



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

**Linden Lodge School**

**61 Princes Way  
London  
SW19 6JB**

*Lead Inspector*  
Emma Dove

*Announced Inspection*  
14th and 15th November 2006      10:45

The Commission for Social Care Inspection aims to:

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

<b>Reader Information</b>	
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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *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** Linden Lodge School

**Address** 61 Princes Way  
London  
SW19 6JB

**Telephone number** 020 8788 0107

**Fax number** 020 8780 2712

**Email address**

**Provider Web address**

**Name of Governing body,  
Person or Authority  
responsible for the  
school** Mr Roger Legate

**Name of Head** Mr Roger Legate

**Name of Head of Care** Ms Angie Thompson

**Age range of residential  
pupils** 6-18

**Date of last welfare  
inspection** 17<sup>th</sup> January 2006

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

Linden Lodge School is owned and managed by Wandsworth Education Authority. It is a specialist regional resource, providing education for ninety-nine pupils aged 3-19 years with residential places for up to forty-five pupils aged 6-19 years of age covering the twenty-four hour curriculum. Forty-one pupils were using the boarding facilities at the time of the inspection. Pupils can reside at the school from Monday to Friday during term time only.

There are two residential units: School House which can accommodate ten pupils with single, double and three bedded rooms and South House a purpose built development with three floors providing thirty five beds in single and double bedrooms. A lift provides access to all floors.

The school has extensive facilities available to the boarding pupils that include a soft room with a ball pool, swimming pool, sensory room, a music room, library services with large print, Braille, Moon and picture symbol books, audio tapes, an all weather play area, playground equipment, a computer room, a fitness gym and a woodland walk.

The school is close to local shops, public transport and leisure facilities.

A large number of professionals in addition to teachers and care staff are available at the school, including: a school nurse; doctor; physiotherapists; occupational therapists; speech and language therapists; school social worker; careers officer; mobility officers; classroom support staff; catering, administrative and domestic staff.

Information about the CSCI is included in the Statement of Purpose.

# **SUMMARY**

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

This announced inspection was carried out over eight hours on the 14<sup>th</sup> November 2006 by one inspector and nine hours on the 15<sup>th</sup> November 2006 by two inspectors. The inspection consisted of looking at records, spending time with and speaking with pupils; residential staff; the Head of Care; the Head Teacher, the deputy Head Teacher and two Governors. Questionnaires were given to two pupils, sent to all parents, left for staff and sent to five placing authorities. Two questionnaires have been received from pupils, twelve from parents, thirteen from staff and one from a placing authority. Comments from these questionnaires are included in the relevant section of this report.

The school continues to work at improving standards of care provided and has worked with CSCI inspections to help achieve this.

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

The school provides a healthy environment for pupils with a varied menu which takes into account pupils religious and medical dietary requirements. Residential staff are trained in the administration of medication, good systems are in place for storage and recording of medication.

Pupils made positive comments about the residential accommodation, their bedrooms and the facilities available and the activities they can do. Pupils also feel involved and 'listened to' when they make suggestions. Parents made good comments about the residential accommodation, staff and the support their child receives.

Good communication systems are in place between residential and teaching staff and between the school and pupils parents. Residential staff have worked with pupils and therapists at developing communication systems and strategies with individual pupils.

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

Pupils care plans have been developed to include more specific details regarding the individuals needs, with more work in progress.

The issue with one lift in the school have been resolved at present, future plans include the provision of a second lift in South House. The extraction unit in South House now works and the kitchen is useable. The bathroom in School House has been redecorated and one doorframe has a cover above to ensure privacy is maintained.

The induction process includes new staff signing that they have read and understood policies and procedures. All staff now receive supervision each half term. These issues were all raised at the last inspection.

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

The systems in place to check the electrical supply and hoists should be more easily accessible and include details of work completed to rectify faults. Staff files must contain full details of the recruitment checks carried out and a Criminal Records Bureau check must be completed. Senior residential staff should complete training in staff supervision and all residential staff should complete training in behaviour management.

Please contact the Head for advice of actions taken in response to this inspection.

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

# **DETAILS OF INSPECTOR FINDINGS**

## **CONTENTS**

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Staying Safe

Enjoying and Achieving

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Achieving Economic Wellbeing

Management

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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)

## 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.

Good health is promoted and pupils health and personal care needs are well recorded and met by staff. Pupils are offered a varied diet, which takes into account individuals cultural, religious and health needs.

### EVIDENCE:

Pupils health and personal care needs are appropriately recorded so they can be met by staff. The school policies and practices promote good health, pupils confirmed that staff discuss health issues with them.

A nurse is based at the school and is available to provide training, support and guidance to all staff around individual pupils' health needs and how to meet them. The nurse also undertakes training programmes and offers support to pupils around all aspects of health education.

