



Making Social Care  
Better for People

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

### **The Marchant-Holliday School**

**The Marchant Holliday School  
North Cheriton  
Templecombe  
Somerset  
BA8 0AH**

*Lead Inspector*  
Debbi Flint

*Unannounced Inspection*  
16th January 2007      10:30

The Commission for Social Care Inspection aims to:

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

| 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 *Residential Special 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.

# SERVICE INFORMATION

**Name of school** The Marchant-Holliday School

**Address** The Marchant Holliday School  
North Cheriton  
Templecombe  
Somerset  
BA8 0AH

**Telephone number** 01963 33234

**Fax number** 01963 33432

**Email address**

**Provider Web address**

**Name of Governing body,  
Person or Authority  
responsible for the  
school** Mr M Beaumont

**Name of Head** Mr J Robertson

**Name of Head of Care** Mr R Spiller

**Age range of residential  
pupils**

**Date of last welfare  
inspection**

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

The Marchant-Holliday school is a residential school for boys that was established in 1952. It provides residential education for up to 32 fortnightly boarding children and 8 day pupils aged from 7 to 12 years old who have Special Education Needs, especially emotional and behavioural difficulties. The school is registered with the DfES and is a registered charity.

Marchant-Holliday school was developed from what was originally a large private house. It is situated in rural surroundings on the edge of a small village approximately three miles from Wincanton in Somerset. The residential accommodation is contained in the main house and in a new building completed in September 2004. Accommodation in the main house has recently been upgraded and all accommodation within the school is now of an extremely high standard.

The school takes referrals from local educational authorities across the country with the majority of referrals coming from the South & South West. A small number of referrals involve social services departments and these children spend their holidays in 'looked after children' settings e.g. foster homes.

# SUMMARY

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

This report is based on an inspection carried out over two days by Debbi Flint, Regulation Inspector and Chris Lewis, Locum Inspector. The inspection took place on the 16<sup>th</sup> and 17<sup>th</sup> January 2007. The Principal and Head of Care facilitated the inspection and the inspectors were also able to meet with two school governors. During the course of the inspection the inspectors were able to meet with the Head and Deputy Head, Senior Managers, the School Matron, the cook, care staff, domestic staff, teaching assistants and administrative staff. The inspectors met and talked with a cross section of boarding pupils. They toured the school and records were examined. Pupils, parents and placing officers, also completed questionnaires. Twelve pupils completed questionnaires and these were positive. Nineteen parents completed questionnaires and these were extremely positive. Two placing officers completed questionnaires and both were satisfied with the care provided.

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

The school is efficiently managed and senior managers exercise calm and firm leadership. Managers are dedicated, enthusiastic, caring and committed and they support their staff well. Staff are also caring, firm and enthusiastic. They are well trained and competent. A very high standard of care is delivered and the pupils spoken with said they were happy at the school and liked living there. Behaviour management is excellent. Pupils know the rules and understand what is expected of them and firm boundaries are in place

A very large range of activities is on offer to the pupils outside school hours and the pupils really enjoy participating in these.

The school has recently been totally revamped and fitted with new equipment. All bedrooms have been furnished with new modern equipment and redecorated. Bathing facilities are excellent with a very high ratio of one bath/shower or both to two pupils.

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

All the recommendations of the last inspection were met.  
Up to date copies of child protection procedures are now available.  
The Head of Care is receiving further training in physical intervention.  
All staff are receiving supervision every half term.

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

No recommendations were made. Some advice was given.  
The recording of physical interventions is sound although it does not, technically, meet the standard.  
Pages in sanctions books should be numbered and the Head of Care agreed to do this.  
The Principal agreed to review the fire risk assessment.

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**

Being Healthy

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:

- 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)

## The Commission considers Standard 14 the key standard to be inspected.

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

14 & 15

Quality in this outcome area is **good**.

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

Children live in a healthy environment and their health care needs are promoted.

Meals are nutritious and well cooked and fresh, local produce is used.

## EVIDENCE:

All staff at the school were noted to promote the pupils health and well being. The school has a medical centre, which is managed by a matron who is a registered general nurse, and she works closely with staff and the pupil's parents to ensure health care needs are met. The matron oversees all communication with parents and deals with all medical issues in consultation with other health care professionals such as doctors, opticians, audiologists and psychiatrists. Every child has a file, which is kept securely in the medical centre and contains details of their health care needs. Staff are informed of any special needs and allergies and there is also information kept in the staff room detailing any pupils allergies.

