



*Making Social Care  
Better for People*

# inspection report

## RESIDENTIAL SPECIAL SCHOOL

### **Ingfield Manor School**

**Ingfield Manor School  
Five Oaks  
Billingshurst  
West Sussex  
RH14 9AX**

*Lead Inspector*  
Mrs S Rodgers

*Key Announced Inspection*  
26th June 2006      09:30

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

<b>Reader Information</b>	
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

<b>Name of school</b>	Ingfield Manor School
<b>Address</b>	Ingfield Manor School Five Oaks Billingshurst West Sussex RH14 9AX
<b>Telephone number</b>	01403 782294
<b>Fax number</b>	01403 785066
<b>Email address</b>	Ingfield.Manor@scope.org.uk
<b>Provider Web address</b>	
<b>Name of Governing body, Person or Authority responsible for the school</b>	SCOPE
<b>Name of Head</b>	Mr Alistair Bruce
<b>Name of Head of Care</b>	Ms Judi Wilbourn
<b>Age range of residential pupils</b>	3-16
<b>Date of last welfare inspection</b>	13 June 2005

**Brief Description of the School:**

Ingfield Manor is a day and special residential boarding school for children between the ages of 3 to 16 years. Ingfield Manor provides an educational service to children with cerebral palsy using the model of education called Conductive Education. The school is part of SCOPE and has a long association with the Peto Institute in Budapest. Ingfield Manor is situated in Five Oaks near Billingham in the heart of the countryside. Mr Alistair Bruce is the Head teacher in charge of the day to day running of the school.

# SUMMARY

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

This announced inspection took place over 2 days a total of 18 hours was spent at the school. Preparation for this inspection focused on a reviewing the heads self-assessment form; the pre inspection questionnaire the previous inspection report. Over the last 3 years parents have been sent questionnaires in order to gain their view of the school. It was felt that as the questionnaires have not changed it would not be appropriate to send all parents the same questionnaire for the fourth year running. There has been one pupil admitted to the school this year. A questionnaire was sent to the parents of the child recently admitted however, the questionnaire was not returned to the Commission. Mr Bruce informed parents of the inspection to invite them to write to the Commission to express their views. The inspector has had no general correspondence from parents. Questionnaires completed at the last three inspections indicated that parents were satisfied with the care provided to their children. Staff questionnaires were distributed to all staff, there have been no completed questionnaires returned to the Commission.

During the course of the inspection the inspector toured the boarding areas of the school and found bedrooms to be bright and cheerful. Due to the need for personal care to be carried out during the school day the inspector also took the opportunity to visit classrooms in order to see how the holistic approach of caring for pupils during the school day is carried out. Care given to pupils continues to be carried out in a sensitive manner ensuring that their privacy and dignity is maintained. Staff were appropriate and confident in their manner whilst working with pupils and at all times gave them their whole attention. Pupils were never spoken over or left out of conversations. The atmosphere throughout the school was relaxed and jovial with staff carrying out their duties in a confident manner.

Six staff were spoken with, three night staff and three day staff. Those who had recently been employed on a permanent basis or on a year's voluntary basis confirmed that they received induction training. All staff confirmed that they receive mandatory training such as Child Protection, fire safety, first aid. Staff who were asked gave a good account of the different types of abuse and the procedures to be followed should they suspect abuse of a child. Staff confirmed that they feel supported by the senior management team and they confirmed that they feel able to express their views openly. Regular staff meetings are held at which staff are encouraged to express their opinions and observations. All felt that their views are listened to and valued.

Mr Bruce advised the inspector that the school could now take pupils from the age of 3 years to 16 years of age. Due to the need for boarding accommodation to be developed it is anticipated that the first year that key stage 3 and 4 would be accommodated is September 2007.

Where the observed standards and practices have not changed this report this report reflects this.

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

The school manages risk well in order that pupils have the opportunity to take part in a wide range of social and educational activities.

The school works well with other schools and agencies. The person responsible for training has developed courses that are offered to staff in mainstream schools within the local area. This means that pupils who leave Ingfield to go to these schools benefit from a staff team that have an understanding of Cerebral Palsy, related conditions and the role of Conductive education.

Each pupil has an individual plan of care. The plans highlight their individual goals assessed on capabilities and enables staff to monitor whether those goals are being achieved.

