



*Making Social Care
Better for People*

inspection report

RESIDENTIAL SPECIAL SCHOOL

Larwood School

**Webb Rise
Stevenage
Hertfordshire
SG1 5QU**

Lead Inspector
Pat House

Announced Inspection
25th 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

Reader Information	
Document Purpose	Inspection Report
Author	CSCI
Audience	General Public
Further copies from	0870 240 7535 (telephone order line)
Copyright	This report is copyright Commission for Social Care Inspection (CSCI) and may only be used in its entirety. Extracts may not be used or reproduced without the express permission of CSCI
Internet address	www.csci.org.uk

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	Larwood School
Address	Webb Rise Stevenage Hertfordshire SG1 5QU
Telephone number	01438 236333
Fax number	01438 236363
Email address	admin.larwood@thegrid.org.uk
Provider Web address	
Name of Governing body, Person or Authority responsible for the school	Larwood School Governing Body
Name of Head	Alan Whitaker
Name of Head of Care	Ian Reid
Age range of residential pupils	5-11 years
Date of last welfare inspection	02/02/05

Brief Description of the School:

Larwood is a Special Primary School, with 25 boarding places. Children admitted to the school, all have emotional and behavioural difficulties. Boarding is on a weekly basis, usually including Monday to Thursday nights. There is the provision of an extended day for other children at the school. The children who board can come from any area of Hertfordshire, as this is the only Special Primary Boarding School in the County. The school is of modern construction and has well-kept grounds and sports pitches around the building. The school was purpose-built in 1996 and is sited in a residential area of Stevenage.

SUMMARY

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

The inspection took place over two days with two inspectors. The children and staff were spoken with and all areas of the boarding accommodation were visited. Meals were shared with the children and the second day's visit started before breakfast. The children completed questionnaires during the visit and some were spoken with privately. Some evening activities were seen and records were checked in the boarding units and in the main offices. Questionnaires were sent back to the CSCI from parents of boarders and written comments were sent from the local Consultant Community Paediatrician, who works closely with the staff and children in the school. The visiting school nurse was also spoken with during the visit and the CSCI Pharmacy Inspector had made a recent visit to the school, at the staff's request, to clarify some procedures about administering medication.

What the school does well:

As at previous inspections, the school presents a calm and secure atmosphere for the boarders and the children continue to progress in all areas. Care staff and teachers work together and are proactive in identifying and dealing with individual needs. The procedures for Child Protection in the school are thorough and no effort is spared to prevent situations arising and to deal with issues effectively when they do arise. The questionnaires returned from the families of boarders were full of praise for the school and its staff. Comments include, "The school is their second home", the staff do "above and beyond" their normal duties and "after being excluded several times from mainstream school" the boarder has become "a much more confident child who now takes part in life, instead of spending the whole day under a table" – as previously. The pupils' questionnaires also showed that the children were involved in their care plans and were fully aware of how to complain, if they needed to. Above all else, the boarders clearly value the extensive range of activities offered to them and the care staff's efforts in providing the opportunities they would not have outside the school. It was good to hear that Larwood School was the winner of the Healthy Schools' Award for the East of England Region.

What has improved since the last inspection?

The systems for administering medication to the boarders have been reviewed and improved and all recommendations from a Pharmacy Inspection report have been implemented. Some general risk assessments for the school have been updated and more staff training has taken place.

What they could do better:

More general risk assessments for the school need to be included in the Health and Safety file and staff training in this area would be beneficial. Staff training in Infection Control also needs to be provided. As previously noted, the boarding accommodation needs extensive work undertaken, to improve the sleeping and communal areas. This work is due to be started in the Spring as budgets for the work have now been agreed with the Local Authority.

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

CONTENTS

Being Healthy

Staying Safe

Enjoying and Achieving

Making a Positive Contribution

Achieving Economic Wellbeing

Management

Scoring of Outcomes

Recommended Actions identified during the inspection

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.

