

The Fortune Centre of Riding Therapy

Robert House

Inspection report

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Ratings

Overall rating for this service	Good ●
Is the service safe?	Good ●
Is the service effective?	Good ●
Is the service caring?	Good ●
Is the service responsive?	Outstanding ☆
Is the service well-led?	Good ●

Summary of findings

Overall summary

This comprehensive inspection took place on 29, 30 June and 1 July 2016. The first day was unannounced.

The Fortune Centre of Riding Therapy (FCRT) provides a three year residential Further Education Through Horsemastership Course for 16 to 25 year old people with learning disabilities. Students are provided with the opportunity to transition into adulthood in a supported environment. They learn and develop independence and life skills through the interaction with horses.

Robert House is one of three registered locations that make up the FCRT. Robert House offers residential and learning support for up to seven students between the ages of 16 to 25. Robert House accommodates mainly third year students.

At the time of the inspection there were six third year students living at Robert House and a registered manager was in position. A registered manager is a person who has registered with the Care Quality Commission to manage the service. Like registered providers, they are 'registered persons'. Registered persons have legal responsibility for meeting the requirements in the Health and Social Care Act 2008 and associated Regulations about how the service is run.

Students they told us they felt safe at Robert House, they knew who to speak to if they had any concerns and told us names of staff members they could speak to if they were worried. Parents spoke very positively about the service provided at Robert House. Staff knew how to identify, prevent and report abuse. There was a dedicated member of staff nominated for Safeguarding Adults.

Robert House provided clean, modern accommodation for the students to relax, live and learn in and the premises were well maintained.

Students received personal care and support in an individualised way and their privacy was protected. Staff knew students well and were able to demonstrate a good understanding of how they wished their care to be provided. Students were treated with dignity and respect.

Medicines were handled appropriately and consistently, stored securely and managed and disposed of safely.

Student's needs were rigorously assessed and care, support and guidance was planned and delivered to meet their needs. Records showed a robust assessment of need had been carried out to ensure risks to student's health were managed effectively. Unique and creative support systems were in place to ensure students developed key life skills.

Students were consistently and innovatively supported to promote and maintain their independence. This led to students taking up paid employment positions and taking part and enjoying a wide range of activities.

These included taking part in equestrian competitions which stretched their physical and mental abilities and promoted a high level of well being and a sense of achievement for the students.

Students and their relatives were fully involved in assessing and planning the care and support they received. Students were referred to health care professionals as required.

Improvements to the training system had been implemented and staff received relevant training courses and refresher training as required. Staff were knowledgeable about their role and spoke positively regarding the induction and training they received.

Staff felt well supported by the management team and received regular supervision sessions and appraisals.

Students and relatives knew how to make a complaint and felt confident they would be listened to if they needed to raise concerns or queries. There were weekly house meetings and a student council that enabled students to voice their concerns or queries. This showed the service took students views seriously and were keen to maintain a continuous circle of improvement and listen to the students.

People told us they had confidence in the management team and felt the service was well led. Students and relatives spoke very positively about the management team and staff.

There was a process in place to ensure improvements were made in regard to the safety and quality of the service provided.

The five questions we ask about services and what we found

We always ask the following five questions of services.

Is the service safe?

Good 

The service was safe. Medicines were managed safely, stored securely and records completed accurately.

Staff demonstrated a good understanding of the signs of abuse and neglect. They were aware of what action to take if they suspected abuse was taking place.

Sufficient numbers of staff were employed at the service. Staff were recruited safely and pre-employment checks had been conducted prior to staff starting employment.

The premises and equipment were well maintained.

Is the service effective?

Good 

The service was effective. Staff received on-going support from senior staff who had the appropriate knowledge and skills. Induction and supervision processes were in place to enable staff to receive feedback on their performance and identify further training needs.

Most students' had capacity to make decisions. Where student's lacked capacity staff were beginning to implement the principles of the Mental Capacity Act 2005.