Authorisations are held on file in the medical centre for the administration of medication and consent to emergency treatment. Medication records were examined and found to be accurate. The school nurse administers medication in the day and care staff administers it in the evenings and at weekends. The school nurse trains care staff in the administration of medication. The medication records are always kept securely in the medical centre. There is a policy for the administration of medication.

The school nurse stated that she was happy that her training and development needs were being met and said she was currently studying for a certified course in Personal, Health and Social education. All staff receive training in first aid. Some staff have attended the four day "First Aid at Work" course and the rest have done the one day appointed persons course. A record of any significant accidents or injuries to any child is kept in the medical centre.

The inspectors sampled several meals during their visit and found them to be healthy, well balanced and nutritious. A new head cook had recently been appointed and the inspectors were able to meet and talk with her. She was enthusiastic about her role. The school uses local butchers and green grocers to supply food and all meals are freshly prepared. The inspectors toured the kitchen and found it to be spotlessly clean. All kitchen staff have certificates in food hygiene which are displayed on the wall. Menu's were also examined and found to be well balanced.

# 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)

**The Commission considers Standards 3, 4, 5, 6, 8, 10, 26 and 27 the key standards to be inspected.**

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

3, 4, 5, 6, 8, 10, 26 & 27

Quality in this outcome area is **good**.

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

Pupil's privacy is respected.

There are clear complaints procedures.

Pupils are protected and kept safe.

Staff, volunteers and visitors are vetted to prevent pupil's being exposed to potential abusers.

## **EVIDENCE:**

Staff at the school clearly respected the pupil's privacy and this was demonstrated through out the inspection process. Staff went to great lengths to ensure that the rights of the pupils were respected and the inspectors observed that discretion was always maintained. Pupils have access to payphones, which are situated, near to bedrooms and parents are encouraged to telephone their children at least once a week. Mobile phones are discouraged because these may have a disruptive influence on the children accommodated due to their ages and various difficulties. Confidential records are kept under secure lock and key at various locations through out the school. The majority of care records are kept in the offices of the matron, the Head of Care and the Principal. All records are kept safely.

The school has a very clear complaints policy, which is given to all parents on their child's admission. In addition to this children are given very clear guidelines on what to do if anything is worrying or upsetting them. The inspectors were impressed by the large number of child friendly signs which were displayed all around the school in every area advising the children who they could contact if they were upset or worried. A record of complaints is kept in the Principals' office and the lead inspector examined this. The last complaint had been on 6<sup>th</sup> December 2006 and this had been thoroughly documented and investigated.

The school has a child protection policy and child protection procedures. The Principal and Matron lead as responsible persons for child protection. All staff undergoes training in child protection and do the NSPCC certificate, "Child Protection Awareness in Education." At the last inspection it had been recommended that the school obtain a more recent copy of the Area Child Protection Procedures and this recommendation had been met.

Bullying is not a major problem in the school but two pupils mentioned to the inspectors that they had been bullied on occasions in the past. Staff spoken with were very much aware of the dangers of bullying and were vigilant in counteracting this through the use of close supervision and one to ones. A Friendship Day was planned for the 8<sup>th</sup> February. The school tries to have a Friendship Day every year. Positive relationships and the benefits of friendship are promoted in order to reinforce harmony and discourage bullying.

The school has a policy on absconding, which gives very clear procedures for staff to follow should a child go missing. Unauthorised absences are very rare and usually only involve a child hiding in the school grounds. Staff communicate with each other by radios to minimise the risk of any major incidents.

The inspectors were very impressed with the behaviour management strategies used at the school. The school has a clear Behaviour Management Policy and staff are firm and consistent. Strong boundaries are in place which enable the children to know exactly what is expected of them. The school operates a points system and points are awarded on a daily basis both in the classroom and outside. At the end of the day children are placed into a group depending on the number of points they have. Those with the highest points are placed into a privilege group for the evening. This entitles them to be eligible for all activities going on in the school in the evening. Those in a lower group would not be eligible for the same amount of activities on that day. Points are not carried over to the next day and on the following day the children start again with a clean slate. This prevents children getting into negative spirals. The points system is effective and works as a good way of motivating the children. Children spoken with understood it and knew exactly what they had to do to achieve the privilege of enjoying the evening activities of their choice.

