



Making Social Care  
Better for People

# inspection report

**BOARDING SCHOOL**

**Uppingham Boarding School**

**High Street West  
Uppingham  
Rutland  
LE15 9QE**

*Lead Inspector*  
Mr Patrick Toner

*Key Announced Inspection*  
30th November 2006      09:30

The Commission for Social Care Inspection aims to:

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

## Reader Information

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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 *Boarding Schools*. They can be found at [www.dh.gov.uk](http://www.dh.gov.uk) or obtained from The Stationery Office (TSO) PO Box 29, St Crispins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: [www.tso.co.uk/bookshop](http://www.tso.co.uk/bookshop)

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

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

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

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

# SCHOOL INFORMATION

<b>Name of school</b>	Uppingham Boarding School
<b>Address</b>	High Street West Uppingham Rutland LE15 9QE
<b>Telephone number</b>	01572 822216
<b>Fax number</b>	01572 821872
<b>Email address</b>	pjr@uppingham.co.uk
<b>Provider Web address</b>	
<b>Name of Governing body, Person or Authority responsible for the school</b>	Trustees of Uppingham School
<b>Name of Head</b>	Richard Harman
<b>Name of Head of Care</b>	Penny Rowell
<b>Age range of boarding pupils</b>	14-18 Years
<b>Date of last welfare inspection</b>	

## **Brief Description of the School:**

Uppingham School is a large established independent Boarding School, accommodating approximately 750 boarders. It is situated in the attractive market town of Uppingham in the County of Rutland.

Given its very central location within the country, and its full boarding status, its intake comes from a very wide geographical range from Scotland, through to the Eastern half of England to London. This is surely a result of Uppingham's increasing reputation as a nationally recognised full boarding school. The school takes its boarding provision very seriously indeed and it is one of the prime reasons for parents when deciding to send the children to the school. Pastoral care is uppermost at all levels of the School and the pupils are treated as individuals with minds and emotions of their own.

The School has 15 distinctive Boarding Houses all of which accommodate approximately 50 boarders and have their own dining facilities; each pupil returns to his or her Houses in the middle of each day for a substantial meal.

Uppingham has a special commitment to 'All-Round Education'. The following thoughts serve to describe the ideas that characterise its view of All-Round Education. First, the idea of duty and service. The child who is grateful for, and is proud of his school will volunteer to be a tour guide. Children want to be School Praeposters (prefects) and take their role seriously. Second, the resolute communality of the boarding house; the retention of house dining is important here. Third is the culture of participation, and forced, the culture of rewards. The school strives to be a place where young people learn to feel good about themselves. Finally, the culture of community. Five times each week pupils are in Chapel altogether. They sing loudly; and respond to a range of presentations; they see and recognise each other. It would be hard for a child to leave Uppingham without a sense of the importance of belonging, and a sense of how to achieve and facilitate that feeling.

# SUMMARY

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

This was an announced inspection and was planned as a Key Inspection to review the identified Key National Minimum Standards for Boarding Schools.

Prior to the main inspection activity a sample boarders survey was carried out the results of which were analysed and used to inform the findings of this report. CSCI places a strong emphasis on listening to young people and reflecting their views.

The main inspection activity was carried out by two inspectors over a two-day period and involved discussions with key staff, groups of boarders, a sample tour of the boarding accommodation and group discussions with a number of boarders during the inspection visit. The inspectors also reviewed documents and sample checked policy documents.

The care of boarders was reviewed through Case Tracking; this involved sample checking their files, including planning and recording documents, also reviewing a selection of other records, policies and procedures and systems operated within the school. Observations of practice made throughout the visit also inform this report.

This inspection was carried out as part of a joint whole school inspection with the Independent Schools Inspectorate. Mr Martin Bussey led the ISI team and Mr Patrick Toner led the CSCI team.

During joint whole school inspections the inspection teams will liaise with each other to agree methodology and share survey findings. For example where the ISI team carry out parental surveys any issues will be shared with the CSCI team to avoid parents having to fill in two survey forms, similarly CSCI will discuss any relevant issues emanating from the boarders surveys.

The inspectors were made to feel welcome, in particular the school facilitated good access to workstations for the inspection teams, enabled document reviews, group discussions with boarders and key staff in a timely manner, which greatly assisted the inspection process.

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

The inspectors were particularly impressed by the manner in which the 15 boarding houses are able to retain and develop a strong sense of individuality yet able to identify with a common ethos to reflect whole school policies and procedures. This is achieved in large measure by the organisation and leadership of boarding within the school management structure and indeed in individual houses.