A number of other health professionals including speech and language therapists, physiotherapist, occupational therapist and a therapy assistant, provide ongoing support to pupils and staff as required. Detailed therapy plans are in place, which ensures that residential staff are able to meet pupils individual needs.

Medication is appropriately stored. Parents continue to send medication to the school and are responsible for keeping residential staff and the nurse updated

with any changes in medication. Medication records were up to date and signed by staff.

A varied menu is provided which takes into account pupils religious, cultural and medical dietary requirements. Residential staff reported that pupils are involved in choosing the evening meal, although a new healthier menu was being developed and pupils choice would be resuming when they had tried all the new options. Pupils comments on the food are taken into account, pupils felt that they could raise issues with the cook and through the schools council. Pupils comments about the food included 'I like the food', 'I like the fruit', 'they give me what I like', 'the food is tasty' and 'the food is nice'.

Lunch was seen to be well managed although one pupil had to hurry the end of their meal to get to lessons. Staff did not always have time to eat their own meal as well as support pupils. One pupil would have benefited from adapted crockery and cutlery. The evening meal was less rushed with more staff available to help. Pupils were seen to enjoy the food served at both meals.

The school took part in a healthy eating scheme the week before the inspection, information was provided about how pupils receive a healthy diet and how they are encouraged and supported to participate in healthy activities.

# 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.

Appropriate policies, procedures and practices are in place to protect pupils from harm, however some areas of recording could be improved.  
The school provides a safe environment for pupils.

## **EVIDENCE:**

Policies are in place for residential staff to ensure pupils privacy is maintained, to respond to complaints and allegations of abuse, to protect pupils from bullying, to act when a pupil is missing without permission and to deal with pupils inappropriate behaviours.

Residential staff were seen to maintain pupils privacy while assisting with personal care tasks and knock and wait for a response before entering bedrooms and bathrooms. Residential staff are also aware of situations when they should go in immediately, rather than wait for a response when entering bedrooms or bathrooms.

Two pupil questionnaires noted that the individuals had a number of staff at the school who they would speak to if they had a complaint. Three pupils who spoke with the inspectors were aware of who to speak to including their teacher, their one to one support staff, residential staff or their friends. No complaints were raised at the inspection. Ten parent questionnaires noted that they are aware of how to complain, with two parents saying they were not aware how to complain. The complaints record included one complaint since the last inspection, which had been addressed by the head of care.

Residential staff complete training in child protection and are aware of their responsibilities under the procedures. Good reporting systems are in place. All staff have access to the London Child Protection Guidelines and the schools child protection policy. No child protection issues have been raised since the last inspection in January 2006.

Bullying is not an issue at the school, however some individual pupils behaviours continue to present management issues to residential staff.

Again there are no issues with pupils being absent from the school without permission, although policies are in place with actions for residential staff to take should it occur. The high number of authorised absence for some pupils continues due to ill health and routine and special health appointments.

Policies around behaviour management remain as at the last inspection. Some residential staff have completed training in behaviour management. Other staff need to complete training, however the head of care reported that it has been difficult getting appropriate training. Care plans contain information for staff about how to avoid or divert pupils inappropriate behaviours. If an individual's behaviour is causing concern, this will be raised at the weekly residential staff meeting or the whole school meeting and a behaviour management plan will be developed for all staff to follow. Twelve parent questionnaires indicated that parents have been made aware of the rules and

that they are fair. Six parents responded that they are aware of punishments used and six people reported that they were not aware.

Two pupil questionnaires indicated that the individuals always think they are protected from harm while at the school. One placing social workers questionnaire noted that the pupil is happy and safe at the school.

Health and safety records were available and were up to date and in good order, with the exception of the hoists and the electrical supply. The records of hoist services were confusing and did not clearly indicate actions taken when issues were identified. The electrical supply check in June 2006 identified some issues which were being addressed. Regular fire drills have taken place and the fire alarm system is checked and serviced as required. Risk assessments are in place for activities off the school site.

Four residential staff files seen contained information required, with two files containing copies of two written references, one file containing one reference addressed 'to whom it may concern' and one other reference addressed to the school, one file contained one written reference. The Head Teacher reported that references are followed up, although this is not indicated in individual staff's files. One staff file did not contain a Criminal Records Bureau (CRB) check, the Head Teacher reported that this member of staff had come from a local authority where a CRB check had been completed in 2006.

# 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.

Pupils are supported to achieve in education, residential staff maintain good links with teachers to ensure pupils education progress continues. Pupils have access to a wide range of activities at the school and in the local community. Pupils receive individual care and support when required.

### EVIDENCE:

Teachers and residential staff reported good links, with weekly meetings, daily contact for some as they escort pupils to and from school each day, annual education reviews and home school diaries in place to provide a daily account of individual's day. These structures ensure good communication between residential and teaching staff. The home school diary goes home with pupils at the end of the week, this helps parents keep up to date with pupils achievements and areas of concern. Pupils education targets are available to residential staff. Pupils are supported to complete homework by residential staff and teachers.

