



Making Social Care
Better for People

inspection report

RESIDENTIAL SPECIAL SCHOOL

Hailey Hall School

Hailey Lane
Hertford
Hertfordshire
SG13 7PB

Lead Inspector
Claire Farrier

Announced Inspection
27th & 28th February 2006 8:10

The Commission for Social Care Inspection aims to:

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

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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at www.dh.gov.uk or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

Every Child Matters, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

SERVICE INFORMATION

Name of school	Hailey Hall School
Address	Hailey Lane Hertford Hertfordshire SG13 7PB
Telephone number	01992 465208
Fax number	01992 465851
Email address	
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Hertfordshire County Council
Name of Head	Mr S R Watt
Name of Head of Care	Winston Newton
Age range of residential pupils	11-16
Date of last welfare inspection	17 & 18 March 2005

Brief Description of the School:

Hailey Hall School provides a specialist regional resource for pupils aged 11 to 16 with emotional and behavioural difficulties. All pupils have a Statement of Special Educational Need (SEN). It is funded by Hertfordshire County Council (HCC) Local Education Authority (LEA).

The school is located on the outskirts of Hoddesdon. It consists of a two-storey, purpose built building. The residential provision for boarders is arranged in four units arranged around the school's hall and dining area. One unit is currently unused. The residential facilities can accommodate a maximum of 24 boarders. Each unit contains a dormitory divided to provide individual sleeping areas and a lounge and kitchenette. The school's hall, dining area and games areas are used by the boarders, and outdoor recreational facilities, including a football pitch and outdoor swimming pool, are available for the boarders to use.

SUMMARY

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

The inspection was carried out by one inspector over one day and feedback was given to the Head Teacher and the Head of Care. Including preparation time a total of 15 hours was allocated to this inspection. The inspector spoke with fourteen children and three members of staff, as well as the Head of Care and the Head Teacher. The Chair of Governors also took part in the inspection. Twelve children and one member of staff completed questionnaires, and two boys showed the inspector around the residential unit. The inspector had lunch and evening meal with the boarders and staff. A sample of care plans, staff records and health and safety records were inspected. No questionnaires were received from parents on this occasion.

This was a positive inspection that reflected the high standards reported following previous inspections. All the children spoken to like boarding, and made positive comments about the staff, the activities and the food.

What the school does well:

The residential unit is an integral part of the whole school experience. The residential experience contributes to improving the boys' social skills and independent living skills. The Chair of Governors said that boarding gives the boys a chance to get away from situations that lead to their behaviours. The boys take part in community service through the Rotary Club. There is a wide range of activities, including camping and activity trips, and the boys can now also take part in the Duke of Edinburgh Award scheme. The boys spoken to said that they like the school and enjoy boarding because of the activities.

The school has an experienced and stable team of residential care staff who showed through observation and discussion that they know and understand the needs of the children who board at the school. All staff, including the residential staff, are trained in TCI and the approach to behaviour management is consistent throughout the school.

The standard of information and recording in boarders' care plans is good. The children are fully involved in setting their own targets and reviewing their progress.

What has improved since the last inspection?

The Head of Care said that the quality of life for the boarders has improved, and this was confirmed by the positive attitude of the boarders and the residential staff. Three Duke of Edinburgh Award leaders work every evening and provide extra opportunities and a good role model for the boys.

The procedures for recording and administering medication have improved, and now provide a robust system that ensures that the boys are well protected from the risk of error.

What they could do better:

In terms of service delivery to the boarders, there is little that the school needs to do and the school continues to provide a very good standard of boarding provision. Due to changes in the governing body, visits to monitor the welfare of the boarders are not currently taking place. A recommendation was also made to improve the recording of supervision and support for the staff.

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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Achieving Economic Wellbeing

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Being Healthy

The intended outcomes for these standards are:

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

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

14 and 15

The residential staff have appropriate information on the children's health, and there are procedures in place for meeting their needs when required. The meals provided are nutritious and all the children commented on the good standard of food.