Students planned the majority of their own meals and staff gave support and assistance to ensure meals were healthy and nutritional.

Staff supported students to access the services of healthcare professionals as appropriate

Is the service caring?

Good 

The service was caring. Staff were friendly and supportive, and treated students with respect and dignity.

Staff knew students well. They were aware of student's preferences and took an interest in them to provide person centred care.

Students and relatives told us that staff were kind, caring and helpful.

Is the service responsive?

The service was very responsive. Student's needs were rigorously assessed and care and support was planned and delivered to meet their needs. Students received consistent, personalised support that linked to achievable goals and targets to increase their independence and skills.

Students were supported to enjoy a wide range of activities, accessed the community regularly and used local facilities such as community centres, clubs and sports centres.

There was a clear process in place that encouraged people to comment or raise a concern or complaint. People felt confident that any concerns would be addressed promptly. Feedback was also obtained through weekly meetings and the student council.

There was a supportive, effective process in place to support students moving onwards from Robert House. Some students had obtained employment, whilst others were moving on to supported accommodation.

Outstanding 

Is the service well-led?

The service was well led. Staff felt well supported by the management team and felt comfortable to raise concerns if needed and felt confident they would be listened to.

Observations and feedback from students, relatives and staff showed us the service had a positive open culture. There was good staff morale and students and relatives felt involved in their care.

The provider had a range of audits in place to monitor the quality of the service provided and kept up to date with changes in practice.

Good 

Robert House

Detailed findings

Background to this inspection

We carried out this inspection under Section 60 of the Health and Social Care Act 2008 as part of our regulatory functions. This inspection was planned to check whether the provider is meeting the legal requirements and regulations associated with the Health and Social Care Act 2008, to look at the overall quality of the service, and to provide a rating for the service under the Care Act 2014.

This comprehensive inspection took place on 29, 30 June and 1 July 2016 and the first day was unannounced. Two CQC inspectors visited the service on the first day with one inspector completing the inspection on the following two days.

Before the inspection we reviewed the information we held about the service. This included information about incidents the provider had notified us of and contacting health professionals for their views of the service. The provider had completed a Provider Information Return (PIR). This is a form that asks the provider to give some key information about the service, what it does well and improvements they plan to make.

During the three day inspection we met and spoke with most of the six students living at Robert House, we also spoke with the director, the manager, two nurses, six members of staff and one parent.

We observed how students were supported and reviewed three students' individual learning plans, treatment and support records and all of the Robert House students medication administration records (MARS). We also looked at records relating to the management of the service including staff recruitment and training records, premises maintenance records and the provider's quality assurance records.

Is the service safe?

Our findings

Students told us they had enjoyed living at Robert House. They said they had made good friends and, "Loved looking after and riding the horses". Students told us they felt safe living at Robert House. One student told us, "We all get on so well now, it's much nicer when we are all friends".

We spoke to one parent who said, "It has been amazing, the change in our son has been simply amazing... I would totally recommend the centre for anyone".

Staff spoke knowledgeably about the procedure for reporting allegations of potential abuse. Records showed staff had completed training in protecting people from abuse and staff were aware of the provider's policy for safeguarding people and whistleblowing procedures. We checked the provider's safeguarding policy and saw it was up to date and included relevant contact details for the local authority. Clear pictorial posters explaining the roles of safeguarding were prominently displayed around the premises of Robert House and FCRT. There was a system in place to protect the students from financial abuse and money management was a core topic taught to all students to support them and provide independent life skills.

We completed a tour of Robert House premises, communal areas were bright, clean, modern and well lit. Furnishings were modern and clean and helped give an overall homely atmosphere to Robert House.

