last inspection, was interviewed. At the time of this visit, two pupils were being looked after in the sick bay, waiting to be collected by parents. The medical centre provides qualified nursing cover throughout the school day and the nurse on duty is further supported by a boarding matron who is first aid qualified. The nurse is also contactable during the evenings if needed, however; she said such instances are extremely rare.

All medication is held securely; the nurse retains overall responsibility for the ordering, storage and monitoring of all medicines, including 'homely remedies'. The use of the latter is very clearly monitored. Strict protocols are in place; written parental permission is sought for each of the products held by school and only a small number of different items are held, for example, Calpol pain relief, cough linctus and throat lozengers. Clear protocols are implemented by the boarding team, in the event that medication is administered during the evening. This is clearly recorded and the medical centre is advised first thing the following morning to avoid any possible over administration.

Controlled medication is rarely used, however; the storage and administration of such medicines is safe and appropriate. Two older pupils carry their own 'Epi - pens' and this has been agreed subject to a clear risk assessment process. The school GP, who provided complimentary written feedback about the school, visits to conduct a surgery twice weekly. Pupils are able to see him privately and can request to be seen by a female GP if they wish.

The school nurse is currently reviewing and where necessary, amending health and medication policies and procedures. Since joining the school, just over a year ago, she has attended 3 training courses each term, with particular relevance to the role of the 'school nurse'.

She has implemented a stricter protocol in terms of medication being brought into the school for individual pupils. Any such medication must be brought in by a parent / guardian and be within its original packaging, complete with the dispensing / administration details on the packaging. Parents are also required to complete a health questionnaire on behalf of their child, which includes consent for treatment and the administration of medication; this is updated annually.

There are occasions where 'cold storage' is required, for example, liquid antibiotics and the nurse confirmed that a separate fridge is on order. She was advised that, in accordance with good practice guidance, this should be a 'medical fridge' as opposed to a domestic one. A further advisory recommendation is to remove the current laundry provision from the medical centre for 'good hygiene' and potential cross - infection purposes.

Boarders were joined for a variety a meals and snacks, both within the main school dining hall and later on, at the boarding houses. The choice and variety on offer was commended and no negative comments were received from boarders, either verbally or through their written questionnaires.

During the tour of the boarding accommodation, evidence was seen of the arrangements in place for laundry provision. All of the boarders know the

protocol for bringing in their own duvet covers and pillow - cases; they also know how and when to place their own clothing for washing. Upon arrival at their boarding house at the end of the school day, boarders can expect to find their beds made, with fresh clothing washed and prepared ready for the following morning. No negative comments were received from boarders or parents with regards the school's laundry provision.

# Staying Safe

## The intended outcomes for these standards are:

- Boarders are protected from bullying.(NMS 2)
- Boarders are protected from abuse.(NMS 3)
- Use of discipline with boarders is fair and appropriate.(NMS 4)
- Boarders' complaints are appropriately responded to.(NMS 5)
- The operation of any prefect system safeguards and promotes boarders' welfare (NMS 13)
- Boarders' welfare is protected in any appointment of educational guardians by the school.(NMS 22)
- Boarders are protected from the risk of fire. (NMS 26)
- The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.(NMS 28)
- Boarders' safety and welfare are protected during high risk activities.(NMS 29)
- Boarders' personal privacy is respected.(NMS 37)
- There is vigorous selection and vetting of all staff and volunteers working with boarders.(NMS 38)
- Boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.(NMS 39)
- Boarders have their own accommodation, secure from public intrusion. (NMS 41)
- Boarders are protected from safety hazards.(NMS 47)

## The Commission considers Standards 2, 3, 4, 5, 26, 37, 38, 39, 41 and 47 the key standards to be inspected.

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

2, 3, 4, 5, 26, 37, 38, 39, 41, 47.

Quality in this outcome area is excellent.

Boarders can be assured they will be protected from all forms of potential harm and abuse. Their environment is safe and secure, and sound vetting procedures offer the required safeguards.

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

## **EVIDENCE:**

From the 53 returned boarder questionnaires, 12 parent letters and through many conversations with boarders and staff, not one instance of bullying was reported. A few children said they had endured episodes of 'falling out' with friends and talked of instances of 'name calling', however; they also stated that **all** staff are quick to intervene and resolve such incidents satisfactorily. Beyond this, the school actively encourages an atmosphere of acceptance and tolerance; boarders are expected to mix within their year groups and this was directly observed during the inspection. Older pupils were happily 'looking after' the younger ones appropriately and all appeared to be thoroughly enjoying their evening.