The inspectors examined the physical intervention log. Physical interventions are recorded on pre printed sheets, which are duplicated and clearly numbered. These sheets are placed into two files. One file is kept in the staff room and the Principal keeps another. The inspectors were satisfied that the system was "tamper proof" and adjudged that it is fit for purpose. However, the Principal was advised that standard 10 does state that physical interventions should be recorded in a separate bound book. The inspectors examined the sanctions logs. Monetary and non-monetary sanctions are recorded. The inspectors advised the Head of Care to ensure the pages were numbered in these books.

The inspectors saw that risk assessments were in place for all activities. Summaries of risk assessments were also displayed on classroom walls, which is very good practice. The inspectors saw that a fire risk assessment was in place but this had not been reviewed for just over a year. The Principal was advised to review this. Regular fire drills had taken place. The last drill had been on the 12<sup>th</sup> January.

The inspectors examined staffing records. All staff had a CRB, proof of identification and two references on file. References had been confirmed by phone. Interview notes and application forms and letters of application were on file. There were no gaps in work history and all qualifications had been checked.

# 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)

## The Commission considers Standards 12 and 22 the key standards to be inspected.

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

12, 13 & 22

Quality in this outcome area is **excellent**.

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

Care and teaching staff work well together.

A wide variety of excellent activities are provided.

Children are well supported.

### EVIDENCE:

The inspectors noted the excellent relationships between care and teaching staff at the school. Staff worked in partnership and the behavioural management system in place was across the board. Teaching staff also took turns to help with evening activities and this is excellent practice.

An enormous range of activities is on offer to the children during the evenings and at weekends. Care and teaching staff pool their skills and many staff members often offer to lead groups specialising in an activity that they may do themselves in their own free time. Activities vary in summer and winter. Some of the activities on offer include cookery, jigsaws, games, local walks, treasure hunts, sand water play, clay making, carving, finger puppets, sewing, astronomy, woodcraft, skittles, bikes, leisure pools, cinema, car boot sales and many more. Access to the internet is supervised and pupils do not watch a lot of television as so much more is on offer. This standard is exceeded.

The school has a "special person" system and each pupil has a special person who will talk with them regularly, help them through any difficulties and talk with their parents. The matron endeavours to ensure that pupils receive the support of outside health care professionals if needed and in addition to this the school has a visiting counsellor and music therapist. Great efforts are made to improve communication and all staff at the moment are undergoing the Somerset Total Communication training. This training enables staff to communicate more effectively with children with receptive and expressive language difficulties.

The Assistant Head of Care keeps a "memories" folder for each child at the school which contains photographs, certificates of achievement and so on which the child can take away with him at the end of his stay at Marchant Holliday as a reminder of his school days.

# 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)

## The Commission considers Standards 2, 17 and 20 the key standards to be inspected.

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

2, 9, 17 & 20

Quality in this outcome area is **good**.

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

Children are consulted.

Children enjoy sound relationships with staff.

Children's needs are comprehensively assessed.

Children maintain contact with their parents and families.

### EVIDENCE:

Each special person builds up a relationship with the child or children for whom he or she is responsible and encourages him to express his views. Children were also consulted during assembly.

Senior Managers were both respected and liked by the children and the Head of Care demonstrated good leadership skills and commitment to the children in his care. Staff had good relationships with each other and had also developed



very good relationships with the children. They worked together as a dedicated and committed team. They were consistent in their approach and firm boundaries were in place.

The files for five pupils were seen and each file was comprehensive and contained all necessary information. Regular reviews had taken place and as many appropriate people as reasonably possible had attended these

Nineteen parents of pupils at the school returned questionnaires to the inspectors and all commented that they were extremely pleased with the school describing it as "excellent" and "outstanding" and stating, "They do a fantastic job". All were pleased with the progress their children had made . Parents stated that they were consulted and communication between the school and themselves was very good. Their child's special person telephones parents every week and parents and families are encouraged to telephone school to talk with their children at least once a week. There is a parent's day at the end of the summer term and parents can talk with the Principal and Governors. A Christmas concert is also arranged. Most boarders go home fortnightly and a report card is always sent home with the child.

# 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 & 25

Quality in this outcome area is **excellent..**

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

Children are able to wear the clothes of their choice outside school time and their money is kept safe.

Children live in well-designed premises and accommodation is first class.

Children are able to carry out personal care with privacy and dignity.