The premises and equipment were managed to keep people safe. We reviewed the providers system for maintenance of the premises and saw the provider kept the premises and equipment well maintained. The provider had a small maintenance team employed to ensure the FCRT site which included Robert House was safely maintained. Records showed regular checks covering all areas of the premises were conducted. Examples of checks completed included, water systems and legionella testing, portable electrical appliance testing and fire systems.(legionella are water-borne bacteria that can cause serious illness). Water temperatures were monitored to reduce the risk of legionella growth in warm water stored at the wrong temperature. Hazardous substances were locked away when not in use. There were systems in place for checking and servicing equipment such as, lifts and emergency lighting. Staff told us all the equipment was well maintained and there was enough equipment available to ensure people were cared for safely.

All windows had restrictors incorporated into their design and radiators were covered to prevent students accidentally scalding themselves. Hot water was thermostatically controlled and set at a safe temperature to maintain student's safety.

The provider had a system in place to monitor incidents and accidents to establish whether there were any trends or themes, actions were then taken to address any issues. Staff told us they were currently reviewing the system and would be making changes to ensure the system continued to run effectively.

There were enough staff employed to meet student's needs. The provider had a system in place to ensure there were enough staff on duty through the day and night. Staff told us they felt there were generally enough staff on each shift to manage the needs of the students living at Robert House. The provider had

their own supply of 'bank' staff that would be available to cover in the event of staff sickness or planned absence. Students required varying levels of staff support to ensure they remained safe. The staffing rota allowed for this, with sufficient staff on duty to support students when they wanted to travel outside of Robert House. At night there were two members of staff on duty, sleeping at Robert House once the students had gone to bed.

We reviewed four staff recruitment records and spoke with members of staff about their recruitment. Staff told us they had felt very well supported throughout their induction period which had been thorough and informative. Staff recruitment procedures were robust. All the required checks had been carried out including proof of identity, two written references, a health declaration and a full employment history. A check had also been made with the Disclosure and Barring Service to make sure staff were suitable to work with people in a care setting.

Staff had received training and had been assessed for their competency in administering medicines.

Medicines were stored safely and records showed stock levels of medicines were correct. Each student had a lockable cabinet in their bedrooms that they could store their medicines in if required. Medicines were correctly listed in the Robert House medicines register and the levels of medicine stock were accurately reflected in the register, this showed returned medicines were accounted for accurately. Students had their allergies recorded and the nurse showed us the new system they would be implementing to ensure 'PRN' as required medicines were clearly recorded when administered to students. Body maps were used to identify any areas of injury and were accurately completed.

We reviewed all of the Medicines Administration Records (MARS) for the students living at Robert House. Each student had their own file with their prescribed drugs, allergies, body maps and MARS. The files had a current photograph of the student to ensure the correct medicines were given to each student as prescribed.

Is the service effective?

Our findings

One parent said, "The centre has changed their life, I can't believe the changes they have made... the change in their independence was apparent from their very first holiday, and they have just gone from strength to strength... I cannot recommend it highly enough".

We saw recent changes had been made to the system the provider used for delivering their training programme to staff. The training team had worked hard to make sure staff had the right knowledge and skills to support people and had implemented a robust training system. For example staff had received a range of mandatory training including equality and diversity, health and safety, first aid, fire safety. They had also had the opportunity to update their knowledge of the Mental Capacity Act 2005. Staff had also received training in supporting people when their anxieties were high and on effective communication. Newly employed staff had a thorough induction which included a mixture of training and shadowing more experienced members of the team. There was also a system of peer learning to enable staff to reflect on difficult situations and learn from each other. There was a robust system in place to ensure the service knew when staff needed refresher training. The provider effectively used the quieter weeks during the students' holiday periods for delivering mandatory training to ensure all staff received their required courses.

We reviewed four staff supervision and annual appraisal records. People were supported by staff who had supervisions (one to one meeting) with their line manager. These enabled staff to discuss a range of topics such as issues relating to the individuals they supported, training and development needs and any other issues they had. Staff said they could also get informal advice or guidance whenever they needed it. Staff received an annual appraisal which enabled them to reflect on their year and discuss their training and development needs. This meant people received care or support from staff who had the skills, knowledge and understanding needed to carry out their roles.

