

The Fortune Centre of Riding Therapy

Wootton Hall Farm

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 inspection took place on the 12 and 13 October 2017 and was unannounced.

The Fortune Centre of Riding Therapy provides a three year residential Further Education Through Horsemastership Course for 16 to 25 year old people with learning difficulties and disabilities. Students live in a supported environment where they develop greater independence and life skills through the interaction with horses.

Wootton Hall Farm is one of three registered sites that make up The Fortune Centre of Riding Therapy. Wootton Hall Farm offers residential and learning support for up to 33 students between the ages of 16-25. WHF accommodates mainly first and second year and a small number of third year students in premises located a few miles away from the main FCRT site which is located near Bransgore. At the times of the inspection there were 24 students living at Wootton Hall Farm.

The home had a registered manager. 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 felt safe living at WHF and they were very much at the heart of the service. We received consistent positive feedback from people's families and health professionals. People received excellent care that was based around their individual needs and that ensured care was personalised and responsive.

The risks to people were minimized through risk assessments. There were plans in place for foreseeable emergencies.

The service was responsive to people's needs and wishes. People were able to choose what activities they took part in and suggest other activities they would like to complete. The registered manager developed and promoted community involvement. Staff knew what was important to people and encouraged them to be as independent as possible.

Relevant recruitment checks were conducted before staff started working at WHF to make sure they were of good character and had the necessary skills. Staff had received training in safeguarding adults and knew how to identify, prevent and report abuse. There were enough staff to keep people safe.

People were supported to take their medicines safely from suitably trained staff. Medication administration records (MAR) confirmed people had received their medicines as prescribed.

People received varied meals including a choice of fresh food and drinks. Staff were aware of people's likes and dislikes and went out of their way to provide people with what they wanted.

Staff received regular support and one to one sessions or supervision to discuss areas of development. They completed a wide range of training and felt it supported them in their job role.

People were cared for with kindness and compassion. Care plans provided comprehensive information about how people wished to receive care and support. This helped ensure people received personalised care in a way that met their individual needs.

The registered manager maintained a consistently good level of communication with people through a range of newsletters and meetings. Student meetings and surveys allowed people and their families to provide feedback, which was used to improve the service. People felt listened to and a complaints procedure was in place.

There were appropriate management arrangements in place. Regular audits of the service were carried out to assess and monitor the quality of the service.

The five questions we ask about services and what we found

We always ask the following five questions of services.

Is the service safe? The service remains Good.	Good ●
Is the service effective? The service remains Good.	Good ●
Is the service caring? The service remains Good.	Good ●
Is the service responsive? The service remains outstanding.	Outstanding ☆
Is the service well-led? The service remains Good.	Good ●

Wootton Hall Farm

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 checked 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 inspection took place on 12 and 13 October 2017 and was unannounced. The inspection team consisted of one inspector and an expert by experience. An expert-by-experience is a person who has personal experience of using or caring for someone who uses this kind of service.

Before this inspection, the provider completed a Provider Information Return (PIR). This is a form that asks the provider to give some key information about the service, what the service does well and improvements they plan to make. We also checked other information we held about the home including previous inspection reports and notifications. A notification is information about important events which the service is required to send us by law.

During the inspection we spoke with nine students using the service. We spoke with four family members by telephone. We also spoke with a senior manager the registered manager, the head of health and wellbeing, a registered nurse, and ten staff members.

We observed how students were supported and reviewed four students 'Individual Learning Plans,' treatment and support records, risk assessments and 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.

Following our visit we contacted nine health and social care professionals to consult with them about their experiences of the service and the care provided to people who used the service.

Is the service safe?

Our findings

Students and their families told us they felt safe and that the service provided staff who kept them safe. One Student told us, "Staff are good I feel safe in their care". A family member said, "Staff have taken a lot of time to make sure she is safe, happy and looked after". A health professional told us, "Staff know the young person as an individual, they have been effective in keeping her safe and with a sense of being well cared for".