Throughout the school there are clear processes for boarding welfare which are directly supported by an efficient communication system. In each house visited by the inspectors there were excellent examples of welfare issues being identified, supported and addressed in an efficient and confidential manner.

In feedback from the boarder's questionnaires and in discussions with individuals and groups of boarders there was a high level of satisfaction with the degree of welfare support available. Boarders clearly identified with and showed loyalty to their particular house but also to the whole school.

The school is commended on the quality of its individual support systems/tutorials available to boarders. This support was highly rated by boarders, which they said helped to make their time at Uppingham a success in terms of emotional development social interaction and academic attainment.

The school provides boarders with good parental supervision and empowers its boarding welfare team to exercise professional judgment based on positive relationships, common sense and pragmatism. Boarders are treated as unique individuals whose welfare is respected and valued.

There was direct evidence from the parental survey undertaken as part of the joint ISI/CSCI inspection methodology that parents feel they are kept informed and able to contribute their views on relevant issues.

Boarders told the inspectors the school routines offered a healthy mix of structured activities and free time. Although there is a very full timetable boarders do enjoy a substantial amount of time away from school. It is therefore commendable that from the boarders prospective they feel there is valuable free time during the daily routines, which they used to good effect.

The school has a comprehensive in-house and external counselling support service available to all boarders. Boarders said they had confidence in accessing counselling services. The inspectors were pleased to see the excellent support available to school counsellors including external professional supervision.

The school is aware of the potential for staff to become inward looking, the phrase used was Living in a Bubble, and therefore external networking is valued, facilitated and encouraged. Many senior and experienced staff are seen as role models and able to contribute to the development of boarding welfare across all grades of staff. The inspectors were particularly impressed by the opportunities afforded to ancillary staff in one of the boarding houses, which utilised their particular skills and experience for the benefit of boarders.

The quality of provision throughout the school has an air of excellence this is particularly so in the San and the organisation of the school nursing service including the use of information technology to develop an efficient database.

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

Since the last welfare inspection three years ago a new boarding house known as New House has been commissioned, bringing modern accommodation and services in a purpose-built environment. New House was visited during the inspection; the organisation of boarding welfare and the quality of relationships between staff and boarders was of a very high standard.

The school has appointed a number of key staff including the recent appointment of a new Headmaster. During this period of change the senior management team have retained the school's strategic welfare objectives due largely to the input of the Deputy Head working closely with department heads.

The school continues to review and develop its policies and procedures; this has resulted in a new appraisal system for house matrons and inviting the school council to contribute to the development of relevant welfare policies for example the anti-bullying policies. The inspectors were pleased to see the level of inclusion and responsibility given to the school council.

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

There were no specific welfare issues identified for development during the inspection. Inspectors were pleased to see the emphasis given to individual support and the high profile of the school council, which is to be commended and encouraged.

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

The report of this inspection is available from [enquiries@csci.gsi.gov.uk](mailto:enquiries@csci.gsi.gov.uk) or by contacting your local CSCI office. The summary of this inspection report can be made available in other formats on request.

# **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:

- Boarders' health is promoted. (NMS 6)
- Safeguarding and promoting boarders' health and welfare are supported by appropriate records. (NMS 7)
- Boarders' receive first aid and health care as necessary.(NMS 15)
- Boarders are adequately supervised and looked after when ill.(NMS 16)
- Boarders are supported in relation to any health or personal Problems.(NMS 17)
- Boarders receive good quality catering provision (NMS 24)
- Boarders have access to food and drinking water in addition to main meals.(NMS 25)
- Boarders are suitably accommodated when ill. (NMS 48)
- Boarders' clothing and bedding are adequately laundered.(NMS 49)

**The Commission considers Standards 6 and 15 the key standards to be inspected.**

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

6 and 15

Quality in this outcome area is **Excellent**.

This judgement has been made using available evidence including a visit to this service. The manner in which the school addresses boarders' health and welfare needs is commendable.

## **EVIDENCE:**

The school carries out a comprehensive health screening check prior to admission. Personal, social and health education support is available through the curriculum, boarding welfare staff, counselling staff and the school nurses. Students may access GP and dental services locally although optician and dental services are more often accessed while at home.

The school exercises due diligence in relation to the threshold for alcohol consumption, smoking, and has an effective anti drugs policy. The School promotes healthy lifestyles and encourages boarder's to take part in physical exercise to complement their academic studies. There are also many opportunities to take part in team games, developed individual sports skills and also to spend time alone in quiet reflection.