Staff supervisions were conducted each term and were positively written, giving encouragement and praise for work well done. We spoke to staff regarding the support, supervision and appraisal process. Each member of staff stated they felt very well supported by a strong experienced staff team. Staff said, "The training has been excellent, very thorough... I have always been supported with any training requests I have had". Staff told us the supervision and appraisal process was "Useful, helpful and supportive". We spoke to staff about the induction process. Staff commented the induction process had been excellent and gave them a detailed insight into the ethos of FCRT. Newly employed staff were mentored by an existing member of staff to ensure they were given the correct level of support and had additional supervisions in their first term.

Most of the students living at Robert House had capacity to make their own decisions. Where students had capacity their consent was sought. For example students had signed their individual learning plans to show they agreed with and understood the contents.

The Mental Capacity Act 2005 (MCA) provides a legal framework for making particular decisions on behalf of people who may lack the mental capacity to do so for themselves. The Act requires that as far as possible

people make their own decisions and are helped to do so when needed. We discussed the requirements of the Mental Capacity Act with the new MCA lead, manager and director who acknowledged that further work was required. Staff had begun to complete mental capacity assessments and best interests decisions for people who lacked capacity to consent to specific decisions. The manager acknowledged further work was required to make sure staff were supported to work in accordance with the act.

People can only be deprived of their liberty to receive care and treatment when this is in their best interests and legally authorised under the MCA. The application procedures for this in care homes and hospitals are called the Deprivation of Liberty Safeguards (DoLS). These safeguards can only be used when there is no other way of supporting a person safely. The responsibility for applying to authorise a deprivation of liberty rested with the manager. We looked at whether the service was applying the DoLS appropriately. The manager had recognised that one person was a risk of being deprived of their liberty and had made the appropriate application.

As final year students, the people who lived at Robert House were supported to move towards a more independent living arrangement. One method of achieving this was to support the students to plan, prepare and cook their breakfast and evening meal. The students held a weekly meeting where they could decide the menu for the forthcoming week. The students were then supported to budget and buy the ingredients for the meals and work together to cook their meals. This showed the students learnt how to manage a small budget, travel independently and how to plan and cook a weekly menu for a small group. One student told us, "I like cooking, it's good fun".

In order to move towards independent living the students were also responsible for clearing away their meals, washing up the plates and cutlery and keeping the kitchen clean and tidy.

At the beginning of the student year any students with specific dietary requirements were assessed and the details given to the chefs to ensure these students maintained a healthy balanced diet when having communal meals. Mealtimes were reasonably spaced and at appropriate times, if students were travelling into town or doing voluntary work they were provided with a packed lunch. Snacks were provided throughout the day by way of a variety of fruit, yoghurts and milkshakes. Fresh water, coffee and tea and a choice of cordials were available throughout the day in the gallery area at FCRT. Students, once safely assessed as being able to, could make their own hot or cold drinks if they wished and could help themselves to fresh fruit or toast.

Students had their weight recorded at the beginning of each term and records which showed any major fluctuations in weight were responded to appropriately. Students were supported to maintain their health. Records showed students were supported to visit local GP's and health professionals when required. Staff told us they would accompany and support a student if they wished to go to the local GP, alternatively the majority of students had regular health checks with their own registered GP when they returned home for the holiday periods. FCRT employed their own physiotherapists and three nurses however; students were referred to appropriate health care professionals such as speech therapists, social workers and dieticians, according to their needs.

Student's needs were taken into account when the premises were adapted and decorated. Clear pictorial signage was displayed throughout Robert House and the FCRT. People's bedroom doors had their own personalised sign with their name on them in addition to their bedroom number. Throughout Robert House and the FCRT there were clear pictorial displays that encouraged learning and independence for the students. For example, in the washrooms there were pictures and guidance on the importance of washing hands which was linked to the effectiveness of washing the horses.

Is the service caring?

