



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Falconer School

**Falconer Road
Bushey
Hertfordshire
WD23 3AT**

Lead Inspector
Pat House

Announced Inspection
17th January 2006 10:00

The Commission for Social Care Inspection aims to:

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

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This is a report of an inspection to assess whether services are meeting the needs of people who use them. The legal basis for conducting inspections is the Care Standards Act 2000 and the relevant National Minimum Standards for this establishment are those for *Residential Special Schools*. They can be found at www.dh.gov.uk or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: www.tso.co.uk/bookshop

Every Child Matters, outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life.

Those outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a contribution; and
- Achieving economic wellbeing.

In response, the Commission for Social Care Inspection has re-ordered the national minimum standards for children's services under the five outcomes, for reporting purposes. A further section has been created under 'Management' to cover those issues that will potentially impact on all the outcomes above.

Copies of *Every Child Matters* and *The Children Act 2004* are available from The Stationery Office as above.

SERVICE INFORMATION

Name of school	Falconer School
Address	Falconer Road Bushey Hertfordshire WD23 3AT
Telephone number	0208 950 2505
Fax number	0208 421 8107
Email address	admin.falconer@thegrid.org.uk
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Governing Body
Name of Head	Mr M Williamson
Name of Head of Care	Mr D English
Age range of residential pupils	11-16 years
Date of last welfare inspection	11/01/05

Brief Description of the School:

Falconer School is a Secondary Special School for boys with emotional and behavioural difficulties. The school provides education for both day and boarding pupils. The residential unit, known as "Chimneys", provides boarding accommodation for 12 boys from Monday to Friday. The school is situated in a residential area of Bushey, which has a nearby High Street with shops, and there is a library within walking distance.

SUMMARY

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

The inspection took place over two days with two inspectors. The boys were joined for the mid-day meal and supper on the first day and the visit ended after evening activities. The second day started at breakfast and finished at lunchtime. There were seven boarders in the residential unit at the time of the visit and these boys spoke with the inspectors and most completed written questionnaires. School and Boarding staff were also spoken with and a school Governor provided information during the visit. School staff and parents also completed written questionnaires and written comments were received from the Local Authority and the Community Fire Safety Officer. All parts of the boarding unit were visited and time was spent in the school kitchen and main office. A variety of records were checked. Since the last inspection the previous Head Teacher has retired and the new Head Teacher was present during the visit.

What the school does well:

The most important achievement the school makes is to fulfil the stated aim of the school to support boys with emotional and behavioural problems to progress academically and socially. There are a number of boarders at the school who have been present for three CSCI inspections and it was very encouraging to see how they have progressed in all ways over the three years. The option of boarding at the school is clearly popular and one boy wrote in his questionnaire that the "worst" part of boarding was the sanction of being "sent home". The provision of the "extended day" where non-boarders stay at school to join the boarders for activities is also working well and was praised by the Local Authority as benefiting all the children. The boarding system is also used flexibly to the advantage of the children who have varying needs. The care staff in the boarding unit are especially commended for the range of activities they provide for the boys. The boarders' questionnaires highlighted how the children valued this provision and the staff who join in with them for these activities.

What has improved since the last inspection?

The children spoken with praised the meals now provided at the school and new "Healthy Eating" initiatives mean that there is now a reduced amount of frozen food used with large amounts of fresh fruit and vegetables provided. Procedures for administering medication have been streamlined and some of the monitoring of statistics has been amended so that the boarding provision can be assessed separately from the main school's information. The Head of Care has also developed a new induction programme for staff which is extremely thorough and should be of great benefit to new care workers and to the school in general.

What they could do better:

The Health and Safety statement for the school needs updating and more general risk assessments need completing. However, the Site Manager will complete a Health and Safety course in March and should then undertake these updates. There are some adjustments needed to the fire alarm system to ensure overall safety at the school and two of the doors in the boarding unit need door closure devices fitted. However, as before, the main area needing improvement is in the provision of sports facilities, which is the responsibility of the Local Authority. There is still no proper provision for indoor or outdoor games and it is commendable that the children and staff manage to play sport in a small unsuitable area or go out to other facilities. Landscaping of the grounds has also not been completed and when the Local Authority finalise this area the whole setting of the school will improve and reflect the positive achievements being fulfilled inside the buildings.