The energy, enthusiasm and sensitivity with which staff carry out their duties is outstanding. The staff team delivers a high standard of holistic care to pupils, with pupils being respected and treated as individuals. Praise is given on an individual basis and directly relate to their individual achievements and abilities.

Personal care is delivered in a sensitive and respectful manner.

The school has a wide range of equipment to assist children to enhance mobility and communication.

The meals provided continue to be of a good standard. Special diets are offered as required and every effort is made to promote a healthy and nutritious diet.

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

The new positioning of the entrance hall has meant that the communal and boarding areas of the school are more private. Due to less coming and going of staff and deliveries this area now feels more tranquil and homely.

An office has been converted into a library for the pupils. The library also contains the pupil's telephone; the new positioning of the telephone has enhanced privacy for pupils when contacting parents.

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

The school continues to be run in an efficient and effective manner. All standards were met in full or exceeded.

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.



# **DETAILS OF INSPECTOR FINDINGS**

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Achieving Economic Wellbeing

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# Being Healthy

## The intended outcomes for these standards are:

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

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

14, 15

The quality in this outcome area is excellent. This judgement has been made using available evidence including a visit to this service. Promotion of health is taken seriously. Pupil's welfare is closely monitored and their health needs are met. Meals provided are healthy, nutritious and meet the dietary needs of the pupils.

## EVIDENCE:

The records of four pupils were seen. They clearly describe the health needs of each individual pupil and identify how those needs will be met. Pupils are registered with a local GP who visits the school on a regular basis. The schools Neuro -paediatrician, paediatrician and dentist also see the pupils. Medical notes accompany the pupil to all consultations.

Systems are in place to record the receipt, administration and disposal of medication. All records were kept in a locked cabinet in the nurse's office. Trained nurses dispense medication. Two medication rounds were observed. Staff dispense medication to one child at a time and sign the medication record sheet at the time of dispensing

Records of food provided indicated that a varied and well balanced diet is being offered. Meals are taken in settings appropriate to the pupils needs. During the day time meals are taken in the classrooms. Weekly boarders have breakfast and their evening meals in the dining room. Nutritious snacks are offered to all pupils during morning and afternoon break. Special dietary needs are catered for. Assistance is given to each child on an individual basis

depending on need. Specialised equipment is provided as required. The head of care and her assistant nurses administer dietary supplements to pupils who require "peg tube" feeding as required. The inspector was advised that the school cook and a dietician are in the process of reviewing menus to ensure that the healthy and nutritious menu offered is continued and improved upon.

# Staying Safe

## The intended outcomes for these standards are:

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

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

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

The quality in this outcome area is excellent. This judgement has been made using available evidence including a visit to this service. Staff are aware of their responsibilities with regard handling information. Children are enabled and encouraged to express their concerns. Staff are trained in Child Protection procedures including reporting of any suspected abuse. Policies and procedures are in place regarding bullying. Policies and Procedures are in place for pupils being absent without authority. A discipline policy is in place to promote appropriate and acceptable behaviour. Risk assessments are in place to identify and reduce risk. The school has a recruitment procedure in place.

## EVIDENCE:

All pupil records are appropriately stored in lockable facilities. During the course of this visit staff practices demonstrated that they maintain the privacy. Staff spoken with during the inspection were aware of the need to maintain the confidentiality of information held on pupils.

There is a pupil's complaints procedure in pictorial format. Pupils also have individual alternative and augmentative communication books to enable them to express their concerns. Parents have access to the SCOPE complaint procedure. The school has received one complaint since the last inspection. Records seen indicate that the management take complaints seriously and that they deal with them in an appropriate manner and with in agreed timescales.

All staff have received training in Child protection procedures and those who were asked clearly understood their role and what they should do should they suspect abuse of a pupil. When asked they gave a good account of the procedure including different types of abuse i.e. physical, emotional, financial neglect. Records of staff having received training were available. All were able to tell the inspector whom the designated child protection officer is with in the school.

Bullying is not a significant problem at the school. However there is a policy and procedure for staff to follow should they feel that a child is being bullied.

Absenteeism is not a significant issue with in the school. Pupils are either taken to school by taxi or by their parents, should a pupil not be attending school on a particular day parents generally informs a member staff. If a pupil does not arrive at school and there has been no contact from the family a staff member will telephone the parents in order to ascertain why they have not arrived. There is a policy in the schools policy and procedure file, which informs them of action to take should a pupil go missing.

