

# Eastleigh College (College House)

## Further education college residential provision

<b>Inspection dates</b>		24/01/2017 - 26/01/2017
<b>Overall effectiveness</b>	<b>This inspection:</b>	Outstanding
	Previous inspection:	Outstanding
Outcomes for learners		Outstanding
Quality of service		Outstanding
Safeguarding		Outstanding
Effectiveness of leadership and management		Outstanding

## Summary of key findings

### This college is outstanding because:

- Students are offered exemplary individual support. As a result, they make impressive progress in their studies and in developing their life skills. Residential provision at the college has a meaningful impact on improving students' abilities and confidence.
- Emphasis is placed on maintaining students' emotional and physical welfare and well-being. As a result of this, students feel very safe living at the residential provision and are able to put their learning into practice in a secure and structured environment.
- Careful vetting of admissions and excellent insight into students' needs ensures that the residential group gels together well and a culture of mutual respect and support is embedded within the residential community.
- A stable and well-trained staff team combines experience and knowledge to provide a high standard of support and guidance. As a result, students feel nurtured and feel that they are valued members of their own residential community and the wider college community.
- Students' views are valued and promoted. Students are able to influence the running of the residential provision as well as the main college. Members of the small residential community are active members in the college council and are excellent role

models to other students.

- The senior management team provides exceptional scrutiny and oversight of the residential provision and there is an embedded culture and drive to improve practice and the quality of service to the students and their families.

## Full report

### What does the college need to do to improve further?

- Provide training in the administration of medication to members of staff responsible for the carrying out of this task.
- Ensure that records are made of the governors' visits so that there is evidence of how the quality of the service has been evaluated.

## Inspection judgements

### Outcomes for learners

Outstanding

- Outcomes for students are outstanding. They make sustained and significant progress in comparison to their non-resident peers. Residential students benefit immensely from a service which is dedicated to enabling them to reach their potential.
- Students develop confidence, self-esteem and key life skills. The residential provision ensures that the students are able to put into practice what they have learned at college.
- Students enjoy living in residential provision. One said, 'It's like a family, we help each other out.' As a result of feeling that they belong and feel safe, they gain in self-worth and confidence.
- Students' views are valued and promoted. They have a meaningful impact on how the residential provision is run and have a wider impact and influence on the main college campus. Students feel truly involved in, and are valued members of, their college community.
- Students have access to excellent facilities which support them in their day-to-day lives and which enable them to reach their full potential. For example, specific bespoke packages of support are arranged from members of staff if they are struggling in some areas of college life.
- Students form friendships, which widens their social circles. As a result they are less isolated in their communities. For example, the friendships established enable them to socialise with each other during holidays. These occasions are particularly valuable, especially when bearing in mind their previous experiences in other settings.

**Quality of service**

Outstanding

- The quality of service offered to the students is of a very high calibre. Bespoke, carefully planned support nurtures students and promotes development in all areas of their lives. 'This has been life changing for my boys, they have blossomed here', said a parent.
- The careful and thorough assessment of potential residential students, combined with a very well thought-out induction, ensures that stability is maintained for the residential group.
- Any specific medical needs are known and met. Regimes, such as exercises prescribed by physiotherapists, are followed and students are reminded of their responsibilities to look after themselves as part of their overall growth and development.
- Administration of medication has been revised since the last inspection and the records maintained are accurate and signed by members of staff as well as the student. Not all members of staff have received up-to-date training in the administration of medication. Although this shortfall has not had an impact on students' well-being, the training will further develop staff knowledge and practice in this area. Plans were put in place to start this process the end of the inspection.
- Students have excellent support from an independent counsellor, members of staff and their tutors. Specialist services, such as sexual health services, are also readily available. This means that the students have a number of different avenues available to them if they need support or advice.
- The staff clearly know their students very well. Excellent knowledge of individual strengths and foibles means that care packages are designed around each student's needs. Sharing of information between residential and teaching staff, and parents, ensures that any changes or incidents are known and additional support is made available if needed.
- Enriching activities provided for the students give them opportunities to develop their social and life skills, and confidence. They are able to put into practice the skills they have learned at college and enjoy the process immensely. Shared chores, such as taking it in turns to cook, enables the students to learn to live as part of a social group and emphasises the importance of community living and cooperation. Their progress is acknowledged and celebrated by the members of staff who care for them and this further supports their growth in self-esteem and confidence.
- Members of staff assist students in planning their meals. They learn preparation and cooking skills and this promotes their understanding of the importance of healthy eating. The students are unanimously positive about the quality of food and take pride in their role in preparing it.
- Individual plans are supported by risk assessments which clearly outline each

student's vulnerabilities and, importantly, outline how these are to be overcome in order for the student to progress. As a result, while students are supported to a high standard, the college is not risk-averse and students have realistic opportunities to be independent members of their community. For example, students have specific plans which enable them to travel independently and to use public transport. This is an important skill to learn, which will support their future independence.

- Residential accommodation is of a good standard. The students are able to personalise their living areas and enjoy being able to influence the choice of decor and furnishings in the communal areas. Students are proud of their accommodation and value the experience of living there.