It is clear that all staff and specialists at the school are proactive in caring for the children and work together to promote health needs to the benefit of the children. The children enjoy the meals provided and the nutritional content helps to ensure the children have a healthy diet whilst in the school.

EVIDENCE:

Every child at the school has a record detailing their individual physical and emotional needs. All special health problems are identified and recorded and the staff work hard to provide support and guidance so that the children's needs can be met. The staff spoken with confirmed that there are appropriate procedures in place to sensitively handle issues such as bed-wetting, and boarders said they discussed personal issues with care staff and teachers. A local Consultant Community Paediatrician holds regular clinics at the school and praised the staff and practices at the school. The doctor commented in a written reply to the CSCI that staff at the school "have become very skilled" in recognising some of the medical problems which may underlie the behavioural difficulties the children might have and said that it was clear that "the children feel safe and secure" at the school. The visiting school nurse was spoken with and said she provides individual support as well as general information and assistance to the children. Before Christmas the nurse made weekly visits to the school, to establish individual regimes for a boarder with specialist needs and has, with the permission of parents, conducted health surveillance checks on the children. Evidence was also seen of other initiatives that have taken place at the school in order to raise the self-esteem of the children. Care staff have also worked with the school doctor to monitor the incidences of asthma attacks amongst the boarders, and most of these children have reduced their use of inhalers. The system for administering medication was checked and procedures were all thorough. Recommendations made after a Pharmacy Inspector's visit have all been implemented and a trolley for transporting medication has been ordered.

Permission for the administration of medication and details of any changes are now sought annually from parents and new weighing scales have been purchased for the Boarding Unit. Meals were taken with the boarders and these were all attractively presented and nutritious in content. The Chef prepares menus weekly and uses seasonal fresh produce. There is a focus on fresh vegetables being used and the boarders said they enjoyed the meals and had choices of puddings and of the food taken at breakfast and supper. Drinking water is available at all times and drinks and snacks are provided before bedtime in the boarding units.

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 school's policies and procedures ensure that the children have their rights promoted and their views heard, and are protected, as far as is possible, from abuse and bullying. The children board in a safe environment and have their needs met and good behaviour promoted by a professional and carefully selected staff team.

EVIDENCE:

The comments on all the questionnaires, completed by the boarders, indicated that the children were aware of the written complaints policy in the school and would feel comfortable telling a member of staff if they had any concerns. The school has a written policy on Privacy and Confidentiality, and a "Handling" policy, covering procedures for intimate care, although none of the children need such assistance at present. Children need to ask to use the telephone, but those spoken with said staff always supported them to make phone calls, and they showed the inspectors the free "Helpline" telephone numbers, kept near the phone. Telephone calls are monitored by staff in the unit, and care staff are therefore aware if a child has no calls from home. Generally, parents have set evenings when they ring in, and there are two hand held telephones in the school, as well as the phone booth. Records are kept securely in the school offices, and staff confirmed that information about the children is shared on a "need to know" basis only. The school has its own, customised policies for Child Protection, which are in line with Local Authority policies, and which meet the requirements of this Standard. The school's policies include written guidance for allegations against staff. Copies of the latest Local Authority, Child Protection Committee procedures are held in the school. The school's staff induction programme includes Child Protection training, and staff confirmed they all attend regular updates. Copies of the school's policy on Child Protection are given to all staff and those spoken with said they have to complete questionnaires, which are then checked, to ensure their knowledge of the issues. Recording procedures for all possible Child Protection issues are thorough, and appropriate communication with parents or carers was well documented. Larwood continues to have strong links with other agencies, through the school's Child Protection Officer, and there is, amongst the staff, an emphasis on preventive work. There have been no child protection enquiries initiated by the Local Authority since the last inspection, but the school has referred eight children to the Children, School's and Families Department, although only three of these were boarders. The school has a written, Anti-Bullying Policy and any incidents of bullying are logged, although these are relatively small in number. Children spoken with did not feel that bullying was a problem in the school, and those who completed questionnaires also did not highlight this as an issue. There are sound systems in the school for notifying all the relevant authorities when issues about the protection of children are in question, Questionnaires returned by parents confirmed that staff kept them informed about any incidents concerning their child. Records of incidents, accidents and concerns were examined and were well documented. The school has written guidance about unauthorised absence from school and guidelines ensure that all absences are followed up on the first day, and that everything is documented. The school's policy requires that the Local Authority CSF Department, and The Education Welfare Officer would be involved if appropriate. The school has written policies on control, discipline and physical intervention, including a Behaviour Management Policy, and these were seen during the inspection. Records are kept of sanctions used, and monthly reports are given to parents and governors.