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

The report of this inspection is available from enquiries@csci.gsi.gov.uk or by contacting your local CSCI office.

DETAILS OF INSPECTOR FINDINGS

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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 and 15.

The children in the school are provided with nutritious meals, which they help to choose and enjoy. The meal provision and the attention given to health issues ensure that the children's individual care needs are met.

EVIDENCE:

The health care needs of the children are identified and recorded when they enter the school. These records and details of any treatments required form part of each child's care plan. There is waking night staff cover in the boarding unit and clear plans around bed wetting were seen at previous visits. Currently one boarder has difficulties with a speech stammer, and a speech therapist has provided assistance to the individual and to staff. Care staff have also had training in "stammer management" and have developed plans to deal with the issue. The school has a written policy regarding health care needs in the school and teachers provide accredited sexual education and guidance. The children in the school continue to be registered with their own G.P. and all care staff are trained in first-aid. Medication is sent in with the boys from home and parents complete details of exact amounts involved. The system for administering medication has been reviewed by care staff and works well. A new written policy covering medication administration has also been produced. Currently none of the boarders carry inhalers but the school policy requires that staff are informed if these are needed. The boarders spoken with said the food at the school was "very good" especially since the new cook has been in place. The meals taken with the boarders were all nutritious and appetising and there was a choice of pudding or fruit at the main meal and a wider choice of food at supper and breakfast. The boys confirmed that they were consulted about menus in the boarding unit and that the cook asks the children about meal preferences in the main school. There is a planned four week rolling menu for the mid-day meal and every two weeks an example of a foreign meal is served to broaden the children's experience of food. There had been a visit from the Environmental Health Officer in July 2005 and the two recommendations from that visit had been actioned.

The new cook is planning to update her Food Hygiene training. The kitchen was very clean on the day of the visit and was well stocked. A Healthy Eating programme is being actioned at the school and there has been a 50% increase in the fresh vegetables served and only fresh meat is purchased for the school. The boarding unit has a separate budget for snacks for the children and an evening cook is employed to prepare the evening supper in Chimneys.

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 and 27.

The policies and procedures in the school help to ensure that children are protected at all times and have their views heard and their privacy respected. Appropriate recording and monitoring procedures in the school also help to assist school staff to promote good behaviour in the children and the school provides a safe environment for the boys, although there are a few areas, which currently need reviewing.

EVIDENCE:

The school has a policy on Privacy and Confidentiality, which is included in the induction training programme for staff. The boys spoken with said that care staff always knock and wait before entering their bedrooms and comments on the boarders' written questionnaires indicated that privacy was maintained in