When asked about the school's complaints processes, a group replied, "What is there to complain about?" They went on to describe that if they are upset or worried about anything, they can simply tell a member of staff and expect the problem to be sorted out.

Clear processes and methods are in place, with regards the use of appropriate disciplinary measures. The school remains clear that focus is placed upon the rewarding of positive behaviour and not simply academic achievements. All forms of success are actively celebrated and where misdemeanours do occur, written records support that sanctions are appropriate and evenly distributed.

Since the previous inspection, the school's DCPO has retired and her 'successor' was interviewed. A small number of advisory recommendations had been made from the previous inspection and it was very positive to find these had all been fully implemented. The policy and procedure had been reviewed and updated, all staff had received up to date training, including ancillary workers and robust reporting and liaison was evidently in place, in terms of good links being established with the Local Area Child Protection Coordinator for schools. Every staff member spoken with was able to demonstrate a sound understanding of the school's child protection processes and written records were being securely held and were clear and specific.

No negative comments were received from the local fire office in response to being notified of this inspection. All fire evacuation routes were clear and appropriately marked. Drills are routinely practised and the timing of these is varied, in order that they occur late at night and early in the morning. The girls delighted in telling of a burnt toast incident, which recently triggered the alarm, so this was used as a 'real' evacuation exercise. One individual was in the shower, but still left the building in less than two minutes! All of the furnishings within boarding are satisfactorily fire retardant and extinguishers are appropriately placed and regularly serviced.

During the course of the evening, staff were observed to maintain an appropriate distance, in terms of providing safe supervision, without compromising the privacy of those in their care. No boarder complained about this aspect and all confirmed the practice of staff protects their privacy.

Following the previous inspection, the recommendation to 'tighten' the school's recruitment procedures has been fully implemented. A number of staff personnel files were randomly selected for this purpose and it was clearly evident that sound and thorough vetting procedures are implemented in every case. Written references are being followed up, original certificates of qualifications are required, Enhanced CRB certificates are obtained and any gaps in employment are questioned and recorded. Not one individual had been able to take up their post until all such checks had been satisfactorily returned. In terms of ancillary workers, the school makes explicitly clear, its rule that such staff do not have unsupervised access to pupils. In addition, gap students are also adequately supervised by the boarding staff team.

Both boarding houses were toured and no concerns were noted in terms of safety and security. Since the previous inspection, the recommendation to address the security of one of the girls' dormitories and to provide additional lighting from the boys' house to the main school building, had been fully implemented. Refurbishment is planned for the girls' downstairs bathrooms and this will occur outside of term time, so no safety risks will be presented for the boarders.

# Enjoying and Achieving

## The intended outcomes for these standards are:

- Boarders have access to a range and choice of activities.(NMS 11)
- Boarders receive personal support from staff.(NMS 14)
- Boarders do not experience inappropriate discrimination.(NMS 18)
- Boarders' welfare is not compromised by unusual or onerous demands.(NMS 27)
- Boarders have satisfactory provision to study.(NMS 43)
- Boarders have access to a range of safe recreational areas.(NMS 46)

## The Commission considers Standards 14 and 18 the key standards to be inspected.

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

11, 14, 18, 27, 43, 46.

Quality in this outcome area is excellent.

Boarders enjoy a wide range of activities, within safe surroundings. They receive support from staff when they need it and are able to study in a quiet, well – equipped environment.

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

### EVIDENCE:



Boarders spoke very positively regarding the range and choice of activities available for them outside of teaching time. During the course of the evening, some of the boys were playing table tennis and pool within their own lounge / games room, whilst others were watching television. Two others were discussing their preparation for an exam with their house - mistress. Much of the rest of the school site can also be accessed, with good levels of supervision provided; during summer months, outdoor activity increases, for example, use of the outdoor swimming pool. Each house has televisions, computers, video players and DVDs, and a range of books and board games.

Boarders spoke very positively about the support they receive from staff; this extended to teachers, nursing personnel and the boarding team. Such positive views were also described within the letters received from parents. Good communication links exist within the wider staff team, in that concerns about any particular pupil are shared, within the boundaries of protecting confidentiality. It was evident through discussions with various staff, that the pupils are very well known and this ensures their own particular and individual needs are identified and met.

Now that the school no longer offers 'full time' boarding provision, the number of boarders from overseas has obviously declined. Notwithstanding, the school continues to accommodate pupils from a variety of ethnic and cultural backgrounds and welcomes all enquiries made to join the school. This extends to those who may also have additional learning needs or health conditions. Throughout the course of this visit, no pupil talked of being discriminated against and there were no concerns regarding onerous demands either.