Questionnaires from the boarders suggested that most children felt that the discipline and sanctions used in the school were fair and all parents' comments supported the school's disciplinary procedures. The school maintains an "Incidents and Concerns" book, as well as an "Out of School Injuries" book, and these are regularly monitored. The Chair of Governors also checks these books on completion. A member of the Governing Body also reviews the school's Health and Safety policy. Currently the Site Manager and school staff are updating and extending the general risk assessments for the school, which should include assessments for the radiators in the unit. These will be checked again at the next inspection. It was also recommended that the general habit of staff entering the kitchen is monitored and protective clothing provided for all those who do have to enter this area. Induction training for staff includes Health and Safety procedures but it is felt that further training in Health and Safety monitoring and Risk Assessment completion would be beneficial for key staff. Water temperatures are checked and recorded weekly and external contractors make regular servicing checks on the boilers and gas appliances. Currently the school has problems with the water pipe system and is working with the Local Authority to rectify this. Records of fire checks and drills were in place, children confirmed that they took part in fire evacuations and staff said that a "Walk Through" fire drill takes place for boarders on the first night of term. Recruitment files were examined and evidence of appropriate checks were in place. The school works with the Local Authority to ensure that all CRB and List 99 clearances are provided before any individual starts work at the school.

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 children in the residential unit benefit from care and teaching staff support, which helps their academic progress and helps meet their individual needs. The programme of activities available to the children is extensive and makes an enormous contribution to all the children's development and directly promotes the children's self-esteem.

EVIDENCE:

Both teaching and care staff are involved in the children's various reviews, and all those spoken with said that the whole school works as a team, for the benefit of the children. Boarders have access to school books, and can use these for homework and the school curriculum includes PSHE education. The children spoken with were enthusiastic about the range of activities offered to boarders at the school and the questionnaires returned highlighted how much these activities were enjoyed by the children and how important they are to all of them. Within the unit, care staff provide choices of after school activities, which include craft, cooking, dance, sport, computers and snooker. The school also has a vehicle, which provides trips out and the boarders go to a local park where they can enjoy boating on the lake. The boarders also take part in local clubs where they mix with children from other schools and those who wish to can join the local scout group. Care staff now complete activity record sheets for the boarders so that they can monitor participation in the various events. The children spoken to confirmed that staff give them a great deal of support and encouragement, and none said they felt isolated from their peers in any way. Staff said that any problems would be handled in an individual way, and said that if they ever felt a child was becoming withdrawn, this would be formally logged as a "concern", and would be noted on individual education and welfare plans, with targets set. Staff also said they check for signs of homesickness, but that currently this was not a problem.

All the staff spoken with felt that the younger children especially thrived on the routines in the school. There are currently no children where English is not their first language. There were many examples seen on files, of children being referred to other agencies for specialist support, and all pupils spoken with said they had people they were comfortable speaking to about any issues. An Independent Listener was introduced at the school last year and now makes regular visits to talk individually to the boarders.

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.

There are procedures in the school to ensure that all children are able to express their own views and are able to maintain contact with their families. All aspects of the boarding experience is handled well by staff at the school so that the children can be sure that their individual needs can be met appropriately.