EVIDENCE:

There has been no change in the standard of health care provision. The health needs of all the boarders are recorded in their files, and clear procedures are in place to ensure appropriate treatment of conditions such as enuresis. The medical administrator is responsible for medication and healthcare in the school. Residential staff and learning assistants are also able to administer medication. Medication is stored in a cupboard in the medical room, which is locked when not in use. There is a pouch for each boy's medication and a MAR (medicines administration record) chart provided by the pharmacist for each boy. The school has appropriate procedures for the administration and recording of medication that ensure that there is a minimal risk of medication error. The MAR charts clearly record the medication that is administered and provide a very clear audit trail. Several boys have a number of medications, including Ritalin and Risperidone. Medication often comes from the boys' homes in partly used packets. It is counted and recorded, when it is brought into the schools, and any changes in prescription are also recorded when notified to the school. The medical administrator puts each boy's medication in a weekly dossett box. Although this is not advised good practice, in this situation it minimises the risk of error when there may be a lot of children waiting for medication. Each dossett box is clearly labelled with the medications and dosages. For boarders, the morning medications are placed in small pots for each boy and taken to the boarding units. The head of care has suggested that the morning medication could be administered in the medical room after breakfast to minimise the risk of error from taking medication to the boarding units, and this is being considered.

Supper and breakfast are prepared in the school kitchen, by staff who cook specifically for the boarders. There is a four week rotating menu, which complies with the HCC Healthy Schools programme and provides a choice of a hot meal or substantial salad for the evening meal. Cereals and toast are provided for breakfast, with a cooked breakfast provided on three mornings every week. Some day pupils also have tea and toast when they arrive at school.

The boarders' dining room is in an extension to the main hall. It is not completely separate from the main school facilities, but it has been decorated in a domestic style and provides a reasonably homely environment, given the restrictions of the school building. The children and staff eat together at round tables. The inspector joined the boarders for their evening meal. There was a choice of fish fingers, tinned spaghetti, potato waffles, jacket potato and cheese, and a large salad choice with pies or cheese. The atmosphere was sociable and relaxed, and most of the boys said that they liked the food, although some thought that the lunchtime meals were better than the evening meals. Each boarding unit has its own kitchenette, with a kettle and a toaster that can be used to prepare drinks and snacks, particularly by the older boys on North Down unit.

Staying Safe

The intended outcomes for these standards are:

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

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

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

The school has appropriate policies and procedures to ensure that children are safeguarded from abuse and other risks of harm. The children spoken to said that they are able to discuss any concerns, and that they feel safe in the school.

EVIDENCE:

There has been no change in the procedures and practice for ensuring that children are safe, and that their privacy is respected. Residential staff have a range of policies available that include guidance on privacy, confidentiality, complaints, bullying and child protection. The policies for whistle blowing, internet access and searching pupils have been revised as recommended in the previous inspection report, but the staff handbook had not been updated. The Medical Administrator is the designated Child Protection Co-ordinator. The school has a clearly written policy and procedures for child protection, which include information on how to recognise the signs and symptoms of abuse. The school follows the HCC child protection procedures and a summary of the procedures is in the staff handbook. All incidents are recorded appropriately, and a new format has been introduced for recording physical restraint. One incident has been recorded, including interviews with all involved, and changes made following the incident.

All school staff have completed a certificated TCI (Therapeutic Crisis Intervention) training and child protection training, and regular updates and refresher courses are held for both of these. Confidential records, such as the minutes of child protection meetings, are kept in a locked filing cabinet in the medical room to which only the designated Child Protection (CP) Co-ordinator and the Head Teacher have keys. Pupils' records are stored securely in the school office.

The school has comprehensive procedures on absconding and guidelines for the staff to monitor where pupils are. One incident was recorded of a boarder absconding from a bowling trip. The procedures were followed and recorded, including notifying police and parents. On his return to school the boy concerned had separate talks with the Head Teacher and the Head of Care about the reasons for his behaviour and the possible outcomes, including putting his boarding place at risk.

The school practises a zero tolerance policy for bullying, and the boys spoken to said that they feel confident in reporting and discussing any incidents of bullying. One incident was openly discussed in the school assembly, with the emphasis on being a positive role model for younger pupils instead of using threatening behaviour.

The school's policy on discipline is based on reward for positive behaviour and exclusion for breaches of behaviour. The ethos of the school is that behaviour leads to a consequence, but then there is a new start. Several boys spoke about taking responsibility for their actions, and accepting any consequences. Sanctions are rarely used for boarders, but may include going to bed early or having a time of reflection in their bedroom. As a reward for good behaviour, there may be an extension to the evening for good behaviour. Points are awarded for good behaviour, and at the unit meeting the boy with the most points for the week, and a boy with maximum points for the day were given a reward of chocolate. The inspector observed a school assembly, where Deputy Head praised good behaviour and explained the reasons for sanctions. All pupils who completed the inspection questionnaires felt that punishments in the school were fair, and several of those spoken to said that they accept their responsibility for their actions.