During the course of the evening, 'Prep' was observed. This takes place within the main school library, which can only be described as a superb facility. Each boarder was seen to fully use the facilities available and the head of boarding was present to provide any assistance needed. Emphasis was placed however, upon encouraging them to find out the answers themselves! Should any boarder have additional homework, due to exams, they are able to use the library for longer or utilise the computers and resources available within the boarding houses.

The overall school site is continuing to develop further; a major piece of work at present is the construction of additional lower school buildings. The swimming pool and sports hall are accessible for boarders' use and there are good communal areas within each boarding house. In effect, this means that boarders can choose to join in with noisy, active group activities or be alone in quiet surroundings. Given the number of staff available to supervise all these pursuits, and the quality of maintenance and upkeep of such areas used, the boarders are able to enjoy themselves, in safety.



## **Making a Positive Contribution**

### **The intended outcomes for these standards are:**

- Boarders are enabled to contribute to the operation of boarding in the school.(NMS 12)
- Boarders can maintain private contact with their parents and families.(NMS 19)
- New boarders are introduced to the school's procedures and operation, and are enabled to settle in.(NMS 21)
- Boarders have appropriate access to information and facilities outside the school.(NMS 30)
- There are sound relationships between staff and boarders.(NMS 36)

### **The Commission considers Standards 12 and 19 the key standards to be inspected.**

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

12, 19, 21, 36.

Quality in this outcome area is excellent.

The opinions of boarders are valued and they readily settle into the boarding provision.

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

### **EVIDENCE:**

Boarders spoke very positively about the forums available to them for consultation. In the main, the student council was mostly referred to and pupils confirmed that ideas and views about the boarding provision are often discussed here. In addition, they said that the boarding staff routinely ask them for ideas about the boarding houses, such as equipment to buy or new activities to try.

Parents were equally complimentary, with a number stating that they were particularly happy with the school's decision to opt for flexi and weekly boarding, in accordance with the high demand for it.

Given the absence now of full time boarders, and that most pupils stay for only one or two nights each week, those spoken with said they did not feel they needed any additional resources in terms of making telephone contact with home. The school, however, continues to provide such facilities and one child was observed to request to use a telephone privately. This was honoured, without question.

The school provides clear written guidance with regards its boarding provision. Pupils are invited to try a 'taster' night, before deciding whether they wish to take up a regular place. Many of the boarders spoken with said they had older siblings using the boarding provision, and that they couldn't wait to join, given all the positive things their brothers and sisters had told them. Comments from boarders included:

"It's brilliant and all your questions are answered".

"I love boarding because there is so much to do and I see all my friends".

"It's great because you're with your friends and you get all your work done. Plus you don't have to get up so early in the morning!"

"The boarding staff really love us. They enjoy being here as much as we do!"

Every single boarder questionnaire reported most positively about relationships with the staff of the school. Frequent mentions were made about all members of the boarding team, the nursing personnel and individual teachers. Such reports were further endorsed by parent letters and direct observations made during the inspection, also supported this view.

# **Achieving Economic Wellbeing**

## **The intended outcomes for these standards are:**

- Boarders' possessions and money are protected.(NMS 20)
- Boarders are provided with satisfactory accommodation.(NMS 40)
- Boarders have satisfactory sleeping accommodation.(NMS 42)
- Boarders have adequate private toilet and washing facilities.(NMS 44)
- Boarders have satisfactory provision for changing by day.(NMS 45)
- Boarders can obtain personal requisites while accommodated at school.(NMS 50)
- The welfare of boarders placed in lodgings is safeguarded and promoted.(NMS 51)

## **The Commission considers Standard 51 the key standard to be inspected.**

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

This outcome group was not inspected. All of the standards were fully met last time and standard 51 is not applicable.

## **EVIDENCE:**

# Management

## The intended outcomes for these standards are:

- A suitable statement of the school's principles and practice should be available to parents, boarders and staff (NMS 1)
- There is clear leadership of boarding in the school.(NMS 8)
- Crises affecting boarders' welfare are effectively managed.(NMS 9)
- The school's organisation of boarding contributes to boarders' welfare.(NMS 10)
- Risk assessment and school record keeping contribute to boarders' welfare.(NMS 23)
- Boarders are adequately supervised by staff.(NMS 31)
- Staff exercise appropriate supervision of boarders leaving the school site.(NMS 32)
- Boarders are adequately supervised at night.(NMS 33)
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.(NMS 34)
- Boarders are looked after by staff following clear boarding policies and practice.(NMS 35)
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

## The Commission considers Standards 1, 23, 31 and 34 the key standards to be inspected.

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

1, 8, 10, 23, 31, 32, 33, 34, 35.