EVIDENCE:

The school's Student Council has representatives from all school classes and from the boarders, and this group considers issues affecting the whole school. Children told the inspectors that the council did represent their views, and that they could also talk to the School Liaison Officer or other staff members at any time. There were details on the house notice boards of what to do if anyone wanted to talk to someone. There are regular parent support groups held, to which all parents and carers are invited, as well as informal communication with parents, which is documented. Children have "Contact Diaries" which go home with them, and contain written information for parents. Comments from home are then written in and the diary returns to school with the child. All children meet daily in groups, after lessons and prior to the activities period, for an informal meeting. Thursday evenings are "reward nights" and here special achievements are recognised through a points scheme. Each child has an annual review, which they are involved in, unless this is not appropriate. During these reviews, parents' views are also sought, and comments are recorded. Teachers also share the content of reports with their pupils. Questionnaires completed by parents supported the school's disciplinary procedures, and all said they had benefited their children. The children spoken to, and those who completed the questionnaires, appeared to understand the boundaries and rules in the school, and said they understood these were in place to benefit them. Relations between staff and children generally appeared very good on the two inspection days. Pupils spoke positively about the staff and valued the support given to them. All staff at the school receive TCI training. The school has a thorough admissions policy and staff confirmed that all new children are shown round the school and are given all necessary information when they arrive. Detailed information is obtained by the school for all new pupils, and this was seen on records. The school only admits those children who meet the admissions criteria and whose needs can be met. The school does not accept emergency admissions. All children have a care plan and Statement of Special Educational Needs, both these are regularly reviewed and updated.

Staff said that planning for children who are leaving the school starts as early as possible, usually with the number of boarding days being gradually reduced, if a child is moving on to a non-boarding school. Every boarder in the school has a written care plan, and this is drawn up within the first half term after entry. Staff said that, initially "goals" from the children's "Statements" form the "action plan", and these are then regularly reviewed. The plan is discussed between the child and the keyworker, and staff said that they actively encourage involvement by the children. All children have termly targets set, and where a child is doing very well, or is not achieving set goals, an additional review would be held. Evidence of these was seen on files.

The children's Statement of Needs is reviewed annually, or more frequently if appropriate, and the Individual Education Plan and Care Plan Targets are reviewed at least half-termly. Looked after children have regular status reviews. The staff have developed an individual "Care Plan Book" for every child.

This is very detailed and covers basic care and personal development, and charts progress during the year, and is completed by each child, thus involving them in their progress. The children spoken with confirmed that their parents were contacted frequently, about incidents in the school, and said they could contact their families when they wanted, through the staff. In the questionnaires returned, Parents indicated they were kept informed of all appropriate incidents regarding their child. Staff said that visitors could have private access to the children when appropriate, and that any restrictions on access is well documented.

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.

The boarders live in comfortable and homely surroundings which they enjoy and have sufficient privacy to maintain their dignity. The children are supported to handle their own money and to be prepared for the changes which will take place when they leave the school.

EVIDENCE:

Boarders all wear their own school uniform and change into their own casual clothes after school. Families are encouraged to send in small amounts of money with the boarding children, so that the pupils can learn basic financial skills. All the opportunities to use money are planned, for example to attend the local youth club. All money is checked in and signed for by staff, and the children sign when they take money out. During the visit, spot checks were made on the money held in the school office and amounts balanced and receipts for money spent were in place. Children can have any valuables locked in a cupboard, but staff feel it is not appropriate for their pupils to have their own lockable space. One of the aims of the school is to assist the children to return to mainstream education whenever this is appropriate. The Head Teacher said that an individual plan is agreed for any pupil leaving the care of the school. Children in year 6 begin planning for such moves in February each year.

Planning includes having increasing numbers of nights spent at home, for the boarders, and eventually the children would have a whole term as a non-boarder before leaving the school. There is no CCTV on the school site but staff confirmed that external doors are all locked and secured at night. Local links with other schools are maintained through inter-school sports and other activities.

