



Making Social Care
Better for People

inspection report

BOARDING SCHOOL

Haydon Bridge High School - Ridley Hall Boarding Wing

**Haydon Bridge High School
Haydon Bridge
Hexham
Northumberland
NE47 6LR**

Lead Inspector
Anne Urwin Brown

Key Announced Inspection
10th July 2006 10:00

The Commission for Social Care Inspection aims to:

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

Reader Information

Document Purpose	Inspection Report
Author	CSCI
Audience	General Public
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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 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.

SCHOOL INFORMATION

Name of school	Haydon Bridge High School - Ridley Hall Boarding Wing
Address	Haydon Bridge High School Haydon Bridge Hexham Northumberland NE47 6LR
Telephone number	01434 344282
Fax number	F/P 01434 344282
Email address	ridleyhall@haydonbridgehigh.co.uk
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Northumberland Local Education Authority
Name of Head	Mr J Dowler
Name of Head of Care	Mr M Murphy
Age range of boarding pupils	
Date of last welfare inspection	

Brief Description of the School:

Ridley Hall is situated about four miles from Haydon Bridge and it provides boarding accommodation for children attending Haydon Bridge High School. Northumberland County Council lease the hall and it accommodates about sixty pupils aged between 13 and 18 years on four nights of the week. From Monday after school until Friday before school pupils stay at Ridley Hall. Ridley Hall provides holiday breaks, courses, conferences and functions at times when they pupils are not staying. Boarding is available for pupils who have to travel for more than one and a quarter hours to get to school.

SUMMARY

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

This inspection took place over two days and involved discussion with the Warden, Headmaster, all the pupils boarding, and seven staff, inspection of records and a pupil guided tour of the building. Pupils returned twenty-two questionnaires. Two inspectors and a Boarding Sector Specialist Inspector carried out the inspection. Inspectors were present at Ridley Hall in the early morning and the evening.

What the school does well:

Boarding at Ridley Hall gives pupils opportunities to spend time with other young people and to experience a wide range of activities that they could not take part in when living at home.

Staff at Ridley Hall provide good support to pupils and there is a culture of respect and trust. Academic support is excellent. Pupils confidence and team building skills are fostered and developed.

Pupils are involved and have a clear sense of ownership in making choices about food, activities and other aspects of everyday life. The quality and choice of meals are very good.

Clear leadership is demonstrated and there is a stable, experienced staff team who are committed to providing a high standard of care.

Pupils are encouraged to plan and exercise responsibility for helping charitable causes.

There are very good recreational and study facilities.

Good arrangements are in place for reporting to parents about development and progress.

The management of the dual function of Ridley Hall has advantages for enabling improvements to the service offered to children.

What has improved since the last inspection?

The policies and procedures have been reviewed including the Statement of Boarding Principles and Practice.

Additional games, activities and books that reflect pupils' interests have been provided.

Records of medicines contain appropriate information.

Each pupil has lockable storage available.

A system for monitoring records has been introduced, but further work would improve this.

The quality, quantity and choice of meals have been reviewed.

Fire checks are carried out regularly. A fire risk assessment is in place.

All staff have written job descriptions.

Appropriate employment checks are carried out before any new staff start work.

What they could do better:

The child protection policy needs review to ensure it is clear when social services should be informed. All staff should have regular training/briefings on child protection that is suited to the level of their involvement with pupils.

The complaints procedure for parents and pupils should be reviewed.

A definition of bullying needs to be included in the guidance. Information about how bullying is prevented, dealt with and followed up by staff is also needed.

Staff need to be clear about confidentiality.

Clear information about rules and boundaries needs to be available for pupils and parents.

A training programme for staff is needed taking account of boarding development plans and information from staff appraisals.

Induction training needs review to cover guidance on child protection and confidentiality.

An audit of physical standards is needed to identify priorities and attention should be given to fitting window restrictors to all first and second floor windows.

A risk assessment should be carried out on the security of doors left open during times when staff are not present in the area.

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:

- 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)

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

6, 7, 15

Quality in this outcome area is good. This judgment has been made from evidence gathered both during and before the visit to this service

Boarders health is promoted. Records relating to safeguarding and promoting boarders' health are kept in an appropriate form, although guidance could be improved by including information about carrying out assessments of any individuals before they are given permission to keep control of their own medicines. Boarders receive first aid and health care as necessary.

