

Kingston Maurward College

Further education college residential provision

Inspection dates		2 – 4 March 2015
Overall effectiveness	This inspection:	Requires improvement-3
	Previous inspection:	Outstanding-1
Outcomes for learners		Good-2
Quality of service		Requires improvement-3
Safeguarding		Requires improvement-3
Effectiveness of leadership and management		Requires improvement-3

Summary of key findings

This college requires improvement because:

- Safeguarding systems which protect residential learners are not fully effective. Safer recruitment checks are not consistently completed for all adults who work at the college prior to commencing employment. Safeguarding checks are not undertaken for all adults who live on the college estate but do not work at the college.
- The accommodation provided to students who live on the college campus is not fully suitable. In the main accommodation annex furniture in the lounge area is uncomfortable, showers do not work effectively and flooring in the kitchen is dirty and worn in places. In addition some white goods are out of order and equipment needed for food preparation and dining is missing.
- The range of activities provided to residential students particularly at weekends is limited.
- Not all records capture fully the information needed to evidence appropriate support for learners. This includes welfare checks, medical records, incidents, complaints and risk assessments.
- While there are shortfalls against certain aspects of the national minimum standards and some variation in the provision, the impact on learners was not significant. Leaders and managers took immediate action towards rectifying any shortfalls and a detailed action and development plan has been provided to Ofsted.

This college has the following strengths:

- Residential learners report that they feel safe and that course tutors, welfare staff and college support staff are readily available and approachable should they need advice or someone to talk to. They also support one another and feel that bullying is not a feature in this college.
- College staff prepare learners for employment through the courses they are studying. In addition it is possible for them to secure part-time employment opportunities within the college. Learners were particularly keen to earn extra money, and specifically enjoyed working in hospitality roles and work with the horses.
- Residential learners benefit from having access to course information, personal progress, achievements and development information through the college computer portal. They are also able to access support and guidance through a virtual learning environment.
- Information received prior to admission prepares residential learners for life at the college. They report being welcomed and feel the induction programme is thorough. Residential learners feel they are consulted and listened to throughout their stay. They meet with the Principal and governors as well as having representatives on the student council.
- Leaders, managers and staff are consistently positive about learners and their potential. There is a welcoming feel and positive atmosphere across the whole campus. The college grounds offer a varied rural landscape which is peaceful and attracts a variety of wild life. This environment inevitably contributes to the emotional well-being of both learners and staff.

Full report

What does the college need to do to improve further?

- Ensure the careful selection and/or vetting of all staff, volunteers and adults who live on college premises. (National Minimum Standard 34)
- Provide all resident learners with satisfactory living accommodation. (National Minimum Standard 36)
- Organise a sufficient and varied range of activities for resident learners throughout the week and at weekends. (National Minimum Standard 11)
- Ensure that individual and generic risk assessments and records contribute to the welfare of resident learners. In particular maintain purposeful records of complaints, incidents, medication risk assessments and welfare checks (National Minimum Standard 21)

Inspection judgements

Outcomes for learners	Good
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- Residential learners are positive about the college, feeling they have grown in 'confidence and independence'. One remarked that beforehand she had no confidence and spent much of her time in her bedroom, had few friends and no social life; this has now changed because of the college course and residential experience. Learners also report getting along together and looking out for one another.
- Residential learners enjoy spending time with one another, in the residential setting and in the local community. A comradeship builds between those on the same course and especially those who do duty work together. They are able to build and maintain friendships. It is noted that behavioural difficulties or incidents between resident learners are few and far between. This contributes to them feeling safe.
- All residential learners say they benefit from the residential experience and that it has made them more independent. Several take on additional paid work at the weekends such as helping with riding for the disabled, help with banqueting or serving in the café. This work adds to their experience and improves their employment prospects for the future. A parent commented, 'I'm so glad about the job, they are becoming more and more independent and growing up fast.'
- Equality, diversity and inclusion are embedded throughout college life. Support is provided to help learners understand about difference. A local chaplain has been facilitating discussions with learners about different religions and cultures. Topical issues such as extremism have been discussed to improve understanding and avoid learners becoming radicalised. Information and support around lesbian, gay, bisexual and transgender issues is readily available.