The school is commended in relation to the quality of food provision, providing a consistently healthy and varied diet for such a diverse group requires commitment, careful planning and good customer relationships. In discussions with the inspectors boarder's said the meals provided were always of a very high standard. Breakfast meals tend to be a relaxed occasion however the school has a policy of providing a substantial mid-day meal and more formal arrangements, providing time to socialise and disseminate information. Boarder's said they particularly liked the lunchtime arrangements as it provided a meaningful break from a busy timetable.

The school has a well-established system for reporting and responding to illness and ensuring the safe administration of medication. The inspectors were particularly impressed with the communication system used by the nursing staff to ensure clinical supervision and compliance and ensuring families are kept appropriately informed.

# Staying Safe

## The intended outcomes for these standards are:

- Boarders are protected from bullying.(NMS 2)
- Boarders are protected from abuse.(NMS 3)
- Use of discipline with boarders is fair and appropriate.(NMS 4)
- Boarders' complaints are appropriately responded to.(NMS 5)
- The operation of any prefect system safeguards and promotes boarders' welfare (NMS 13)
- Boarders' welfare is protected in any appointment of educational guardians by the school.(NMS 22)
- Boarders are protected from the risk of fire. (NMS 26)
- The welfare of any children other than the school's pupils is safeguarded and promoted while accommodated by the school.(NMS 28)
- Boarders' safety and welfare are protected during high risk activities.(NMS 29)
- Boarders' personal privacy is respected.(NMS 37)
- There is vigorous selection and vetting of all staff and volunteers working with boarders.(NMS 38)
- Boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.(NMS 39)
- Boarders have their own accommodation, secure from public intrusion. (NMS 41)
- Boarders are protected from safety hazards.(NMS 47)

**The Commission considers Standards 2, 3, 4, 5, 26, 37, 38, 39, 41 and 47 the key standards to be inspected.**

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

2,3,4,5,26,37,38,39,41,and 47

Quality in this outcome area is **Excellent**.

This judgement has been made using available evidence including a visit to this service. The school maintains a safe environment and protects boarder's welfare.

## **EVIDENCE:**

The school has an effective anti bullying policy, feedback from boarder's questionnaires and discussion groups demonstrated the school enables and encourages all boarders' to share any concerns with a range of trusted adults.

All staff have received child protection training including refresher training and an initial child protection module for newly appointed staff. In discussions with boarding welfare staff they were alert to the schools child protection strategy and how to deal with any disclosures. The child protection officer is aware of the safeguarding children arrangements 2006.

Inspectors held informal' group discussions with a number of boarders and a more formal group discussion with prefects. The inspectors were impressed with the arrangements for the supervision of prefects and the development of the role of prefects in providing guidance and support. No boarders raised any concerns about complaints and all those spoken to know how to access the complaints process. A review of records showed complaints tended to be rather low-level, informal and quickly resolved.

The senior management team and individual house staff are fully aware of the fire safety regulations and the need for possible additional risk assessments for specific situations. There are contract arrangements in place to maintain fire safety equipment, regular fire drills are held and a record is kept of each fire drill. Boarder's said they had confidence in the system and felt protected.

Across the school campus there is a mixture of accommodation and room sizes. In some of the older blocks younger aged boarders will be accommodated in traditional dormitory style bedrooms, however these have been appropriately sectioned off to provide privacy screening and local lighting. Boarders who do sleep in the dormitory style bedrooms have individual prep rooms which enables them to study without distraction.

Older boarders may share with one or two others and quite a number have single bedrooms. It was good to see that boarder's have the freedom to individualise their bedrooms to reflect their interests. There is appropriate gender separation throughout the school and where students share bedrooms there is ample space available and adequate means of securing valuables. In discussions boarder's said that in general everyone's privacy is respected, personal items may sometimes go missing but usually turn up later.

A review of records demonstrated all statutory checks are carried out prior to the deployment of any member of staff. The school is aware of its obligations and is part of a professional network of schools, which receive periodic updates regarding best practice in recruitment.

The school has a number of properties throughout Uppingham, the inspector's sample checked various boarding accommodation throughout the inspection. All boarding accommodation seen was safe, fit for purpose and provided the necessary safeguards against public intrusion.

# Enjoying and Achieving

## The intended outcomes for these standards are:

- Boarders have access to a range and choice of activities.(NMS 11)
- Boarders receive personal support from staff.(NMS 14)
- Boarders do not experience inappropriate discrimination.(NMS 18)
- Boarders' welfare is not compromised by unusual or onerous demands.(NMS 27)
- Boarders have satisfactory provision to study.(NMS 43)
- Boarders have access to a range of safe recreational areas.(NMS 46)

**The Commission considers Standards 14 and 18 the key standards to be inspected.**

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

14 and 18

Quality in this outcome area is **Excellent**.