the showers and bathroom. All records were being kept securely and the children said they could make and receive telephone calls at appropriate times. There is a phone booth in the boarding unit of the school and "helpline" numbers are displayed here, above the phone. Care staff said that the children were regularly told about how to make a complaint and the written questionnaires returned all confirmed that the borders were familiar with the complaints policy. The school's official complaints policy is given to all parents and guardians and the children's guide, "Welcome to the Chimneys", contains simplified information about making a complaint. The borders spoken with confirmed there were opportunities to talk to both boarding and teaching staff in private if they wanted to. The school's Home Liaison and Training Manager is also the Designated Child Protection Officer. This member of staff provides the initial Child Protection training at staff induction and then provides detailed block training for the school. The school's Child Protection procedures are reviewed annually and a written report is prepared for the school Governors. The school initiated ten Child Protection referrals to the Local Authority in the past year and staff said that the responses to these referrals were now much improved. There were no investigations initiated by the Local authority. One referral was made to the body, which monitors staff who work with children. (POCA). All procedures were appropriately followed but a later discussion with the Head Teacher considered whether a summary of such issues should be referred to the CSCI, for information. The school has regular links with the local Youth Offending Team and works with named Police Support Officers. The CSCI requested information about the school from the Local Authority Children Schools and Families Department. The response from the CSF Dept. was very positive and said that they had a "positive and productive working relationship" with the school and that the school "effectively supported pupils and parents". The week prior to the inspection there was an evening Child protection Training course for staff. One more course has been booked after which all staff in the school will have had up to date training in this area. The school has a comprehensive anti-bullying policy, which the children and their families were involved in writing. Written questionnaires completed by the boys indicated that there was little or no bullying issues amongst the boarders. Parents' questionnaires returned indicated that school staff kept them informed of all relevant incidents in the school. The school has written procedures for dealing with unauthorised absences from the school and all incidents are recorded. Since the last inspection these records are kept separately for the boarders, to enable more meaningful monitoring. The care staff and boarders spoken with were clear about the policies and procedures dealing with discipline in the school. Comments in the boarders' questionnaires indicated that, generally, the boys felt that sanctions and discipline measures were fair and the system used was seen in operation during meal times and appeared to be respected by the boys. After all incidents of supervision or restraint, an interview is conducted with the individual in question so that the problem and any sanction is understood by all. All staff have training in the Therapeutic Crisis Intervention Approach used in the school but procedures for this are currently being reassessed and upgraded. Parents indicated in questionnaires that they

were happy with the disciplinary measures used in the school. Boarders and staff spoken with confirmed there were regular fire drills in the school and that an evacuation had taken place the previous evening. However it was recommended that Fire Training is also included in the induction programme for all staff. The Fire protection officer had visited the school that morning and there were only two recommendations made from that visit which staff said would be implemented. However, the fire alarms in the main school and in boarding are currently not compatible and the two systems are not linked. These two systems should be connected as soon as possible to ensure safety in the school. Most rooms in the boarding unit have door closures linked to the fire system but the kitchen and lounge doors in the unit have not been fitted with closures and were propped open at times during the visit. Door closures should therefore be fitted to these doors as well. All regular outings from the school have standard risk assessments covering possible hazards and staff complete risk assessments for individual events. There are systems in place for ensuring the safety of the building and grounds and the Site Manager regularly rings the fire and intruder alarms in the school to make sure everyone is aware of the difference in sound. However the main Health and Safety Statement for the school needs reviewing and general risk assessments for the school environment should be updated and expanded. Updates should include the use of the Youth and Community facilities and the Motor Workshops. Risk assessments must also be completed for the equipment used in the main kitchen. The health and Safety poster in the main dining room also needs completing. A Health and Safety course, previously booked, had to be missed, but the Site Manager has another course booked for March. Recruitment files for a selection of boarding staff members were checked during the visit. All appropriate checks were in place and in all cases List 99 and CRB clearance had been received before staff started work.

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 and 22.

The support systems for boarders in the school ensures the boys always have someone to talk to about any issue and they ensure that the children's educational progress is promoted. There are opportunities for boarders to participate in a wide range of activities and the boy's benefit from and enjoy all these events.

EVIDENCE:

The care and teaching staff spoken with said that, as at all previous inspections, the liaison between both areas of the school was extremely good. One previous member of the Care Team has now joined the teaching staff and still spends time in School House. The boarding staff also support teachers in the classrooms and contribute to individual education plans. During the visit, boarding staff were seen encouraging homework and were seen enabling the use of the computers for an evening activity. Without exception the boarders spoken with praised the activities provided at Falconer. Comments in the returned questionnaires also indicated how much the boys valued the range of activities on offer and the staff are commended for the effort they put in to providing these opportunities. The boarders are able to go to the cinema, to eat out, to take part in Quasar games, to enjoy water sport and badminton as well as belonging to the Motor Bike club if they wish and to go on trips away. The boys clearly value the staff input to their games of football and it is just a pity that the facilities in the school for this sport are so poor. Games still take place in the area outside the main hall, where cars are also parked, as the proposed sports area has not yet been laid. Proposals have also apparently been considered to provide a sports hall to be shared with an adjoining school. As stated in previous reports this lack of sports facilities is a serious shortfall, especially as physical activity can be so essential to young people with behavioural difficulties. The boarders spoken with confirmed that there are

always care staff or teachers to whom they can turn to for advice and support and all boarders have a named key worker. Currently the school governors are endeavouring to identify an independent "listener" who will be available to speak to any boarder who does not wish to speak to a member of school staff about an issue.