The school has a maintenance programme in place and decorations and furnishings around the school and boarding facilities are well maintained. The dormitories were bright and clean and the children have personalised their own cubicle areas although there is limited space to do this. The staff confirmed that the boarding accommodation is used exclusively for the boarders, although the hall and other school facilities are hired out. The accommodation for the boarders, as stated in previous reports, does not meet the requirements for this Standard, in layout or space provision. Upgrading and refurbishment work is due to start soon as this has been approved for funding from the Local Authority and plans have been seen by the CSCI. This area will be checked at the next inspection. There is a central laundry provision for the school, and staff said that children assist with this task as appropriate. Staff confirmed that soiled laundry is washed separately, and the washing machine has a high temperature setting for infection control. Staff confirmed they have adequate supplies of disposable gloves. There are six toilets in the boarding unit, and toilets throughout the wider building are available for the use of the boarders. Children spoken to felt there were sufficient toilets in the unit. There are two showers and one bath on each of the three boarding units, as well as some additional sinks, and this provision meets the required Standards. All bathroom and toilet doors are lockable, with additional access from the outside.

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 school's written records are well documented and kept securely and provide the information necessary to ensure that the children's individual needs are identified and met. There is a well trained, and well supported staff team, who are able to provide the appropriate care needed by the individual boarders.

EVIDENCE:

The school has a written Statement of Purpose, which details all appropriate information and this includes the entrance criteria for the school. There is also a children's Guide to Boarding, which is given to all new boarders. There are detailed records kept for all boarders and these are kept securely in the school office. Records were spot checked during the visit and were all well documented with appropriate reviews in place.

There are always at least two care staff members on duty in each residential unit in the day, and the children and staff spoken to felt staff numbers were generally adequate. Currently there is one care worker on waking duty at night and one other staff member "on-call". Several staff also live on site and can also be present in an emergency. Staff said that absences are covered by existing staff members, or by staff who have previously worked at the school. The school has a supervision policy and residential staff confirmed they receive monthly supervision. Domestic staff spoken to also said they have regular meetings with their line manager, the Site Manager, and felt well supported and informed. There is a system of appraisals for all staff, and on-going performance management. The Head Teacher has an annual performance appraisal conducted by the school governors. The Head of Care has extensive experience in the management of boarding provision, and has completed the NVQ assessor's course. The Deputy Head of care is also an NVQ assessor. Staff training is given a high priority in the school. Currently 4 of the 8 care staff members are trained to NVQ level 3 or 4 and 1 has the NNEB qualification. However, it was recommended that a staff training overview be produced to ensure that all staff training is up to date. Care staff also need training in Infection Control and this training has been recommended. The school provides all relevant information to parents and guardians, as required by this Standard, and this was confirmed by the parents who completed the CSCI questionnaires. There is a Critical Incident Plan in place and the school has arrangements with a nearby school, which covers any need to evacuate the premises. The Head Teacher monitors and signs the records in the school, and there is a development plan for the school with budgets allocated appropriately. The Governors are involved with all these plans. The Local Authority is also responsible for monitoring records, and would be responsible for any notifications regarding receivers or liquidators. There is a high level of support and monitoring by Governors in the school, and the Chair of Governors makes visits to the school at least half-termly. The Chair of Governors is also involved with the School Council, and Governors make visits to classrooms throughout the school. A Governor monitors the records of sanctions and physical interventions each term, and written comments and signatures were seen. The Governors' annual reports are sent to all parents and guardians. The Head Teacher produces written reports for the Governors, and the Chair of Governors frequently visits the school unannounced.

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	4
6	3
7	3
8	3
10	3
26	3
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

No

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

Hertfordshire Area Office

Mercury House

1 Broadwater Road

Welwyn Garden City

Hertfordshire

AL7 3BQ

National Enquiry Line: 0845 015 0120

Email: enquiries@csci.gsi.gov.uk

Web: www.csci.org.uk

© This report is copyright Commission for Social Care Inspection (CSCI) and may only be used in its entirety. Extracts may not be used or reproduced without the express permission of CSCI.