



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Holly House School

**Church Street North
Old Whittington
Chesterfield
Derbyshire
S41 9QR**

Lead Inspector
Katarina Djordjevic

Key Announced Inspection
3rd May 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	
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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	Holly House School
Address	Church Street North Old Whittington Chesterfield Derbyshire S41 9QR
Telephone number	01246 450530
Fax number	01246 456407
Email address	info@hollyhouse.derbyshire.sch.uk
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Derbyshire County Council
Name of Head	Peter Brandt
Name of Head of Care	Mrs Susan Thomas
Age range of residential pupils	7 - 14 years old
Date of last welfare inspection	23 January 2006

Brief Description of the School:

Holly House is a residential special school run by Derbyshire County Council catering for children of both sexes with emotional and behavioural difficulties, aged 7 - 14 years. The aim of Holly House is to meet the special educational, emotional and behavioural needs of its students and enable students to return to mainstream school wherever possible. The residential provision consists of two units, which have their own kitchen/ dining facilities, lounge and bathing facilities. There are four single bedrooms and 6 shared bedrooms. There are activity rooms in both units. The school currently provides education and care for boys only.

The residential provision operates Mondays to Fridays in term time only. Students access the residential provision on a voluntary basis and can choose to stay between one night and four nights a week. At the time of this inspection only one unit was being used and could offer up to five places.

SUMMARY

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

This was an announced inspection and was carried out by one Inspector over three days. Four students currently access the residential facilities between Monday and Friday at the school.

The focus of this inspection was to check progress on recommendations made in the previous report including progress made in addressing the issues, which resulted in leaving Urgent Welfare Notices. The Inspector used the case tracking methodology, which involved looking at two students' care records, talking with the students and talking to care staff. The Inspector had lunch and tea with students. The Inspector also looked at Health and Safety records, medication records, staff recruitment, induction, training and supervision records, catering services. The Inspector also met with the Head of Care and the Local Authority's School Improvement Officer.

The report includes findings from this site visit and the additional visit, which was carried out by two Inspectors on 23 January 2006. The following information was received and the information included in this report: Pre-inspection questionnaires were received from the school: information from the Fire Authority; information from the Environmental Health Agency; information from the local Social Services Child Protection team; questionnaires from parents/carers.

What the school does well:

The boarding accommodation was of a very good standard and the students were provided with a wide range of purposeful leisure activities.

The students were provided with a good level of basic care and were generally happy with the care they received. One student expressed their view about how much they felt they had benefited from using the residential provision.

The standard of meals at the school was good and they were enjoyed by the students.

Care plans and associated care records were of a good standard.

What has improved since the last inspection?

Improvements have been made to medication systems and better links with the school nurse have been established and there was documentary evidence of involvement of other health professionals.

Significant improvements have been made in practices and procedures to ensure staff are competent in safeguarding and protecting students from harm.

Care plans and associated care records have improved and were of a good standard. They demonstrated that staff understood the process of holistic care planning.

Progress has been made in joint working between the teaching and residential staff.

What they could do better:

The name and contact details of the student's GP needs to be obtained for all students using the residential provision.

Written consent needs to be obtained from parents/carers when any equipment/aids, which may be viewed as, forms of restraint, are used to safeguard students.

Residential managers need further training to cover staff supervision and appraisal, leadership and the management of teams.

The internal quality assurance systems need be implemented and established to ensure they are effective and that students are safeguarded and protected from harm.

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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Scoring of Outcomes

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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, 15

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

Staff are committed to meeting students' health needs and promote a healthy life style ensuring the health needs of students are being met whilst staying in the residential unit.

EVIDENCE:

Students live with their parents/carer, who have overall responsibility for their child's health needs. The two students' care files included clear details of health needs and what actions should be taken to meet the need. There was documentary evidence to support that the school has established better links with the school nurse and other health professionals.

One student's care records did not contain the name and contact details of their GP.

Improvements have been made to medication systems as required in the last announced inspection report.