The files of three new members of staff were inspected. All contained appropriate information, including evidence of satisfactory CRB checks and list 99 checks, recent references, and confirmation of a satisfactory health report. Two contained no evidence of identity, but this was seen and recorded when the CRB check was applied for. The school follows HCC recruitment procedures. Sufficient evidence has been seen to show that the school follows a robust recruitment procedure and that all appropriate information on staff is maintained.

The school conforms to fire safety legislation and staff are alert to health & safety issues. The staff undertake written risk assessments for all identified risks for specific areas of the school and for each activity and community outing that the boarders take part in.

Enjoying and Achieving

The intended outcomes for these standards are:

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

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

12, 13 and 22

The residential provision is an integral part of the whole school experience for every pupil in the school. The activity programme is a highlight of the week for most pupils, and several commented that the activities are the best thing about the school. The residential and teaching staff work together to support all pupils in the school with both educational and social activities.

EVIDENCE:

The residential provision continues to be an integral part of the whole school experience. The residential staff spoken to confirmed that there is good communication with the teaching staff, including a shared communication book in the staff room which all staff contribute to and read every morning and evening. The separation of the school day and after school activities is maintained. Pupils change out of their school uniform after school. They call the residential staff by their first names, and school issues and sanctions are not carried into the boarding unit. Year 10 and 11 boys have homework, which the residential staff give them time and encouragement to complete. The role of the residential staff is described in the staff handbook to contribute actively to the children's education and support regular attendance at school. They provide a positive and supportive role model for the children, while the boarding experience provides a preparation for independent living.

All the boys spoken to said that the best thing about boarding is the after school and evening activities. Children who board use the facilities in the school and grounds, such as the pool table and ball game area, during the evenings. After supper every evening outings are arranged to community facilities, including cinema, bowling and leisure pool. The boys have to pay for these activities, but some carry out tasks such as laying and clearing the tables in order to top up their pocket money. One of the units organised their own film night, with a video and popcorn. Play station games machines have been provided to each unit, and the boys laid down their own ground rules for using them fairly and responsibly.

No children board over the weekends, but the school arranges several weekend camping trips and outdoor activities each year that all the pupils in the school are able to attend as a reward for good behaviour. The school has employed three Duke of Edinburgh Award instructors who work as teaching assistants during the day and assist with activities in the boarding unit in the evenings. On the day of the inspection they organised a camp out in the school grounds which most of the boys took part in. This involved erecting the tents and looking after the equipment involved, as an introduction to the Duke of Edinburgh Award. On the week following the inspection all the boarders and residential staff were having a residential trip to Macchynleth in Wales.

All residential staff are available to boarders to support them with any personal or welfare concerns, and they each have a personal tutor in the school. An independent counsellor is available at the school every Friday and pupils are able to speak to her in confidence if they wish to. The boys spoken to all said that they feel able to speak to staff about any concerns, their responses to questionnaires showed that they all have appropriate support available to them.

Making a Positive Contribution

The intended outcomes for these standards are:

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

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

2, 9, 11, 17 and 20

The residential unit has a relaxed atmosphere, and the relationship between the boarders and the staff encourages them to make their views known and to take part in decision making. The boarders are involved in setting and monitoring their own targets for change and improvement.

EVIDENCE:

All the weekly boarders have an individual care plan. The care plans of two boys were inspected. They are based on targets for each boy, including practical and organisational skills, personal appearance and personal hygiene, house rules, social development and emotional development and behaviour. Details of each boy's needs are completed under each heading and targets set. Each target is broken down into detailed sub-headings, reviews are carried each term and scored with W (working towards), A (achieved) or E (established). The boys also set their own targets, which are reviewed each term. One example of a target set by the child is 'to keep clothes and bed space tidy'. The assessment and detailed targets give a thorough pen picture of each child's abilities and needs. The involvement of the boys in setting their own targets and reviewing their progress is commendable. The boys spoken to knew what their own targets were and were proud of their achievements in working towards them or meeting them.

Three new boys started at the school during the inspection. New pupils do not board until they have settled into the school. They were welcomed during the school assembly, and the existing boys were expected to treat them well and set them a good example. All children admitted have an educational statement of need that recommends admission to the school, and those that were seen also addressed the need for boarding. The school maintains appropriate information on each pupil, including contact details for their family and where appropriate, their social worker. Planning for leaving the school includes a phased reduction in the boarding provision during Year 11, with the aim that the child should not be boarding at all by the Spring half-term.