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 and 20.

The boarders at the school are involved in their care planning and encouraged to make their own decisions and to maintain contact with their families so that they are able to feel in control of their own lives and feel valued.

EVIDENCE:

Children are only admitted to Falconer school if they are in agreement with the placement and its regime and a home/school agreement is signed by the boys and their parents prior to entry. The school's policies clearly set out the behaviour expected in the school and these aim to improve pupil behaviour to enable individuals to function better both socially and educationally. The boarders spoken with were clear about the rules and why they were implemented. The children are involved in decision making through the regular reviews of their care plans and their Statement of Educational needs. The boarders confirmed that there are informal meetings held every evening where general issues and personal targets are discussed. There is an unstructured period after school when the boys are free to choose how they spend their time and the boarders have their own elected representative on the School Council. The boarders spoken with said they had had an introduction period when they first entered the school and were given written information about school policies. New admissions are reviewed after six weeks and a report is produced.

Every child has an information file completed. Preparations for leaving the school are begun more than a year before, where possible. The questionnaires returned to the CSCI showed that all boarders were involved in their care plans. Some of these plans were tracked during the visit and were well recorded with details of reviews and monitoring. There was evidence of referrals being made to other agencies and the plans reflected the information given by the boarders in conversation. The boarders confirmed they could contact their families when they wished, outside lesson time. Questionnaires returned to the CSCI indicated that families were kept informed of all events and of any issues, which might arise.

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 and 25.

Procedures in the boarding unit ensure the boys are able to be as independent as possible and the living accommodation provides adequate facilities for the boarders to be comfortable and have their needs appropriately met.

EVIDENCE:

The children have a school uniform and boarders change into their own clothes in the evening. One outcome from the School Council is that the boys requested they have school blazers to wear and these are now available if required. The boys can bring a limited amount of money into the school and make purchases at the local shops. Each boarder has lockable storage space in their bedroom and general storage areas. However, discussions are currently going on to assess if more wardrobe and desk space should be provided in rooms. There are "transition plans" for boys planning to leave the school and these include practical skills training for independent living and phased returns to living at home. The residential unit, or "Chimneys", provides secure accommodation for the boarders and facilities include a lounge area and kitchen where the children can assist with the provision of breakfast and tea. There is also a laundry which the boarders have limited access to. The bedrooms are nicely decorated and there are four single and four twin bedded rooms. All rooms have a sink and the boarders said they found the accommodation comfortable. The night care worker was spoken with and said

the lighting at night was now adequate and safe. There are two showers and one bath in the washroom as well as three toilets and sinks. There were only seven boarders in the unit during the visit, and they felt facilities were adequate. However, discussion did take place as to whether another shower unit could be installed in the bath, for when the unit was full, as showers were preferred by the boys. Any such installation would need to be risk assessed for safety.

Management

The intended outcomes for these standards are:

- Children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils.(NMS 1)
- Children's needs, development and progress is recorded to reflect their individuality and their group interactions.(NMS 18)
- There are adequate records of both the staff and child groups of the school.(NMS 19)
- Children are looked after by staff who understand their needs and are able to meet them consistently.(NMS 28)
- Children are looked after by staff who are trained to meet their needs.(NMS 29)
- Children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare.(NMS 30)
- Children receive the care and services they need from competent staff.(NMS 31)
- Children and staff enjoy the stability of efficiently run schools.(NMS 32)
- The governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school.(NMS 33)

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

1, 18, 19, 28, 29, 30, 31, 32 and 33.