This judgement has been made using available evidence including a visit to this service. The school provides an abundance of resources to enhance the welfare of boarders, which enables them to enjoy the boarding experience.

## **EVIDENCE:**

The school places a high emphasis on individually tailored programmes of support and coaching for each boarder. Feedback from the Boarders survey reflected the intense network of support available from professional and committed staff, this was clearly valued and observed first-hand by the inspectors during observations and discussions.

In discussions with ancillary boarding house staff it was clear they shared a common approach and took great pride in supporting the boarders in their secular house to achieve their ambitions. The inspectors were able to observe various meetings, meals and activities in progress, there was clearly an excellent rapport between all staff and Boarders and a clear focus on nurturing positive supportive relationships and achieving learning objectives.

Boarder's spoken to during the inspection said the routines, the quality of relationships and the general atmosphere of their individual boarding house's directly assisted their learning, creating a community of like-minded peers which help to maintain and support their motivation.

During discussions with prefects they described how the school overcomes the tendency to become detached from the wider/outside world. When boarders socialise they tend to reflect on their personal experiences but then relate these to current events, creating a dialogue and understanding of social themes. Boarders were particularly keen to discuss issues such as climate change and global politics.

In discussions with inspectors a large number of boarder's stressed that Uppingham School was a very special place and they felt privileged to be part of it they were clearly enthusiastic about life in general and not just their academic subjects, stressing their positive experience of boarding school life had equipped them for their next challenge with a sense of confidence and maturity.

# Making a Positive Contribution

## The intended outcomes for these standards are:

- Boarders are enabled to contribute to the operation of boarding in the school.(NMS 12)
- Boarders can maintain private contact with their parents and families.(NMS 19)
- New boarders are introduced to the school's procedures and operation, and are enabled to settle in.(NMS 21)
- Boarders have appropriate access to information and facilities outside the school.(NMS 30)
- There are sound relationships between staff and boarders.(NMS 36)

**The Commission considers Standards 12 and 19 the key standards to be inspected.**

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

12, 19 and 36

Quality in this outcome area is **Excellent**.

This judgement has been made using available evidence including a visit to this service.

## **EVIDENCE:**

In addition to the school council there are weekly meetings in each boarding house with house captains and prefects. Boarders are also encouraged to contribute to the development of boarding by representation on discussion groups and by making individual suggestions for change.

The school provides a vast range of sports and social activities, which take place weekly or more frequently as appropriate.

There are established games and tournaments with other independent schools throughout the year and a good range of music and drama events. CCF activities and the Duke of Edinburgh award scheme are seen as a valuable contribution to the development of self-confidence and social cohesion.

Younger boarders were able to reflect on how they were inducted into their particular house and spoke of the emotional warmth and security provided by the house staff and older boarders. This was seen very much as a shared experience and the beginning of valued friendships.

Most boarders have safe email access mobile phones and all have access to telephones; they told inspectors they are able to keep in regular contact with parents and friends. Boarding welfare staff are able to support anyone who may become homesick or be troubled by events at home and provide opportunities to discuss any emotional concerns or distress.

# Achieving Economic Wellbeing

## The intended outcomes for these standards are:

- Boarders' possessions and money are protected.(NMS 20)
- Boarders are provided with satisfactory accommodation.(NMS 40)
- Boarders have satisfactory sleeping accommodation.(NMS 42)
- Boarders have adequate private toilet and washing facilities.(NMS 44)
- Boarders have satisfactory provision for changing by day.(NMS 45)
- Boarders can obtain personal requisites while accommodated at school.(NMS 50)
- The welfare of boarders placed in lodgings is safeguarded and promoted.(NMS 51)

## The Commission considers Standard 51 the key standard to be inspected.

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

20, and 40

Quality in this outcome area is **Excellent**.

This judgement has been made using available evidence including a visit to this service. The school has commended regarding the quality of boarding accommodation.

## EVIDENCE:

Eight of the 15 boarding houses were visited during inspection by CSCI inspectors; the ISI team visited the remaining houses. Although the quality is variable between houses, all boarding accommodation was of a very high standard and boarders identified strongly with their particular house.

It was evident from discussions with boarders that they feel safe, protected and lived in a climate of trust. There is appropriate age separation between younger and older boarders also there are excellent supervision arrangements in place to allow groups of girls to visit the boys boarding Houses at prescribed times and under strict staff supervision.

The school does not use lodging houses for any of its pupils.