EVIDENCE:

Information leaflets are provided for pupils about health promotion, including alcohol, drugs and smoking. Appropriate guidance is in place and has been updated for staff on countering risks to health including substance abuse. Information about contacting counselling services is made available for boarders. Records are available to confirm a drugs counselling service make regular visits.

Information is supplied by parents about pupils' health history before they come to board at Ridley Hall. Evidence was available from other records that additional information about any special welfare needs is kept. Arrangements for maintaining confidentiality of records are satisfactory. Guidance for staff would be improved by including information about how assessments are carried out before a pupil is given permission to manage their own medicines.

Evidence was available from records and discussion with staff that health and personal problems are identified. Pupils said that at times they felt that they were sent home too soon if they were poorly. They gave an example of having a headache.

First aid training has been provided for staff and records and discussion with staff confirmed this. Pupils are able to register with the local general practitioner if their parents agree, as they spend as much time at Ridley Hall as they do at home. Parental consent forms are in place for emergency treatment and for the administration of paracetamol.

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)

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

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

Quality in this outcome area is adequate. This judgment has been made from evidence gathered both during and before the visit to this service

Boarders feel there is little bullying evident, however the anti-bullying procedure should include more information including a definition of bullying, information about how bullying is prevented, dealt with and followed up on. Staff are aware of the need to protect boarders from abuse, but some areas of the child protection guidance need review to ensure that any allegations are reported within twenty-four hours and some staff training is needed. Use of discipline is fair and appropriate. Boarders complaints are satisfactorily responded to, but the Complaints Procedure needs to be amended for both parents and pupils to include a definition of formal and informal complaints. Boarders are protected from the risk of fire. Boarders personal privacy is

respected. A system is in place for selection and vetting of staff and volunteers working with boarders. Boarders are protected from unsupervised contact at school with adults who have been subject of the school's complete recruitment checking procedures. There is supervision of all unchecked visitors to the boarding premises, however at times some doors were left open during the inspection when no staff were in the area.

EVIDENCE:

The anti-bullying policy needs to be reviewed to ensure it includes information about the types of bullying that can occur. It was not clear how incidents of bullying are dealt with and there was no written evidence about how staff stop incidents of bullying. The bullying policy is not made available for pupils and parents. Records showed that specific incidents are recorded, but was not clear about the action taken afterwards to prevent further incidents. Boarders said that they thought there "wasn't much bullying", but did not appear to have a clear understanding of the types of bullying that can occur. In the pupil questionnaires twenty-four pupils said they had not been bullied.

Child protection is not mentioned in the School's prospectus. The child protection guidance has been updated since the last inspection. The guidance needs to include information about making a referral to social services within an appropriate timescale of any allegation or suspicion of abuse. The child protection procedures say all staff receive guidance and most staff said that they have had training. Some ancillary staff said they had not. There is an identified member of staff in the school and a second named person who are responsible for taking forward allegations and making a child protection referral. Young people said that they felt safe and they would tell staff or telephone their parents if they were worried about something.

Behaviour management policies are in place, but there is no system for rewarding good behaviour. A record of any punishments or sanctions is kept. Evidence was available that appropriate action is taken to deal with inappropriate behaviour. Staff reported that pupils generally behave well and there is little need to use sanctions. Pupils said that staff expected them "to get it right", but were not able to give details of rewards, praise and encouragement. An example of a sanction was the removal of a young person's mobile telephone for the evening when they had been using it during prep and records were available to confirm this. Pupils said they were clear about what is not acceptable behaviour. Any specific punishments are appropriately recorded and there is a system for the Warden to monitor these records.

The complaints procedure needs to provide clear information for pupils and parents on how to make a complaint. It also needs to distinguish between

formal and informal complaints. There have been no complaints made. Pupils said that they felt able to talk to a member of staff if they had a problem and questionnaires confirmed this.

Records show that there are regular fire drills and evacuations of the building. Emergency lighting, fire alarms and fire equipment is regularly tested and records confirm this.

Levels of supervision of pupils during the inspection were satisfactory. A policy is in place for staff entering pupils' bedrooms that includes arrangements in the event of an emergency when a member of staff of the opposite sex is required to enter a pupil's room. The staff rota provides that there is always a male and female member of staff on duty.

Evidence was available from records at the school that appropriate checks including two references and a Criminal Records Bureau check are carried out before new staff start work at Ridley Hall. The Warden confirmed that Northumberland County Council's recruitment procedure is followed for the appointment of all new staff.