The principles underpinning the running of the school are clearly set out and outcomes are monitored against this to ensure that the children's needs are being met. Good procedures and management in the school ensure that the children and staff in the school are supported to perform to the best of their ability at all times.

EVIDENCE:

The school has a Statement of Purpose, which accurately describes the facilities, systems and ethos of the school. This document is reviewed annually by the governors. All boarders are given a copy of the "Welcome to the Chimneys" children's guide. The pupil Record Forms contain all appropriate details including details of G.P.s and these are kept securely in the school office. Other records were checked during the visit and accidents were being

appropriately recorded, although the accident book in the kitchen needs to be updated. The visitors' book was in use and incidents and absences were detailed and monitored. The boarders spoken with felt there were adequate numbers of staff on duty and no agency staff are used at the school. However, two of the care staff have recently left and one new member of staff is due to start when all recruitment checks are completed. The Head Teacher said that the current staff structure and rosters were under review in the light of guidance from the European Working Time Directive. In this interim period there was some evidence that care staff were feeling under some strain but it was clear that none of the changes were affecting the care of the children. The new staff induction programme was examined and was extremely thorough and staff felt there were good support networks in the school. Records were seen of regular staff supervision and annual appraisals take place. A high priority is given to staff training, which includes basic and specialist courses. The Head of Care has over four years experience of working in a residential unit, has completed NVQ level 3 and NVQ Assessor training and is currently studying for NVQ level 4. Two more of the care staff have started NVQ training. There are two Disaster Emergency planning files in the school one in the main office and one in the Site Manager's office. These files contain details of emergency procedures and appropriate contact numbers to be used in the event of a crisis. The Head Teacher monitors the records in the school and reports to the school governors three times each year. A formal report is produced annually about the school's performance. The school has three named governors with specific responsibilities to visit and monitor activities in the school. One of these governors was present during part of the inspection and written reports of visits made were seen. These reports were comprehensive and showed that visits take place throughout the year and cover a wide range of areas.

SCORING OF OUTCOMES

This page summarises the assessment of the extent to which the National Minimum Standards for Residential Special Schools have been met and uses the following scale.

4 Standard Exceeded (Commendable) **3** Standard Met (No Shortfalls)
2 Standard Almost Met (Minor Shortfalls) **1** Standard Not Met (Major Shortfalls)

“X” in the standard met box denotes standard not assessed on this occasion
 “N/A” in the standard met box denotes standard not applicable

BEING HEALTHY	
<i>Standard No</i>	<i>Score</i>
14	3
15	3

STAYING SAFE	
<i>Standard No</i>	<i>Score</i>
3	3
4	3
5	3
6	3
7	3
8	3
10	3
26	2
27	3

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

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

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

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

Yes

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)
1	RS23	It is strongly recommended that the lack of indoor sports facilities and outdoor field or sports areas be rectified by the Local Authority and that suitable provision is made in order to fully meet the needs of the boys of secondary school age in the school who have a wider than average range of needs. THIS RECOMMENDATION HAS BEEN CARRIED FORWARD FROM TWO PREVIOUS INSPECTION REPORTS.	
1	RS26	It is recommended that the school's Health and Safety statement is expanded to cover all appropriate areas and that more risk assessments are completed, including those for kitchen equipment. THE PREVIOUS TIMESCALE OF 01/05/05 WAS NOT MET AND THIS REQUIREMENT HAS BEEN CARRIED FORWARD FROM THE LAST INSPECTION REPORT.	01/06/06
2	RS26	It is recommended that fire doors are not wedged open in the boarding unit and that appropriate door closure devices are provided where needed, especially in the kitchen. THE PREVIOUS TIMESCALE OF 11/01/05 WAS NOT MET AND THIS REQUIREMENT HAS BEEN CARRIED FORWARD FROM THE LAST	17/01/06

		INSPECTION REPORT.	
3	RS26	It is recommended that the fire alarm systems in the main school and in the boarding unit are adjusted so that they are compatible and so that safety in all areas of the school is maintained.	01/07/06

Commission for Social Care Inspection

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