Our findings

Relatives spoke very positively about the service and care their family member received at Robert House. One said, "The staff have been fantastic... they look after everyone like their own, I can't fault anything".

The ethos of FCRT is to promote student independence by enabling them to live as independently as possible within a supportive, safe community. Students were encouraged to participate in the normal household tasks such as sorting and doing laundry, learning to budget for food and groceries and learning to manage their money. The majority of students living in Robert House were in their third year at FCRT and students were encouraged to learn to become more independent and learn to cook their own meals, manage a budget, travel independently and move into a working environment. Students were treated with dignity and respect by all staff and were taught to respect and care for each other through sharing living accommodation and the interaction with the horses.

All parents and students received a copy of the FCRT Handbook before starting at FCRT/Robert House. The handbook provided detailed information and guidance on all aspects of living at FCRT and clearly outlined the provider's expectations for each student. The student copy of the handbook had been completed with pictorial images to help the students understand the content. Students, parents and guardians were asked to sign an acknowledgement form confirming they had read and understood the handbook and agreed to abide by its contents.

Staff demonstrated a thorough knowledge of the students and how they preferred their care to be given and what interactions worked best for each student. Staff spoke knowledgeably about each student and knew what they enjoyed doing the most as well as what their anxieties or concerns had been. Throughout the inspection we observed the atmosphere between students and staff was friendly and relaxed with staff interacting positively with students. Students actively sought out staff for help, advice or just for a chat, which created a friendly, helpful environment for students to learn in.

Students had their own bedrooms which they locked when they were not in them to protect their privacy. Students could personalise their bedrooms by providing their own duvet and pillow cases, posters and photographs. Posters, photos and calendars could be attached to a corkboard in the bedrooms to prevent damage to the painted wall surface.

Students could telephone or skype their relatives in the evening during their free time. Parents told us if they knew they could contact the staff at any time if they needed to speak to their son/daughter in an emergency.

We saw a large variety of certificates and awards that were on each student's file. These covered a wide range of areas from educational for example obtaining a specific level of maths and English through to social awards, for example, the best humour award, the best groom, the most improved rider. This showed students achievement at all levels were recognised and promoted to improve their self-confidence and feeling of wellbeing.

Is the service responsive?

Our findings

Relatives spoke very positively about the support their family member received at Robert House. One parent said, "They have always kept me informed and involved in what's going on... the communication is really good, it's all been excellent". A staff member told us, "The centre works so well because everyone is here for the benefit of the students, it is all about them and their choices".

Parents told us they had been fully informed and felt involved in their relatives care and support. One said communication was, "Excellent" and "Very thorough". Another parent told us how staff had gone over and above their role to ensure their family member was given every opportunity to become as independent as possible. They told us Robert House staff had supported their relative to secure an excellent, full time paid employment position for when their time at Robert House ended. They said, "It's just amazing, we would never have thought this possible three years ago, it's excellent".

All students were assessed before they were offered a place at FCRT. Assessments were a three phase approach with an initial meeting then a second assessment being conducted over one full day. If this was successful the student went on to complete a seven day residential assessment. The seven day assessment enabled both the student to see whether they wanted to move to the FCRT, and staff members to assess the skills, needs and learning potential of the student. The residential assessments were offered during term time so that students got a good understanding of living at FCRT and Robert House.

During the inspection we tracked the care of three students. This involved meeting the student, observing staff interactions and reviewing the student's individual learning plan (ILP), other supporting records and their medication records. Each student had a person centred risk management assessment completed to ensure students remained safe and healthy. Risk assessments were personalised and gave clear information about the student so staff would understand how best to help them. Risk assessments covered a wide range including, hydration, co-ordination, independent living skills, safety with horses, health and ability to drive mechanised buggies around the site. We viewed additional records that supported the student's ILP's and these covered their daily activities and goals and supported the targets detailed in their ILP.