Students were supported to receive their medicines safely. A health professional told us, "They have worked with health services in assessing the mental well-being of my service user, including monitoring introduction/changes to medications". A family member told us, "No problems with medicines always check on arrival and departure". Medicine administration records (MARs) confirmed students had received their medicines as prescribed. Training records showed only staff who had received the appropriate training for handling medicines were responsible for the safe administration and security of medicines. There were appropriate arrangements in place for the recording and administering of prescribed medicines. There were also effective processes for the ordering of stock and checking stock into the home to ensure the medicines provided for students were correct. Stocks of medicines matched the records which meant all medicines were accounted for. Some students needed 'as required' (PRN) medicines for pain or anxiety or epilepsy. Where students had been prescribed 'as required' medicines staff were provided with guidance for how to administer these for example for epilepsy. However on some student's care plans more information was required to offer staff better support on when these should be given and signs to look for which showed when people were in pain. We spoke to the head of health and wellbeing who informed us they would look into this straight away and update any plans that required updating.

Some prescription medicines are controlled under the Misuse of Drugs legislation these are called controlled drugs. These were stored appropriately in a locked metal safe which was fixed to the wall. This meant controlled drugs were stored safely in line with current guidance. Records relating to these drugs had been completed accurately.

Risks and harm to students were minimised through individual risk assessments that identified potential risks and provided information for staff to help them avoid or reduce the risks of harm. Staff showed that they understood people's risks and people's health and wellbeing risks were assessed, monitored and reviewed. These included environmental risks and any risks due to health and support needs of the person. Risk assessments were also available for emotional support, epilepsy, dietary needs, and accessing the community.

We observed students who live at Wootton Hall Farm being supported to take risks. The risks were well assessed with clear safety protocols in place and they were strictly adhered to. An example of this was when a group of students were being instructed to bandage the tail of a horse. One student stood at the rear of the horse and was going to take hold of the horse's tail. The staff member stopped the student and asked the group what is the correct procedure for approaching a horse. The student said, "Always approach from the side and pat and tell the horse what you are going to do". The staff member asked why this is done. Another

student said, "So you don't startle the horse and if he kicks out you are out of the way". The staff member said, "Yes, well done".

Health professionals all told us the service supported people to take risks and kept people safe. One health professional gave us an example of how they managed risks and said, "In my opinion they managed risks safely and effectively. [Staff member's name] worked very closely with the individual, her family, us and health professionals to safely manage the risks that were identified at The Fortune Centre of Riding Therapy. [Staff member's name] shared with us updated risks assessments which were updated on a regular basis. They held the meetings to jointly work on risks management and potential proactive strategies to enable this lady to safely continue with her course. Now I am in a position to say that the risks for this individual were managed safely and effectively". Another health professional told us, "Risk management plans appear to be well supported. Healthy lifestyles are promoted and educated well". A third health professional said, "Appropriate risk assessments were put in place for the individual I was working with".

Risk assessments had been completed for the environment and safety checks were conducted regularly on electrical equipment. Students had emergency plans in place detailing the support they would need in an emergency. There were plans in place to deal with foreseeable emergencies. Staff were aware of what action to take in the event of a fire and fire safety equipment was maintained appropriately. The home had a business continuity plan in case of emergencies. This covered eventualities in case people had to leave the home due to an emergency.

People were kept safe as staff had the knowledge and confidence to identify safeguarding concerns and acted on these to keep people safe. The service had suitable policies in place to protect people; they followed local safeguarding processes and responded appropriately to any allegation of abuse. Where safeguarding concerns were identified, senior staff conducted thorough investigations and took action to keep people safe. A health professional told us, "When safeguarding concerns arose, staff were active in supporting the young person and their family".

One staff member told us, if they had safeguarding concerns they would report it and talk to their line manager. They said, the service had "Really improved with the new safeguarding lead and they involve us which is good". We spoke to the safeguarding lead who told us, they had put in extra sessions of safeguarding training so staff were not afraid to ask if they had any concerns.