The parent's information book gives information on the schools discipline policy. An approving look, private praise, public praise, certificates, stickers and informing parents and displaying good work reinforce acceptable behaviour. Methods of discipline include mild verbal rebuke, removal from the scene of disruption, opportunity for self imposed time out and informing parents. Sanction books are kept and were available for inspection.

Risk assessments are in place to monitor the physical environment of the school and grounds. Maintenance records for equipment, fire systems, electrical systems and boilers were seen.

Security of the school is maintained both during the night and day. Visitors are required to sign in the visitor's book and receive a visitor's identification badge. The building is made secure during the evening; a member of staff

locks all doors and closes windows early in the evening and night staff carry out checks when they start their duty.

A recruitment and selection process is followed. All prospective employees complete an application form. Recruitment checks are undertaken including an Enhanced Criminal Records Bureau check. References are verified verbally, comments are written on the written reference. All candidates receive a formal interview.

# 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

The quality in this outcome area is excellent. This judgement has been made using available evidence including a visit to this service. The holistic approach to both education and care ensures that pupils are encouraged and supported to achieve to the best of their abilities. Pupils receive individual support as required.

## EVIDENCE:

The principles of Conductive education do not discriminate between education and care. From observation of daytime routines within the classroom and observation of the evening routines within the boarding areas of the school the inspector was able to observe the seamless way in which the education programme and social programme intertwine to enable the pupils to achieve to their individual potential.

Pupils continue to have individual activities structured through out the school day, these include swimming, cycling and for older children horse riding.

During the evening one member of the staff team organises the evenings activity. The evening game at the time of this inspection was rounder's, however it was raining. The inspector was impressed with the staff's commitment to ensuring that the pupils had a good time. They took the time to dismantle the exercise equipment in the so that the pupils could play the game inside. This enthusiasm and commitment by staff is laudable. Each

pupil was encouraged to participate and each was given assistance to a level dependent on need. Pupils were seen to enjoy themselves fully, with much fun and laughter from both pupils and staff.



# Making a Positive Contribution

## The intended outcomes for these standards are:

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

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

2, 9, 11, 17, 20

The quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service. Pupils are enabled to make decisions made about their lives at the school. The interactions between both staff and pupils are relaxed and confident. Admission and leaving processes are sensitively handled. Written needs assessments are undertaken for all pupils. Pupils are encouraged and supported to maintain contact with family and friends.

## EVIDENCE:

Pupils communicate with books or other communication aids and staff were observed to be very diligent in seeking their viewpoint and allowing children ample time to respond. Pupils are able to influence decisions made with in the school. School uniform has recently been introduced. Pupils views were sought with regard what colour they would like the uniform to be. At the time there were more girls at the school than boys so the highest vote was for pink, however with discussion and negotiation red sweatshirts/T shirts were decided upon.

From observation throughout the inspection the inspector was able to determine that the relationships between staff and pupils continue to be based on honesty and mutual respect.

Children who attend the school have a Statement of Educational Need and are generally funded by the Local Education Authority. Parents of prospective pupils are encouraged to make an informal visit to the school initially and then if they feel the school would be appropriate they are encouraged to make a second visit with their child. This enables staff to assess whether the school can meet their needs. The detailed Parents Handbook provides a very informative guide about daily routines, health and social care, home agreements, equipment, personal possessions and educational needs.

It is the policy of the school to work positively with children and parents in the months prior to the child reaching the end of their primary education. Pupils are invited to contribute to and attend part of the transition review meeting.

Each child has a placement plan, which pupils themselves are involved in devising. An aim of the school is to help children attain a level of independence so that as young people they can take a full part in their senior school education. Part of this work is encouraging children to speak up for themselves so that they have some control over their future care and education.

Pupils who board at Ingfield do so on a weekly basis therefore they arrive on the Monday and go home on the Friday. However they can and do receive regular telephone calls from their parents. Now that the telephone has been placed in the new library privacy has been improved.

# 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, 21, 23, 24, 25,

The quality in this outcome area is good. This judgement has been made using available evidence including a visit to this service. Pupils are encouraged and assisted to develop their own sense of personal identity within an environment that actively supports them to become as independent as possible. The boarding facilities are appropriate for the needs of the current pupils. The residential accommodation is appropriately decorated and furnished. Equipment is in place to promote the privacy and dignity of pupils.