# Management

## The intended outcomes for these standards are:

- A suitable statement of the school's principles and practice should be available to parents, boarders and staff (NMS 1)
- There is clear leadership of boarding in the school.(NMS 8)
- Crises affecting boarders' welfare are effectively managed.(NMS 9)
- The school's organisation of boarding contributes to boarders' welfare.(NMS 10)
- Risk assessment and school record keeping contribute to boarders' welfare.(NMS 23)
- Boarders are adequately supervised by staff.(NMS 31)
- Staff exercise appropriate supervision of boarders leaving the school site.(NMS 32)
- Boarders are adequately supervised at night.(NMS 33)
- Boarders are looked after by staff with specific boarding duties, with adequate induction and continued training.(NMS 34)
- Boarders are looked after by staff following clear boarding policies and practice.(NMS 35)
- The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits (NMS 52)

## The Commission considers Standards 1, 23, 31 and 34 the key standards to be inspected.

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

1,23,31 and 34

Quality in this outcome area is **Excellent**.

This judgement has been made using available evidence including a visit to this service. There is strong leadership throughout the school and in particular the management of boarding welfare.

## EVIDENCE:

Boarding welfare plays a pivotal role in the life of Uppingham School. A high ratio of pupils are boarders and the school is rightly proud of its success, there is greater demand than ever for boarding placements.

Routine management information is provided to pupils in a user-friendly though professional business publication system known as the White book. Boarders said the publication, which includes a detailed statement of boarding principles and practice assisted them in their personal organisation and planning and reassured parents.

The school has an excellent strategic management system with clear lines of communication and accountability. There is a particular emphasis on the risk management system for each boarding house and an established methodology for responding to a crisis.

Managers are aware of safe recruitment procedures and ensure that all staff with significant access to pupils have received the appropriate clearances and undertake Child protection training appropriate to their role.

Boarding welfare staff have developed effective internal and external networking/support systems and are able to attend relevant courses. The school promotes opportunities for reflective practice, supervision and appraisal for example matrons are able to meet as a dedicated group of staff, as do the heads of each boarding house.

The governing body has undertaken a self-evaluation exercise and continue to meet regularly. During a discussion with the Deputy Head of the Trustees it was evident valuable information had been gained from direct consultation with parents which led to further training initiatives for boarding welfare staff, including bereavement support training.

The ease of transition from one headmaster to another reflects the efforts of the senior management team to provide a strategic role during a time of change with the confidence and support of the governing body and parents.

# SCORING OF OUTCOMES

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

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

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

<b>BEING HEALTHY</b>	
<i>Standard No</i>	<i>Score</i>
<b>6</b>	4
<b>7</b>	X
<b>15</b>	4
<b>16</b>	X
<b>17</b>	X
<b>24</b>	X
<b>25</b>	X
<b>48</b>	X
<b>49</b>	X

<b>STAYING SAFE</b>	
<i>Standard No</i>	<i>Score</i>
<b>2</b>	4
<b>3</b>	4
<b>4</b>	4
<b>5</b>	3
<b>13</b>	X
<b>22</b>	X
<b>26</b>	3
<b>28</b>	X
<b>29</b>	X
<b>37</b>	4
<b>38</b>	4
<b>39</b>	4
<b>41</b>	3
<b>47</b>	3

<b>ENJOYING AND ACHIEVING</b>	
<i>Standard No</i>	<i>Score</i>
<b>11</b>	X
<b>14</b>	4
<b>18</b>	4
<b>27</b>	X
<b>43</b>	X
<b>46</b>	X

<b>MAKING A POSITIVE CONTRIBUTION</b>	
<i>Standard No</i>	<i>Score</i>
<b>12</b>	4
<b>19</b>	4
<b>21</b>	X
<b>30</b>	X
<b>36</b>	4

<b>ACHIEVING ECONOMIC WELLBEING</b>	
<i>Standard No</i>	<i>Score</i>
<b>20</b>	4
<b>40</b>	4
<b>42</b>	X
<b>44</b>	X
<b>45</b>	X
<b>50</b>	X
<b>51</b>	X

# SCORING OF OUTCOMES

## Continued

MANAGEMENT	
<i>Standard No</i>	<i>Score</i>
<b>1</b>	4
<b>8</b>	X
<b>9</b>	X
<b>10</b>	X
<b>23</b>	4
<b>31</b>	4
<b>32</b>	X
<b>33</b>	X
<b>34</b>	4
<b>35</b>	X
<b>52</b>	X

Are there any outstanding recommendations from the last inspection?

**RECOMMENDED ACTIONS**

This section sets out the actions that must be taken so that the proprietor meets the Children Act 1989, Inspection of Schools and Colleges Regulations 2002 and the National Minimum Standards.

No.	Standard	Recommendation	Timescale for action (Serious welfare concerns only)

## **Commission for Social Care Inspection**

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