Pupils have access to a wide range of activities including an all weather play area, a woodland walk, swimming pool, hydrotherapy pool, soft room, library,

gym, music room and a soft room. In addition pupils go out to local shops and cafes, bowling and to a local youth club. A Scouts club is still held at the school every week. Pupils were seen enjoying the woodland walk, playing football, waiting to go swimming and Scouts, listening to music, relaxing with friends and residential staff and cooking during inspection visits.

Two pupils questionnaires noted that the individuals enjoy choosing the activities they take part in and like watching television, having coffee and cakes, chatting with their friends, playing football, playing Bingo, riding bicycles and playing games as well as, trips out to the park, shopping and to restaurants.

A number of pupils have additional support while at the residential accommodation. The Head of Care reported that they need to maintain a balance of support for pupils from someone who knows their needs whilst avoiding an over reliance on one member of staff.

The speech, physiotherapy and occupational therapists provide individualised support to pupils both in school and at the residential accommodation during and after school hours, with comprehensive therapy programmes in place. Residential staff reported that they are developing communication books for individual pupils which are then used by residential staff to support verbal communication. This is an excellent initiative and continues the work done over the past year around communication with staff completing training in Makaton and other communication systems to ensure they can communicate with pupils to the best of the individual's ability.

# **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, 11, 17 & 20**

Quality in this outcome area is excellent.

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

Pupils are encouraged and supported to make decisions. Relationships between pupils and residential staff are good, with pupils relaxed around staff.

## **EVIDENCE:**

Pupils are encouraged and supported by staff to make decisions about their day to day living with clothing, food and activities. Pupils were seen being given choices and being involved in discussions about the evenings activities. As previously mentioned, residential staff have been working on developing communication systems with individual pupils, this is a great development to enable pupils to be more involved in decision making.

The school council continues to meet on a regular basis, pupils feel that this is a good way to raise issues and get things changed. Pupils reported that they



feel listened to, involved and get things they ask for, at the last inspection in January 2006 they asked for Sky television and for the 'tuck shop' to be restarted. Both of these requests have been met.

Admission assessments were in place in three of the four case files examined. The head of care reported that this is a new form for pupils new to residential in September 2006 and would not be completed retrospectively for other pupils. New needs assessments would be carried out.

Care plans identified targets for the pupil. Two pupils confirmed that they have been involved in developing their targets. These targets were mainly around developing independent living skills. One questionnaire noted that the pupil has developed more skills than they would be able to at home. Other questionnaires confirmed that pupils benefit from time spent at the residential accommodation, developing their self-help and independence skills. Care plans seen had been recently reviewed.

The quality of information about pupils' needs is generally very good, some areas for improvement were identified. These included the information for one pupil's religious dietary requirements being included in their care plan. This information was clearly noted in the pre-admission assessment, available for the cook and residential staff were fully aware.

One care plan based on the Every Child Matters principles contained standard phrases but did not specify the pupils dietary needs. This information was included on one of the therapy programmes sheets, which were being updated and available in the residential unit. Guidance for residential staff for specific health conditions could be improved, for example, one care plan noted that if the pupil had a seizure, staff should monitor. It did not note what staff should monitor and what they should record. The head of care reported that residential staff would be watching the pupil for signs of further seizures and would record how the pupil was responding. Case files did not contain specific risk assessments for individual pupils covering any activities or behaviours which may produce risks to the individual or others around them. Risk assessments should be completed, particularly when the targets identified include activities which may involve some element of risk, for example making a cup of tea. Further work could also be completed to evidence pupils and their families involvement in the development of care plans and targets.

Four parents questionnaires noted that they are encouraged to visit the school, although for a number of parents this is not possible due to the distance from their home. Parents also noted that they are kept informed of their child's progress through meetings, phone contact and the home school diaries.

# 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):

### 21, 23 & 24

Quality in this outcome area is good.

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

Good systems are in place to prepare pupils for leaving the school and continuing into further education. South House continues to provide high quality residential accommodation with School House decorated and maintained to a good standard.

### EVIDENCE:

Pupils and their families are prepared for the transition process over the course of their last few years at the school, through annual reviews and discussions about prospective future colleges and placements. The Head of Care arranged an information evening for pupils and parents, which was a useful event and the school received positive feedback about this. The only concern pupils raised about the transition process was that they would have to leave the school, although they were being involved in where they are moving on to.

South House was purpose built to meet pupils needs and provide appropriate accommodation and leisure facilities. Pupils continue to be very happy with

their accommodation and particularly enjoy the swimming pool, music room, Scouts and cooking their own meals. One pupil noted that if handrails were fitted in the shower rooms, they would be more independent. This was discussed with the Head Teacher and Head of Care and an assessment will be carried out.