We saw support plans that gave clear advice and guidance around how to manage people's particular health conditions. The provider had a system in place that recorded daily interventions with each student. The entries reflected all the action and interventions the staff had supported the student with which gave a clear record of any events or incidents that occurred.

Student's individual learning plans (ILP) were developed in the students first term as part of their on-going assessment. The ILP's addressed what support each student required in their decision making, where possible linking each learning topic to a horse related scenario. Students were also given 'holiday goals' that were linked to their learning and independence. For example, one student's ILP's holiday goals was to 'research a pre-riding personal warm up routine' and 'to enquire at a local equestrian centre as to what is the most popular media in the area for advertising jobs in the equestrian and related service industries'. ILP's were reviewed and updated each term and reflected the student's achievements and goals for the

coming term.

Staff told us about another example of using the horses for behavioural support and to aid learning. For example learning to care for the horse by arranging for the equine dentist to come and clean the horses teeth, by observing and helping to arrange these procedures the student learnt to maintain their own health and hygiene. ILP's focussed on promoting students independence and the best methods staff could support the student to achieve this, for example travelling independently into town by themselves. The student had to learn how to use and understand transport timetables, budgeting for their ticket, buying the ticket and independently traveling to and from town by themselves.

Students were supported to understand their care and treatment choices. Students had a pictorial version of their weekly itinerary. The clear pictorial format ensured students could follow their own support plan and their daily schedule.

During the inspection we observed part of a session on money management, this was a clear, practical session which the students told us they enjoyed and found very useful. Clear targets and goals for each student had been set which were achievable and helped the student maintain and develop their independence.

The ILP's we reviewed gave specific achievable goals for each student and were updated each term. The ILP's promoted the use of transferable skills between caring for the horses, for example weighing hay and measuring out feed used core mathematical skills. These skills could then be transferred into everyday use as an aid for independent or supported living in the future.

FCRT and Robert House offered a varied activity programme and in the evenings students had the opportunity to participate in a range of activities such as; gym, swimming, youth clubs, boxercise classes, cycling, nature clubs and cinema visits. The routine evening activities were also planned to teach students the factual necessity of self-care, care of equipment and belongings and basic skills such as cleaning, washing, basic cookery and clearing up.

Students were supported to take part in a large variety of activities both in groups or on an individual basis. Two students told us about the horse show they were going to compete in at the weekend. They told us they had just finished getting their horses ready for the event, this included washing them and making sure their mane and tails were clean and tidy, as well as making sure their horses saddles and bridles were clean and ready for use, this clearly demonstrated the transferable skills of preparation, planning and organisation the students could use for independent or supported living in the future. One student had selected a dressage test to ride at the competition and had spent their free time learning the test and practising riding the test on the horse. Staff had supported the student in their choice of dressage test and encouraged and supported them to participate. The students were excited at the prospect of competing at a show one student said, "I'm really looking forward to it, I will be nervous, but I really want to do it".

There was a variety of scheduled activities on offer for all students. These included a Youth Activity Day which offered a range of physical activities for the students to take part in such as; tree climbing, canoeing, low and high ropes, raft building and an adventure course.

Each May students are given the opportunity to camp for three days at The Badminton Horse Trials. Students told us they had really enjoyed the visit, and one said sleeping in the tents had been, "An experience".

A future programme of weekend activities was advertised and students were encouraged to participate if they wished, examples of activities included; Dorset County Show, trips into local towns, shopping and a trip to a local equestrian show.

Students and relatives told us they knew how to make a complaint if they needed to and were confident any concerns would be addressed, although none of them had ever needed to raise a complaint. We saw there was written up to date guidance available for people in the FCRT handbook and guidance in Robert House on how to make a complaint and who to contact. The manager confirmed the service had not received any formal complaints since the last Care Quality Commission inspection. We reviewed the provider's complaints policy which gave up to date information for people on how to make a complaint or raise a concern. Robert House ran a weekly house meeting, which provided a forum for students to freely express any concerns or comments they had. We reviewed a selection of notes from these meetings which showed students freely raised concerns and issues that were important to them.