Children board from Monday to Friday and go home at weekends. The residential staff phone parents at least once every week, and they contact them regarding any welfare concerns. The children spoken to said that staff treat them fairly, and that they understand and accept the school rules. All the residential staff who spoke to the inspectors described good relationships with the children based on communication and understanding. There are between five and eight boarders in each unit. Unit meetings take place at least weekly, and if needed every night. The boarders are encouraged to have confidence in making their views known. The inspector observed a unit meeting on one unit. One of the boarders chaired the meeting, and everyone was encouraged to give their opinions. They discussed the tasks for the week, for cleaning and tidying the unit, behaviour and the points they had earned, and activities. They decided to have a film night on the unit, with a video and popcorn.

The relationship and communication between residential staff and boarders that was observed to be relaxed and informal, but with appropriate expectations of behaviour. The questionnaires completed by the boarders gave very positive feedback about the residential staff.

Achieving Economic Wellbeing

The intended outcomes for these standards are:

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

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

16, 23, 24 and 25

The residential unit provides a comfortable and homely environment for the boarders.

EVIDENCE:

The residential provision for boarders is arranged in four units arranged around the school's hall and dining area. The residential facilities can accommodate a maximum of 24 boarders, but one unit is not in use. Each unit contains a dormitory divided to provide individual sleeping areas and shared communal space, and four single bedrooms are available for senior boys. Each unit has a lounge and kitchenette, and the boarders use the school's hall, dining area and games areas. Outdoor recreational facilities, including a football pitch and outdoor swimming pool are available for the boarders to use. The lounges and kitchen areas in each unit have recently been refurbished. Each unit has a unique character, and the boys who showed the inspector round felt proud of their own unit. There were posters on the walls in the junior units, and the boys in the senior unit have TVs and CD players in their bed spaces. The single rooms have not been decorated, and look shabby compared to the standard of the main units. There are bathrooms and showers on each unit, and toilets situated close to the single bedrooms.

The staff on each unit advise boys to hand their money in. Each pupil's money is stored separately, and given to the pupil on request to pay for outings. Some of the boys carry out little tasks, such as laying tables, to earn money to pay for their outings.

Management

The intended outcomes for these standards are:

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

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

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

The residential unit is staffed by an experienced team who are supported by a comprehensive training programme and supervision. All required records are kept appropriately. The senior management team and school governing body ensure that the school is managed well, but governors are not currently monitoring the boarding provision.

EVIDENCE:

There have been no changes to the school's Statement of Purpose. It describes the purpose and function of both the school and its residential unit.

The school maintains clear records on boarders and full records of the staff it employs. The care plans are stored securely in the Head of Care's office, welfare files are in the welfare room, and files for daily behaviour reports are in the staff room. There is comprehensive information in each file on the child's personal details, contacts, and health needs. The parent governor who was monitoring the boarding provision is no longer able to make regular visits. Two other governors have also resigned for personal reasons, and there is no record of any recent visit to the boarding unit. The visits will start again when new governors are recruited, but at the time of this inspection there were no arrangements for monitoring the welfare of the boarders.

There are four full time care staff, including the Head of Care, and two who work one or two evenings a week. The school employs three Duke of Edinburgh Award trainers who also help with evening activities in the residential unit (see Standard 13). The Head of Care has over 25 years experience in residential child care and has been head of care at the school for nine years. He has a CSS qualification. One of the residential staff has NVQ level 3, and two others are studying for NVQ qualifications, with the support of an external assessor. Unfortunately, changes in external assessors have impeded their progress, but they are continuing with the course. There are regular training days in the school that are available for all staff, and are usually also relevant to the residential staff. All staff have had training in TCI and child protection, and training has been provided for first aid, food hygiene and health and safety. All staff have an annual appraisal. The external NVQ assessor has provided some supervision for the NVQ trainees, but the other staff have had no recorded supervision. The staff spoken to said that they feel supported through staff meetings and informal support from each other and the Head of Care. Some felt that issues raised during their appraisals were not followed up. Staff meetings could be recorded as group supervision, and a system for recording informal discussions should be implemented so that there is a satisfactory record to show that supervision takes place at least once each half term.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

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

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

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

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	3
15	3

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

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

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

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

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

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)
1	RS30	A system for recording staff supervision should be established to support the existing Performance Management Structure (which includes NVQ external assessor summaries as recommended in our report dated 17-18 March 2005). This could include the group supervision that takes place in staff meetings, and informal one to one discussions with the Head of Care, in addition to the annual appraisals. Individual supervision should take place at least once each half term for each member of staff.	
2	RS33	The governing body should ensure that a governor or other independent person makes regular monitoring visits to the boarding unit, and provides a written report of each visit to the governing body and to CSCI.	01/09/06

Commission for Social Care Inspection

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