Attention has been paid to School House with some redecoration and development of the bathroom as noted at the last inspection in January 2006. Pupils were happy and proud to show the inspectors around the different areas of residential accommodation, demonstrating a sense of ownership about their rooms. Pupils also said they were happy with their bedrooms, with some pupils happy to have their own space and others happy to be sharing with a friend.

# 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, 28, 29, 30, 31, 32 & 33**

Quality in this outcome area is excellent.

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

The Statement of Purpose contains detailed information for prospective parents including details about the residential facilities. Residential staff demonstrated a good knowledge of pupils and their individual needs. Residential staff receive appropriate support and have access to training, however more training could be provided on behaviour management.

## **EVIDENCE:**

The Statement of Purpose was reviewed and updated in October 2006 and includes information about the schools objectives and values, details of the residential accommodation and services provided and a number of the schools policies.

Residential staff demonstrated a good knowledge of the pupils they were supporting and had a commitment to providing individualised, pupil-centred care.

Two senior residential staff oversee South House with one acting senior residential staff at School House. Six residential staff are employed between the two units with a number of additional staff available in the mornings and afternoons to provide one to one support for individual pupils. One member of residential staff is now employed to be awake in South House at night. No issues were raised with staffing levels. Five parents questionnaires noted that there are enough staff.

Residential staff have access to training through the school and the education department. Staff training records noted that two residential staff have completed NVQ training to Level 3 with one member of staff currently doing NVQ to Level 3. The Head of Care is in the process of doing NVQ to Level 4. Five residential staff have completed a two year course specifically for staff working with people with visual impairment. Residential staff have completed training in child protection, with the exception of one new member of staff who has been briefed about the schools policy. The Head of Care and one senior residential staff have completed training in staff supervision, it would be beneficial for other senior staff to complete this training. Five members of staff have completed training in fire safety with five staff due to complete this training in January 2007. As previously mentioned, some residential staff have completed training in behaviour management and this would be beneficial for all staff. The Head of Care reported that all staff go through the behaviour policy as a part of their induction and any issues are raised at weekly meetings and can be addressed in supervision sessions.

Ten staff questionnaires noted that they have access to training with twelve staff reporting that they are aware of policies and procedures, although some noted that there are 'a lot' of policies.

Residential staff receive supervision from a senior member of staff and the Head of Care every term. Additional staff who provide one to one support to pupils now receive supervision every term. The additional staff were seen to be more involved in group activities which is more appropriate for pupils they support. Six staff questionnaires indicated that they receive 'a lot of support', three staff questionnaires said they are 'quite well supported' and one staff questionnaire said supported 'a lot' in some areas and 'not a lot' in other areas.

The school is well managed to meet pupils needs. The management team meet regularly and are aware of issues and develop strategies to deal with them.

The governors are very involved with the residential services, visiting the accommodation and meeting pupils and staff. Governors made positive comments about the accommodation and the changes at the school in recent years. Also the recent healthy living and eating plans with more physical exercise being available to pupils and the stability of the staff group since the last inspection ensure good services are provided.

Good systems are in place for monitoring the quality of services provided at the school, with the school council, annual reviews, the open door management policy and the visit every term with a report made and an action plan agreed to make improvements. All of these lead to the schools improvement plan and ensure changes reflect the wishes of pupils, parents and staff.

# 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

<b>BEING HEALTHY</b>	
<b>Standard No</b>	<b>Score</b>
<b>14</b>	3
<b>15</b>	4

<b>STAYING SAFE</b>	
<b>Standard No</b>	<b>Score</b>
<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>	3
<b>26</b>	2
<b>27</b>	2

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

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

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

<b>MANAGEMENT</b>	
<b>Standard No</b>	<b>Score</b>
<b>1</b>	3
<b>18</b>	X
<b>19</b>	X
<b>28</b>	4
<b>29</b>	2
<b>30</b>	3
<b>31</b>	4
<b>32</b>	4
<b>33</b>	3

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	RS26	It is recommended that the issues with the electrical supply and the hoist service records are better ordered and clearly indicate actions taken.	
2	RS27	It is recommended that staff files contain full details of employment checks completed and Criminal Record Bureau checks must be completed.	
3	RS29	It is recommended that senior staff complete training in staff supervision and all residential staff complete training in behaviour management.	



## **Commission for Social Care Inspection**

SW London Area Office

Ground Floor

41-47 Hartfield Road

Wimbledon

London

SW19 3RG

National Enquiry Line:

Telephone: 0845 015 0120 or 0191 233 3323

Textphone: 0845 015 2255 or 0191 233 3588

Email: [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk)

Web: [www.csci.org.uk](http://www.csci.org.uk)

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