- Preparation for adult life includes learning practical skills such as cooking, cleaning and budgeting. Learners also have access to the information they need, and opportunities to consider and discuss health and welfare issues. The college offers such information in a number of ways to meet all learning styles. During the inspection learners attended a thought provoking and powerful dramatic production. This highlighted the issue of sexual exploitation, raising awareness so that learners can recognise the grooming process and understand risky situations, as well as promoting safe internet use.

Quality of service

Requires improvement

- Some aspects of the national minimum standards have not been met. The quality of care requires improvements, however, there is no evidence to suggest these shortfalls are having a significant impact on the welfare of learners and do not compromise their health or well-being.
- Access to the college facilities such as the well-equipped gym and climbing wall is restricted outside of the college day. In addition the range of leisure and extracurricular activities is limited particularly at weekends when none are planned. This limits learners' opportunities to enjoy new experiences, learn new skills and develop personally. Learners report that when on duty during the week they are tired and like to spend time relaxing with friends. They often use the common room for a game of pool, or the library facilities to catch up on course work. All resident learners would like more leisure options to be available at weekends.
- Accommodation for all learners living at the college is not in an acceptable state. A kitchen is ill equipped, two cookers were found to be not working and basic crockery and cutlery was sparse. Flooring is worn and showers did not work effectively. Lounge furniture is unsuitable in design and uncomfortable. The system for reporting repairs and maintenance issues is unclear to both learners and staff. Things have been left needing attention or replacement. A full refurbishment plan is underway to address these issues and action was taken during the inspection to fit a new cooker and provide adequate kitchen equipment.
- Food is cooked daily on the college premises and provide through a café outlet. Special dietary needs can be catered for and there is a good amount of choice available to provide for a healthy balanced diet. A large and suitable dining room is situated next door to the café and is available to learners. Café opening hours are reduced at weekends and throughout the winter; learners are expected to cater for themselves during this time. Many bring frozen food from home although storage facilities are limited and some learners reported food going to waste.
- Residential learners report that they know how to make a complaint. These are taken seriously and usually investigated by a senior member of the staff team. There is sometimes a delay in reporting back to complainants following these investigations. Records do not fully support the actions taken to include a successful resolution and feedback. There is little evidence to show development of the service or learning following complaints.
- All learners can contact parents and friends and others who are important to them. Most have their own mobile phone. Landline phones are available within the residential homes should learners run out of credit or not have use of a mobile.
- Learners are provided with individual and personal support as and when required. Alongside one-to-one meetings with course tutors they can also meet with providers of student support services, which include a manager, counselling team and other specialist support agencies.

Learners report that they get on well with wardens, feel they are listened to and can get support when needed.

Safeguarding

Requires improvement

- Recruitment practice is not robust and some staff have been allowed to commence employment without all vetting checks in place. Checks for those adults living on the estate who do not work at the college have not been undertaken. There is a lack of information and guidance about expectation, contact with learners and standards of conduct provided to those who are not employed by the college. These shortfalls constitute a breach of national minimum standards.
- Good practice is not supported by accurate up-to-date records. For example additional support and consideration of risks presented by learners had not been recorded into a care plan so that all welfare staff and wardens are consistent in their approach and clear about actions to take. It is not clear from records if welfare checks are being carried out as expected at 11 pm to make sure all resident learners are back in their accommodation. The signing in and out procedures are not consistently used by learners so these do not confirm for wardens if they are back.
- Contractors who visit and/or work on the college site are provided with clear guidance around access to students and the conduct expected of them. Vetting checks are provided and records of workers are kept by the health and safety manager. This practice safeguards learners in respect of inappropriate adults having access to them while building and maintenance work is being carried out.
- Residential learners say they feel safe on the college grounds and in their accommodation. They can access support at any time and a warden will be available throughout the night. Wardens can also contact the residential manager who will provide additional support or guidance should this be needed. CCTV records those entering and leaving the residential buildings, it is not constantly monitored but records can be accessed and its use provides some assurance to learners and contributes to them feeling safe.
- Not all incidents are well recorded so that risk can be considered and appropriate action can be taken to avoid further issues and accidents. Learners have attempted to access and have been seen on the scaffolding around the residential annex. The risk assessment has not been updated to include these incidents in attempts to further negate the risks and protect learners from falling.
- All the staff understand how to deal with any safeguarding issues or disclosures made by learners. They know how to make a complaint and wouldn't hesitate to report any issues if they were concerned.
- Acceptable behaviour is promoted and the learner support services add to the promotion of safety, and well-being. Learners are provided clear guidance and information about what is expected of them; any issues are dealt with quickly to avoid escalation. Physical restraint is not used to manage behaviour and given the age of learners the staff have a 'hands off' approach to dealing with any issues. This protects the privacy and dignity of learners.