There are no adults other than the teaching staff living at Ridley Hall. Visitors are monitored to prevent their having unsupervised access to boarders unless a member of staff is present. It was evident that at times some of the doors to the building are left open when staff are not present and systems need to be in place to prevent any unauthorised access to the building.

A secure door entry system is in use at the main entrance to the boarding accommodation and visitors are monitored.

Risk assessments are in place for the premises and guidance is in place on assessing risks. Pupils do not leave the premises unsupervised without an appropriate risk assessment being carried out. Restrictors are not fitted to all windows on the first and second floor and an audit is needed to identify works to be done to meet this standard. Pupils were clear about activities and areas that are out of bounds other than when accompanied by staff.

Enjoying and Achieving

The intended outcomes for these standards are:

- Boarders have access to a range and choice of activities.(NMS 11)
- 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)

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

11, 18

Quality in this outcome area is good. This judgment has been made from evidence gathered both during and before the visit to this service

Boarders have access to a very varied range and choice of activities and staff are to be commended for the opportunities provided. Boarders do not experience inappropriate discrimination at Ridley Hall.

EVIDENCE:

Ridley Hall provides pupils with a wide range of opportunities to take part in activities. There is a tennis court, football pitch and extensive grounds that are accessible to all pupils. There is also a gym, snooker table and computer room. Pupils said they enjoyed the opportunities provided by staying at Ridley Hall during the week that allowed them to experience more varied activities and outings in the evening after school. They clearly saw this as a benefit of boarding. They said that there is choice about what they do and this was confirmed during the inspection.

There was no evidence of any inappropriate discrimination in respect of race, gender, religion or cultural background. There was evidence that care provision is sensitive to the needs of individual pupils. School documents on inappropriate discrimination are commended.

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 receive personal support from staff.(NMS 14)
- 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)

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

12, 14, 19

Quality in this outcome area is good. This judgment has been made from evidence gathered both during and before the visit to this service

Boarders are enabled to contribute to the operation of boarding in the school. Boarders receive personal support from staff. Boarders are able to maintain private contact with their parents and families.

EVIDENCE:

Pupils gave examples of how they are able to express their views about boarding provision at the council meetings. Some of the changes made as a result of suggestions made at the council meetings included menus and activities. Pupils said the code of discipline is also being discussed and they felt their views were being taken seriously. Good humoured, informal interaction and consultation between staff and pupils was observed during the inspection.

Fourteen pupils said that they felt well supported and could speak to staff about personal problems in questionnaires completed for this inspection. In the group discussion during the inspection pupils said that they could speak to staff, but that they would most likely talk to their parents at weekends if they had any problems. They said there was a counsellor at school who is available to speak with them and that this person regularly visits Ridley Hall.

Guidance on contact with parents is available in the prospectus. Pupils confirmed that they use mobile telephones, email and the public telephone to keep in touch with their parents and families. Records and discussion with staff confirmed that there is appropriate contact with parents about any issues or significant concerns. Childline and other helpline contact details are available, although some of these were covered up by other notices on the pupils' information board. This was remedied during the inspection.

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)

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

40, 42, 44

Quality in this outcome area is good. This judgment has been made from evidence gathered both during and before the visit to this service

The accommodation provided is appropriate to boarders' needs and provides a comfortable environment for children, although some restrictors need to be fitted on first and second floor windows. A review of the security of the building is also needed. Sleeping accommodation is satisfactory. Boarders have adequate toilet and washing facilities that could be improved by a bath being available for the boys. Privacy would be improved by having lockable shower doors.

EVIDENCE:

The public accommodation on the ground floor is well maintained and provides appropriate accommodation for the boarders. It is well equipped and spacious. During the inspection there were times when doors were left open for long periods when no staff were around and this compromises the security of the building. Some restrictors on the windows on the first and second floors were not fitted or working properly. The glass in two bedroom windows was cracked and needed replaced.

Sleeping accommodation is organised in year groups and is on separate floors for male and female boarders. Bedrooms accommodate from two to five people. Pupils said that they could change rooms if they wished, but most said that they had decided whom they would share with before coming to board at the school. Since the last inspection some attention has been given to personalising the bedrooms with pictures. A system should be introduced to

identify priorities for improving the accommodation that provides information to be included in the development plan.

Some toilet/shower rooms have been upgraded since the last inspection and this has made a significant improvement to the facilities. The Warden said that it is planned to upgrade the bathroom and shower facilities as part of a planned programme. Consideration should be given to fitting lockable shower doors when further work is planned to give pupils more privacy. There is no separate bath available for use by boys.