The standard of meals at the school was good and they were enjoyed by the students. Healthy eating was clearly encouraged. The Inspector had lunch in the main dining hall and tea with the students on the residential unit. Both were pleasant and relaxed affairs. At teatime students were encouraged to take on responsibilities and do the domestic chores. The behaviour of the students at teatime was exceptional and when the Inspector congratulated them on their manners, one student said that this was due to what he'd learnt since attending the school and was clearly very proud.

The school 'tuck shop' did not sell sweets/crisps but healthy option foods.

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, 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.

Students are being cared for in a safe and secure environment, therefore promoting the protection and well being of individual students.

EVIDENCE:

Observations by the Inspectors supported that staff were sensitive to the needs of the students and were respectful. The students said that staff knock on the bedroom doors before entering.

Since the additional inspection visit in January 2006 improvements have been made in the management of complaints and there was evidence that staff are managing complaints appropriately. No complaints have been received since November 2005. The CSCI have not received any complaints since the last announced inspection in September 2005. Students who spoke to the Inspector said they felt their concerns were listened to.

The CSCI received written confirmation from the local Social Services Child Protection Manager stating there had been no Child Protection enquiries during the last two years. Findings from this visit support that staff are clearer about what constitutes a Child Protection referral and appear more confident in managing any issues. Staff have received Child Protection training. The students said that they were well looked after and felt safe.

The school continues to take positive steps to try and reduce the risk and the incidences of bullying. Anti-bullying posters are up around the school and bullying is discussed regularly in various forums. Discussion with staff and students supported that staff were aware of possible bullying and taking steps to address this.

The school's policy on 'Absence of a child without authority' had been updated since the last announced inspection. Students' care files contained information about incidents where a student had absconded.

Improvements to the recording of sanctions and physical intervention have been made since the last inspection. The reward system was well understood and accepted by the students. Behaviour of students observed during the inspection was good and positive behaviour was rewarded. Staff encouraged socially acceptable behaviour.

Health and safety issues identified in the last inspection report have been addressed. Records seen showed that appropriate actions are being taken to ensure the school is a safe environment. Staff are receiving fire safety annually. The school needs to check with the Fire Authority the frequency of fire training required for staff who sleep-in and waking night staff. The recent Fire Officer's report identifies that there is still work outstanding from their visit in November 2005.

The CSCI received written confirmation from the Environmental Health Officer who reported that at the last food hygiene inspection in October 2005 no contraventions of food hygiene legislation were identified.

There was documentary evidence of good and safe recruitment practices. Issues from the last inspection report have been addressed including: the school has obtained written confirmation of CRB checks for taxi drivers and escorts. The Head teacher was in the process of developing a training

programme for taxi drivers and escorts based on safeguarding and protecting students from risk of harm.

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, 22

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

Staff ensure that children are given every opportunity for enjoyment and achieving by provision of educational support and a full range of activities.

EVIDENCE:

Progress has been made in joint working between the teaching and residential staff. A written and verbal handover from education with the residential managers takes place at the end of each school day. Joint key worker sessions involving the student, the class teacher, and the residential key worker were now taking place although these need to be developed further.

Students had ample opportunity to access the educational facilities outside the school day.

Students were provided with excellent opportunities to pursue different social and leisure activities both inside and outside the school. There was a wide range of activities available to the students on the school site and there were regular trips out to a variety of activities. The students reported that they enjoyed these activities. One student had asked to do some gardening and had been given an area and supported to buy plants and pots for the garden. He showed the Inspector what he had purchased and what he had achieved so far.

The Inspector considered that students were receiving a high quality service based on their needs. Documentary evidence, observations by the Inspector, discussions with staff and feedback from parents supported that students' needs were being met.

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, 17, 20

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

Positive relationships between staff and the students existed, which allowed students to contribute as much as possible to making decisions about their daily lives.

EVIDENCE:

There was documentary evidence that students' wishes/views were being listened to and acted upon where appropriate.