## EVIDENCE:

Although pupils have chosen to have a school uniform, a red sweatshirt, red or white T shirt they are still able to chose what type of trousers/shorts/tights they wish to wear, should they wish pupils can change into home cloths in the evenings. All clothes are laundered at the school.

The school provides pupils with stationary.

Due to pupils being weekly boarders they are not encouraged to take money into school unless there is an organised trip.

Annual reviews clearly evidence that pupils are prepared for the transition of moving onto their next school. The transition from Ingfield to senior schools may reduce in the future due to the school increasing the leaving age of pupils from 11 years to 16 years.

The school is set in its own grounds. The size and lay out of the school appears to be in keeping with its Statement of Purpose. Appropriate aids and adaptations have been provided. All areas of the school are accessible to all pupils using a variety of forms of transport such as wheelchairs and tricycles, frames and ladder frames.

There is a vertical lift to the first floor which children have access to when assisted by staff. There is an area for the recharging of wheelchair batteries. Records indicate that equipment is checked on a regular basis.

Accommodation for boarding appeared appropriate for the needs of the children. There are adequate communal areas for children in which activities can be undertaken. At present accommodation is provided in two dormitories and one for boys and one for girls. Both rooms are attractively decorated and personalised with children's own possessions and posters. Each child has storage space for clothing and personal items. Lighting, ventilation and heating in all parts of the school appear satisfactory. The school has sufficient baths, showers and toilets suitable to meet the needs of the children.

# 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, 29, 30, 31, 33

The quality in this outcome area is excellent. This judgement has been made using available evidence including a visit to this service. The School is managed well and run efficiently providing a safe and stable environment for the pupils living there. The management promote clear vision and values. Staff are trained, skilled and sufficient in number to meet the needs of pupils and provide a high quality service.

## **EVIDENCE:**

The Statement of Purpose describes the overall purpose of the school and is supported by several other documents including a document entitled 'Understanding Conductive Education' which clearly describes the techniques

used at the school. A Welcome Guide for Children', which is a series of photographs made into a bound book. It shows photographs of all aspects of school life including boarding accommodation and supports the picture and symbol communication system that many of the children use.

A record is kept of each child's history and progress. Annual reviews are carried out and care plans are implemented. Parents are requested to participate in the review process and complete a form that enables them to state their views on what their children have achieved at the School. Care plans seen during the inspection indicate that children participate in devising how they wish the care to be delivered. Daily care records are kept separate from the care plan. All entries were signed and dated. A new care plan is in the process of being introduced. The plans will clearly record the care needs of the pupil, how they would like care to be delivered and what they expect or want the outcome for them to be when care is delivered in line with their wishes.

The school continues to maintain clear and accurate records on staff and child groups of the school.

All new staff receive induction training. Training records indicate that all staff receive mandatory training. The school has a training programme to for staff to undertake in National Vocational Qualification level 3 Award in care in the Caring of Children and Young Adults. Currently 55% of the care staff team have completed their National Vocational Qualification. Staff benefit from a wide range of training opportunities to enable them to carry out their duties in an informed and confident manner.

As previously identified at the beginning of this report. The person responsible to training is in the process of promoting training courses in the wider community. This initiative will be of benefit to pupils as should they go into main stream schools with in the local community the staff in these schools will have an understanding of how they can assist pupils with cerebral palsy and other related conditions.

Staff spoken with confirmed that they receive supervision on a regular basis and have weekly meeting in which they can express their views and concerns. All staff spoken with confirmed that they felt supported by the senior management team.

The head and his senior management team have specific areas for which they are responsible, form reviewing records from discussion with staff, general observation the inspector was able to determine that they run the school in an efficient manner that promotes stability for the pupils.

Termly monitoring visits are carried out and form part of the quality assurance and quality monitoring of the school. Reports were available at this visit. They

indicate that staff and pupils are spoken with, records are reviewed and that a tour of the boarding facilities is undertaken.

# 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>	
<i>Standard No</i>	<i>Score</i>
<b>14</b>	4
<b>15</b>	4

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

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

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

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

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



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 (Serious welfare concerns only)

## **Commission for Social Care Inspection**

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