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 placed in lodgings is safeguarded and promoted.(NMS 51)
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

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

1, 23, 31, 34, 35, 51

Quality in this outcome area is good. This judgment has been made from evidence gathered both during and before the visit to this service

There is a boarding prospectus that provides a clear statement of boarding principles, however this could be improved by more detailed guidance on key areas, including safeguarding children, which makes clear how whole-school policies relate to the boarding provision. Risk assessment contributes to pupils' welfare, but record keeping could be improved. A stable and experienced staff team provides adequate supervision for boarders. The induction training needs review to cover key policies including child protection and limits to confidentiality. The training programme for staff needs review to ensure that appropriate training opportunities in boarding practice are identified for boarding staff. There needs to be a more effective system for reviewing boarding policies and practice. No lodgings are arranged by Haydon Bridge School.

EVIDENCE:

There is a boarding prospectus that contains a clear statement of boarding principles. Information is now included about the dual function of Ridley Hall in providing boarding accommodation as well as providing a conference/function centre when pupils are not in residence. This includes information about how pupils will be safeguarded. The prospectus has an attractive style, but more detailed information is needed for parents and pupils on key areas including safeguarding children that makes clear how whole-school policies relate to the boarding provision. Specific boarding policies for Ridley Hall, which may be based on the whole-school policies are needed.

Evidence was available of monitoring and signing of records, however dating of monitoring is still needed to comply with good practice. A format needs to be developed to record outcomes and responsibilities for future action.

There are enough experienced staff in a stable team to fulfil the demands of the boarding day. A staff rota is in place and on display. There are appropriate arrangements in place to cover sickness and absence. Pupils confirmed that there are enough staff available to allow them to undertake activities and outings. They knew which staff were on duty and were satisfied that staff knew their needs.

Written job descriptions are available for all staff. Induction training need review to cover guidance on key policies including child protection and limits to confidentiality. In addition there is little evidence of ongoing training in boarding practice for staff and priorities need to be identified taking into account boarding development plans and appraisals. Boarding staff would benefit from opportunities to share good practice with other boarding staff.

Some boarding policies and practice have been reviewed since the last inspection, however there is a need for a system to be introduced to ensure all policies and procedures are regularly reviewed and dated. Rules and boundaries need to be formalised in writing so that they are clear to staff, parents and pupils. Discussions with staff highlighted that some people were unclear about the guidance on confidentiality and what information can be held and what can be passed on. It is important that the guidance is clear and that staff are familiar with it in order to comply it consistently.

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

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

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

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

MAKING A POSITIVE CONTRIBUTION	
<i>Standard No</i>	<i>Score</i>
12	3
14	3
19	3
21	X
30	X
36	X

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
20	X
40	2
42	3
44	3
45	X
50	X

SCORING OF OUTCOMES

Continued

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
1	2
8	X
9	X
10	X
23	3
31	3
32	X
33	X
34	2
35	2
51	N/A
52	X

Are there any outstanding recommendations from the last inspection? Yes

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	BS1	The statement of boarding principles in the prospectus could be improved by more detailed guidance on key areas, including safeguarding children, which makes clear how whole-school policies relate to the boarding provision.	
2	BS2	The bullying procedure should include a definition of bullying, information about how bullying is prevented, dealt with and followed up by staff. This is outstanding from the previous report.	
3	BS3	The Child Protection procedure needs to include a requirement that a referral is made within twenty-four hours with written confirmation of the allegations or suspicions of abuse to the Local Social Services Department. All staff working at Ridley Hall need regular training/briefings on child protection appropriate to their level of contact with pupils.	
4	BS40 BS47	Restrictors need to be fitted to all windows and should be checked regularly to ensure they are in good working order.	
5	BS40	Security should be reviewed to prevent any possible access to the building by unauthorised persons.	
6	BS5	The complaints procedure should be amended to	

		distinguish between formal and informal complaints. It also needs to provide clear information for parents and pupils on the process for making a complaint, its investigation and how to make representations if the complainant is not satisfied with the outcome.	
7	BS21	New boarders should be given information about the boarding routines and rules in writing. This is outstanding from the previous inspection report.	
8	BS34	Training opportunities and updates in boarding practice should be provided for all staff. This is outstanding from the previous inspection report.	
9	BS35	Ongoing systems are needed to ensure that policies, procedures and guidance are reviewed and updated to reflect current practice.	

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