## Safeguarding

Outstanding

- Safeguarding practice is strong. Staff create a caring, nurturing environment and have excellent awareness of each student's individual needs and vulnerabilities. Students know that any concerns or anxieties can be shared with staff who will deal with them.
- Effective systems ensure that all members of staff are trained in safeguarding, including e-safety and recognising child sexual exploitation. All members of staff have received 'Prevent' training on anti-radicalisation duties. Systems are developed in line with learning from training, reviews of practice in other establishments and learning from serious case reviews.
- A very well-led and organised safeguarding team provides guidance and oversight if there are any safeguarding concerns. Consequently, information is shared with relevant agencies promptly, plans are put in place quickly and the students' well-being is protected and promoted. Working relationships with safeguarding agencies are very well established, which ensures collaborative and well-coordinated responses.
- Clear, understandable routines and rules provide structure for the students. Students say that the rules are fair and that issues are dealt with quickly. For example, one incident of bullying was addressed effectively and swiftly and students voiced their appreciation of this. Members of staff appreciate that the students' unique needs sometimes means that they need extra support to understand how their behaviours may have an impact on others. This is done in a sensitive and very well planned manner and enables the students to reflect upon, and improve, their behaviour and to develop their coping skills and strategies.
- An excellent approach to inclusiveness across the whole college campus teaches tolerance and understanding to all students, no matter what their backgrounds or abilities. As a result, students in the residential provision feel valued and welcomed and this reinforces a feeling of being safe and accepted.
- Fire checks and fire drills are carried out regularly and members of staff ensure that all the students are aware of what to do in the event of a fire. Staff and students fully

understand fire safety measures.

- Recruitment is thorough and all checks are rigorously implemented prior to a member of staff commencing work. This ensures that only adults with suitable backgrounds are employed to work with the students.
- Students and staff are very conscious of security across the campus. Checks are carried out by security staff on the main site to ensure that anyone on the campus has a valid reason to be there. These strategies help the students to feel that the college is a safe place to study and be with their peers. The residential provision, which is based six miles from the college, is suitably secure and has closed circuit TV covering the external part of the building so that there is a record of visitors to the site.

### **The effectiveness of leadership and management**

Outstanding

- The leadership and management team is effective and produces outstanding results. The residential provision is managed to a high standard by the manager, who is a qualified social worker and who has over 25 years' experience of working with young people. She is seen as a strong, supportive and approachable leader by the members of staff, and the students see her as a key person in their lives. She was unanimously seen as the first port of call for students if they have an issue or concern. They have implicit faith in her judgement and integrity.
- The manager is, in turn, supervised and supported by her line manager, who also manages the supported learning programme run by the college. This ensures that the residential provision is an active and integrated part of the college organisation, despite being off-site. Consequently, the provision is kept up to date with training and any service developments.
- The well-organised management team ensures that communication is clear and effective. This means that any issues or changing needs can be efficiently passed on to all departments so that each student's individual needs are identified and met.
- The manager of the residential provision evaluates and reflects on the practice and effectiveness of care plans and quality of care within supervision sessions, team meetings and annual appraisals. These reflections are used to develop a self-assessment plan. This ensures that there is no complacency and that there is a drive and aspiration to maintain a high quality of care.
- As a result of the drive to improve, and the detailed approach to care planning and support, in the last year 100% of students have achieved their targets and successfully finished their courses of study.
- The staff team at the residential provision is very stable. There have been no new members of staff for over 18 months. All the staff have professional qualifications to at least level 3 and all undergo regular training in areas such as first aid, safeguarding and e-safety. As a result, the students are cared for consistently and experience a high quality of support and guidance.

- Senior managers and governors assess the quality of care regularly. The governor responsible for overseeing practice and the quality of the provision visits regularly. She attends relevant meetings regarding the conduct and practice of the provision. She is seen as an active and important part of the quality assurance process regarding the residential provision. Records of her visits are contained in meeting minutes but are not supported by reports which detail whether she has met students or parents and what their views of the provision are. This record would further enhance the evidence of student and parental consultation and record their views of their experience.

## College details

<b>Type of college</b>	Further education college residential provision
<b>Age range of learners</b>	16 to 18
<b>Approximate number of learners in residence</b>	11
<b>Principal/CEO</b>	Dr Janet Edrich
<b>Date of previous inspection</b>	01/10/2013
<b>Website address</b>	<a href="http://www.eastleigh.ac.uk">www.eastleigh.ac.uk</a>



## 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

College House is a 14-bed residential facility operated by Eastleigh Further Education College, offering an extended curriculum for male and female students aged 16 to 18 with learning disabilities. It is open from Monday to Friday term-time only and is located approximately six miles from the main college site. All College House residents are students on the College's 'Skills for Independence and Work' course, and also undertake an accredited 'Life and Living Skills' programme operated within the residential provision.

## Information about this inspection

<b>Lead inspectors</b>	Paul Taylor SCRI
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Paul Taylor (SCRI), carried out the inspection with short notice.

The inspector took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspector also used data on learners' achievements over the last three years to help him make judgements. The inspector used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; 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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