- Learners are protected from the risks involved should there be a fire. Early warning detection systems are fitted throughout the college and learners get opportunities to practice fire drills so that they know what to do in an emergency. Fire risk assessments are in place and the college has actioned recommendations from the previous fire safety inspection.

The effectiveness of leadership and management

Requires improvement

- Some aspects of the national minimum standards are not met. Inspectors did not find any evidence to suggest this has a significantly detrimental effect on residential learners. Their feedback is for the most part very positive. They appreciate the courses which are giving them a clear employment direction for the future, and they feel supported and are enjoying life at the college.
- Leaders and managers took immediate action where possible to address shortfalls identified during this inspection. Many have already been successfully addressed, demonstrating a clear capacity to improve. A detailed action plan has been produced to fully address all issues and to improve the quality of the residential provision.
- Since the last inspection plans to update and refit the residential accommodation have commenced and should be completed before September 2015. Additional lighting has been fixed around the college site at the request of learners. This now provides well-lit paths making learners feel safer. Some additional off-road walkways are also a new feature and protect learners from college traffic. Parking areas are now allocated to drivers to avoid people driving around the site unnecessarily and reduce traffic in areas where most learners are walking about. This has improved learners' safety.
- An electronic recoding system has been introduced to capture all the information needed about students, their progress and support needs. There are plans for this system to contain all staff and students records. This will improve communication between different departments such as teaching and residential support staff.
- The views of residential learners are sought in a number of ways to inform practice. However, there are a number of gaps in communication systems and inconsistency of practice. Learners and staff were unclear about the arrangements made for cleaning the accommodation and reporting repair needs.
- One full-time member of staff is dedicated to the under-18's residential provision. Wardens work part time and fit these duties alongside being full-time students or course tutors. Training for such staff has been limited to essential issues such as safeguarding and first aid. Handovers between staff taking over responsibilities are minimal and a number of records do not support or evidence the quality of care and support provided to residential learners.

COLLEGE DETAILS

Type of college	Further education college residential provision
Age range of learners	16-18
Approximate number of learners in residence	7 + 10 staying overnight for duty roles
Principal/CEO	Ms Clare Davison
Date of previous inspection	7 February 2012
Website address	www.kmc.ac.uk

Purpose and Scope of inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000 to assess the effectiveness of the service and to consider how well it complies with the relevant regulations and meets the national minimum standards.

The report details the main strengths, any areas for improvement, including any breaches of regulation, and any failure to meet national minimum standards. The judgements included in the report are made against the inspection framework and the evaluation schedule for the inspection of accommodation in further education colleges.

Contextual information

Kingston Maurward College is set in a 300 hectare (750 acre) estate two miles from the county town of Dorchester.

The college offers a vast range of full and part-time work-based, further education courses and apprenticeships. As an associate college of Bournemouth University it is also able to provide higher education courses including foundation degrees. A range of study options are also available to school pupils between 14 - 16 years.

The college provides a limited range of residential accommodation on site which consists predominantly of single study bedrooms in groups of eight to ten students to a house.

A minority of students living in college accommodation are aged under 18 years. In addition a small number of under-8 year olds may live in college accommodation when they are required to be on early morning and evening agricultural and equine duties.

Information about this inspection

Lead inspector	Janice Hawtin SCRI
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Two Social Care Regulatory Inspectors (SCRI), carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online surveys to gather the views of learners ,their parents and college support staff ; these views are reflected throughout the report.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Evaluation schedule for inspection of residential provision in further education colleges 2014*

<http://www.ofsted.gov.uk/resources/evaluation-schedule-for-inspection-of-residential-provision-further-education-colleges>

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234

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