Staff had received training regarding working with students and families from differing ethnic, cultural and religious origins and further training had been planned for June 2006. Discussions with the Head Teacher and the Head of Care supported that they are addressing issues of equality and diversity. They were working closely with The Royal School for the Deaf in Derby to meet the needs of a student who had a hearing impairment.

Key worker sessions were taking place. Records of sessions held were at times confusing as it was unclear sometimes if they were joint sessions with education staff.

The relationships between students and residential staff were observed to be of a good standard. Care staff presented as caring and committed to providing a good level of care and the emphasis was on the encouragement of acceptable behaviour.

Significant progress had been made in the production of the care plans and risk assessments. Improvements had been made to the quality of recording and daily logs and other care records were based around the objectives in the students' care plans. Care plans and risk assessments were being reviewed and updated regularly. Records reflected positive progress made. One risk assessment indicated that a wrist leash may be used with one student when out on activities. This had never been used. Written consent from the parents/carer had not been obtained.

There was evidence to support that there was contact between some students and their parents/carers. One student told the inspector that his mum phoned him every night when he stayed at the unit. Both students confirmed that they could contact their families whenever they wanted.

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):

24, 25

Quality in this outcome area is excellent. This judgement has been made using available evidence including a visit to this service.

The facilities provided create a comfortable and safe environment for students to live in.

EVIDENCE:

The residential accommodation was of a very high standard and provided excellent facilities. Communal areas were well furnished and decorated to a high standard as were students' bedrooms.

The bathrooms, including baths, showers and toilets were of a high standard and afforded privacy.

Both students showed the Inspector their bedrooms, which they were happy with. They confirmed that they always used the same bedroom when they stayed

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, 33

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

There have been substantial improvements to management systems and practices and the provision of essential staff training has resulted in a better quality of service being offered and students being safeguarded and protected from harm.

EVIDENCE:

The school's Statement of Purpose was reviewed in April 2006 to reflect changes made in the residential provision.

Students' care files contained all the information required by Standard 18.2. Improvements had been made in the quality of recording and records were being signed and dated.

Staffing levels were good for the numbers of students using the residential provision at the time of this inspection. One member of the care staff had retired since the last inspection and a new member was due to start in June 2006.

Staff have received training to address the issues identified in the last announced inspection report of September 2005. The training provided has clearly impacted on the quality of care records resulting in better outcomes for students.

Staff were receiving regular supervision. However, discussions with the residential managers and records indicated a need for the managers to receive training on supervision and appraisal skills.

The residential managers were working more confidently and competently. Discussions with them and findings from this visit identified that they would benefit from further management training focusing on leadership skills and management of teams.

There was evidence that monitoring of records and practices is taking place. Some good internal quality assurance monitoring systems have recently been developed and need implementing.

Standard 33 visits have continued and reports have always referred to progress made in addressing the recommendations from the last inspection report. Additional support has been provided by the Local Authority and there was evidence of inter-disciplinary working which has clearly contributed to the improvements made. This additional support and interdisciplinary working should continue to ensure further improvements in the quality of care provided and that the standards achieved are maintained.

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	4

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

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

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

ACHIEVING ECONOMIC WELLBEING	
<i>Standard No</i>	<i>Score</i>
16	X
21	N/A
23	X
24	4
25	4

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

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	RS14	The name and contact details of the student's GP should be obtained from all students using the residential provision.	
2	RS10	Written consent from the parents/carer should be obtained for the use of the wrist leash or any other equipment, which may be considered as a form of restraint.	
3	RS29	Residential managers should attend further management training to cover staff supervision and appraisal, leadership and the management of teams.	
4	RS32	The internal quality assurance systems should be implemented and established to ensure they are effective and that students are safeguarded and protected from harm.	
5	RS33	Support from the Local Authority should continue to ensure the improvements made continue and the standards achieved are maintained.	

Commission for Social Care Inspection

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