Quality in this outcome area is excellent.

The boarding provision is led and implemented by a motivated, experienced team. The implementation of clear policies and guidance serves to provide a safe service that is subject to robust monitoring.

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

## EVIDENCE:

The written literature available to boarders, parents and staff is clear, concise and subject to ongoing review. It accurately describes the boarding provision and invites any further questions to be asked.

The team is led by an experienced head of boarding and he benefits from having a dedicated team of staff, which possess many collective years' experience.

The boarding provision is separated in terms of gender and dormitories provide accommodation for each different year group. This means that bed times run smoothly, with older boarders not disturbing the younger ones. Other boarding activities however, actively encourage boys and girls, older and younger, to mix with each other and this creates a lovely, inclusive atmosphere to the entire boarding provision.

Further to the previous recommendation made, in terms of implementing a more robust and thorough risk assessment process, it was pleasing to find this had been completed and as was found previously, the boarding houses were free from potential 'health & safety' hazards.

No overloaded electrical were seen, there was evidence of regular and ongoing PAT testing and all such COSHH substances in use were being safely stored.

As has been previously stated, the boarding team possesses a wealth of relevant experience, however; relevant training courses continue to be provided. As a team, they meet regularly and the entire boarding provision is subject to ongoing review.

Adequate staffing numbers are deployed during the evenings and boarders know whom to contact during the night if they need assistance. Such personnel are in residence close by and can easily be summonsed.

Clear and explicit protocols are adhered to, in terms of boarders, or indeed, any pupils leaving the school site. Clear risk assessment processes are followed, to ensure sufficient supervision is in place before any activity leaving the school grounds is offered.

The roles and responsibilities of staff with boarding duties are clearly defined within job descriptions and the contract for staff with residential provision is clear and specific, as is the staff disciplinary policy and procedure. In the event of an allegation being made, or concerns being raised, the school is explicitly clear about suspension and potential ongoing disciplinary action being taken. Written records are being sufficiently monitored and the administration team is commended for the thorough processes it implements in this regard.

# SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Boarding 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

<b>BEING HEALTHY</b>	
<i>Standard No</i>	<i>Score</i>
<b>6</b>	4
<b>7</b>	X
<b>15</b>	4
<b>16</b>	X
<b>17</b>	X
<b>24</b>	4
<b>25</b>	4
<b>48</b>	3
<b>49</b>	3

<b>STAYING SAFE</b>	
<i>Standard No</i>	<i>Score</i>
<b>2</b>	4
<b>3</b>	3
<b>4</b>	3
<b>5</b>	4
<b>13</b>	X
<b>22</b>	N/A
<b>26</b>	3
<b>28</b>	X
<b>29</b>	X
<b>37</b>	4
<b>38</b>	4
<b>39</b>	4
<b>41</b>	3
<b>47</b>	3

<b>ENJOYING AND ACHIEVING</b>	
<i>Standard No</i>	<i>Score</i>
<b>11</b>	4
<b>14</b>	4
<b>18</b>	3
<b>27</b>	3
<b>43</b>	4
<b>46</b>	4

<b>MAKING A POSITIVE CONTRIBUTION</b>	
<i>Standard No</i>	<i>Score</i>
<b>12</b>	4
<b>19</b>	3
<b>21</b>	4
<b>30</b>	X
<b>36</b>	4

<b>ACHIEVING ECONOMIC WELLBEING</b>	
<i>Standard No</i>	<i>Score</i>
<b>20</b>	X
<b>40</b>	X
<b>42</b>	X
<b>44</b>	X
<b>45</b>	X
<b>50</b>	X
<b>51</b>	X



# SCORING OF OUTCOMES

## Continued

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
<b>1</b>	4
<b>8</b>	4
<b>9</b>	X
<b>10</b>	4
<b>23</b>	3
<b>31</b>	3
<b>32</b>	3
<b>33</b>	4
<b>34</b>	3
<b>35</b>	3
<b>52</b>	X

Are there any outstanding recommendations from the last inspection? NO

### RECOMMENDED ACTIONS

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

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)
<i>The date shown in the next column indicates a response time to this report only. There are <b>no</b> serious welfare concerns.</i>			
1.	BS15	It is recommended that consideration be given to moving the laundry room to another location, as opposed to being in the medical centre, due to potential cross – infection. It is further recommended that a ‘medi – fridge’ be purchased for the cold storage of medication as opposed to using a domestic appliance.	25/03/07

## **Commission for Social Care Inspection**

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