FCRT and Robert House ran a student council. Records showed and students told us they could raise issues or concerns with the council and these would then be taken up directly with the staff management team. Students said they felt this was useful and most concerns or issues they had could be resolved quickly. This meant the students were able to express their views and be involved in making decisions about their care and treatment. Records showed the students had recently requested a Karaoke machine. Students told us they really enjoyed using the Wii that had recently been supplied for them.

During their time at Robert House students were encouraged to take part in paid employment, voluntary work and community activities which would prepare them for independent living. Students told us about the various employment opportunities they were given, these included working in a coffee shop, a pet shop, a community group and a small agricultural holding. All the students we spoke with told us they enjoyed their employment opportunities.

FCRT also have a small two bedroomed cabin known as 'Meredith Lodge'. This facility is available for students who wish to test their level of independent living. Whilst living in Meredith Lodge students are responsible for their own personal care, cooking, cleaning and travelling to their work placement. One student told us they had enjoyed living for a short period at Meredith Lodge and had cycled to their work placement to make sure they arrived at work on time. This service provided an excellent process for staff and students to assess their ability to maintain a level of independency in all areas of daily living.

There was a system in place to provide support and assistance for students and their relatives when they completed their three year Further Education Through Horsemastership (FETH) course. Staff were available to ensure each student was given as much support and guidance as possible to move on from FCRT and maintain an independent lifestyle.

At the time of our inspection a number of students were approaching the end of their time at FCRT and Robert House. Some students were going on to further supported living establishments and others had secured paid employment. One student told us, "I'm looking forward to starting work...it will be really exciting".

Records we viewed showed clear evidence that students greatly improved in confidence, independence and communication skills during their time at FCRT and Robert House.

Is the service well-led?

Our findings

Relatives told us they felt FCRT and Robert House were well led and had a clear management structure.

Comments and views from parents, students and staff indicated the culture at FCRT and Robert House was a friendly, open and supportive one. Students were actively encouraged to become more independent and relatives and guardians were regularly consulted regarding their sons/daughters care and learning.

Staff told us they felt very well supported by the management team. Staff told us, "I've been supported at all levels, I've never had a training course refused as long as it's beneficial". Another member of staff told us, "If I need advice I'm always met with positivity and always feel appreciated, I feel empowered to make decisions and it feels really nice to be trusted".

We checked a range of policies the manager had in place and covered a range of core topics such as; safeguarding, grievance and disciplinary processes and recruitment.

The provider had a system in place to monitor the quality of the service provided. This included questionnaires that FCRT sent out each June to ensure they consulted with parents, guardians and students. The questionnaires covered topics such as; communication, conflict management/concerns, student progress, levels of support, transition support between services and any suggestions for improvement. The questionnaires were reviewed and analysed once completed to ensure any areas requiring improvement were acted upon. Comments we viewed from completed questionnaires included, 'I love the people at the FCRT because they make me feel very happy and welcome' and 'I have made some really good friends' and 'I don't feel judged here'.

The provider completed a series of quality audits on a variety of aspects of the service, such as, environment, medication and health and safety. Records showed daily, weekly and monthly cleaning and maintenance checks were completed to ensure FCRT and Robert House provided a safe environment.

Accidents and incidents were recorded, dated and signed by a member of staff. There was a helpful flow chart for staff guidance on how to manage critical incidents, what to do and who to contact in the event of an incident. Concerns were then discussed with the staff team with a view to reducing the risk of re-occurrence. Plans would then be put in place to ensure any re-occurrence of the incident was reduced. Analysis was completed on a regular basis which allowed the management team to track for any themes or trends.

Students were actively encouraged to take part and support the local community. Suitable work experience/ community awareness placements would be found for students to enable the students to maintain their independence and allow them to understand the working environment. Examples of work experience were; cafés, riding establishments and gardening.