## EVIDENCE:

During school hours all of the children wear an attractive uniform, which helps to give them a sense of belonging to the school and reinforces the school ethos. After school the children were observed to wear the clothes of their choice. Children's pocket money is sent into the school bursar at the beginning of term and banked. A certain amount is taken out each week for the children's use and parents are reimbursed with any money left at the end of term. A school shop is open at the weekends where children can purchase tuck and other items.

The school is situated in the countryside near the towns of Wincanton and Castle Cary. There is a mainline railway station at Castle Cary, which makes

railway access easy should parents not be able to bring the children to school by car. The school was originally developed from a large private house, which has recently been completely revamped. Boarding accommodation is in the main house and also in a new building attached to it. All boarding accommodation is colourful, modern and trendy. Furniture is new and of good quality and bathing facilities are excellent. The ratio of bathing facilities is about 1:2. All door locks were working and bathrooms could be opened from the outside if necessary. There is disabled access to accommodation and some bedrooms contain aids and adaptations and are particularly designed to be used by children with disabilities. All boarding accommodation is spotlessly clean.

# 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)

**The Commission considers Standards 1, 28, 31 and 32 the key standards to be inspected.**

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

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

Quality in this outcome area is **good**. This Judgement has been made using available evidence including a visit to this service.

The school has a statement of purpose.

Children's needs and development is recorded.

Records of children and staff are well maintained.

Staff is well supported and trained to deliver quality care within an efficiently run school.

## **EVIDENCE:**

The school has a statement of purpose, which describes the type of referrals it will accept and summarises its admissions policy. The schools' aims and objectives are summarised in this document. The Statement of Purpose is backed up by a prospectus, which describes how the school is organised and details various key policies such as child protection and behaviour management. In addition to the prospectus the school has a children's guide, which is on CD.

Each child has a file in which his development and progress are recorded. Files are kept securely locked away in the Head of Care's office. In addition to this some information is also held electronically. An admission register is kept electronically and in paper form and contains all the information specified by standard 19. An employee's register is also kept and all staff files contain letters of application, employment history, appropriate checks, contracts of employment, copies of qualifications, references, interview notes and details of any disciplinary action. The relevant departments keep duty rotas and the school matron keeps an accident log.

There were sufficient staff on duty throughout the inspection and the inspectors noted how both teaching and care staff worked together as a team. Children were always extremely well supervised and the inspectors observed that staff managed them calmly and met their needs with a caring approach.

The school has a comprehensive induction programme, which is overseen by the Assistant Head of Care. All staff receive restraint training, which is overseen by the Head and Deputy Head of Care. At the last inspection a recommendation had been made that the Head of Care undergo a trainers course in physical intervention and this recommendation had been met. All staff complete the NSPCC Child protection course and fire training is overseen by the Principal. Other training on offer includes the SEBDA certificate, assertiveness training, and counselling and autistic spectrum disorder. All staff receive training in first aid. Both care staff and teaching assistants are required to undertake NVQ 3 training.

The inspectors spoke to many staff members around the school and they all stated that they felt extremely well supported and received regular supervision. Regular staff meetings are held and both care staff and teaching staff meet twice a week. At the last inspection a recommendation had been made that formal supervision be half termly rather than termly. This recommendation had been met.

The school is efficiently run and very well managed. The Principal carries out monitoring in accordance with standard 32. The Principal demonstrated efficient management skills, calm, and firm leadership and a very caring

attitude. The Head leads a School Development Conference in June, which is attended by the school staff and members of the governing body..

The inspectors met with the Chairman of the Board of Governors and with another Governor. Both Governors were very involved and very enthusiastic. Examples were seen of the standard 33 reports and these were found to be thorough, comprehensive and well balanced.

# 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> |
| <b>14</b>          | 3            |
| <b>15</b>          | 3            |

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

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

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

| ACHIEVING ECONOMIC WELLBEING |              |
|------------------------------|--------------|
| <i>Standard No</i>           | <i>Score</i> |
| <b>16</b>                    | 3            |
| <b>21</b>                    | X            |
| <b>23</b>                    | 4            |
| <b>24</b>                    | 4            |
| <b>25</b>                    | 4            |

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

NO

Are there any outstanding recommendations from the last inspection?

### 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<br>(Serious welfare concerns only) |
|-----|----------|----------------|---|
|     |          |                |   |
|     |          |                |   |
|     |          |                |   |
|     |          |                |   |
|     |          |                |   |



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