Robust recruitment processes were followed that meant staff were checked for suitability before being employed in the service. Staff records included an application form and a record of their interview, two written references and a check with the Disclosure and Barring service (DBS). The DBS helps employers make safer recruitment decisions and helps prevent unsuitable people from working with people who use care and support services. Staff confirmed this process was followed before they started working at the service.

There were enough staff deployed to meet the needs of students and keep them safe. One family member told us, there was "Always seems plenty of staff". During the inspection we saw that staff were not rushed and responded promptly and compassionately to people's requests for support. Staffing levels were determined by the number of people using the service and their needs.

Is the service effective?

Our findings

Students told us they liked living at the service and were able to make their own decisions about the care and support they needed. Students we observed appeared happy and relaxed. When asked about the best thing about living at Wootton Hall, they all said "The horses". One student said, "Being here has helped me". Another student told us, "Nice to be here at the farm". A third student said, "I do enjoy it here". Every family member we spoke to were extremely positive about the service. One family member told us, "All in all a very positive and [person's name] really enjoys it and always looks forward to going back". Another family member said, "When we drop [person's name] off staff are always ready for us". A third family member said, "Seen huge changes in her confidence and self-esteem".

People were cared for by staff that were well-motivated and told us they felt valued and supported appropriately in their role. People were supported by staff who had supervisions (one to one meetings) with their line manager. Supervisions provided an opportunity to meet with staff, feedback on their performance, identify any concerns, offer support, assurances and learning opportunities to help them develop. Staff informed us supervisions were carried out regularly and enabled them to discuss any training needs or concerns they had. One staff member told us, "Supervision every term and yearly appraisals can bring up any issues and training".

People were supported by staff who were supported in their role and had been through the provider's own induction programme. The induction programme embraced the 15 standards that are set out in the Care Certificate. The Care Certificate is an identified set of standards that health and social care workers adhere to in their daily working life. Staff training records showed staff had completed a wide range of training relevant to their roles and responsibilities. Staff praised the range of training and told us they were supported to complete any additional training they requested. One staff member said, "I have training all the time I find it beneficial. We've had a lot of epilepsy training which has been really thorough."

Staff had received training in the Mental Capacity Act, 2005 (MCA). The MCA provides a legal framework to assess people's capacity to make certain decisions, at a certain time. When people are assessed as not having the capacity to make a decision, a best interest decision should be made involving people who know the person well and other professionals, where relevant. Staff showed an understanding of the legislation in relation to people with mental health needs. Before providing care, they sought verbal consent from people and gave them time to respond. Where people had capacity to make certain decisions, these were recorded and signed by the person.

People who lack mental capacity to consent to arrangements for necessary care or treatment can only be deprived of their liberty when this is in their best interests and legally authorised under the MCA. The procedures for this in care homes and hospitals are called the Deprivation of Liberty Safeguards (DoLS). We checked whether the service was working within the principles of the MCA and whether any conditions on authorisations to deprive a person of their liberty were being met. The service did not currently have any people that were subject to a DoLS living at the service, but were aware of their responsibilities in regard to DoLS.

People were supported at meal times to access food and drink of their choice. Everyone we spoke to said or indicated that the food was good. People received varied and nutritious meals including a choice of fresh food and drinks. Staff were aware of people's dietary needs and preferences. We observed lunch at The Fortune Centre of Riding Therapy there was a selection of sandwiches on each table. There was also a choice of jacket potato with various fillings and salad. Dinner was a hot meal which was cooked back at Wootton Hall Farm premises. Students were provided with snacks throughout the day, which were mainly fruit or yoghurts and milkshakes and drinks were readily available.

Staff were aware of students that were on specialised diets. A family member told us, "[Person's name] has complex dietary needs, staff take great care to make sure diet is safe for her and a healthy weight maintained". For example, for one person they had a particular health condition which meant they were at high risk of overeating. The student had a detailed meal plan and support system in place which contained portion sizes. A health professional told us, "There is always healthy food available when I have visited and activities are arranged such as cycling and other sports". Another health professional said, "I met an individual during her lunch time and in my opinion food looked healthy and the service users in the room appeared to be happy about the food choice too".

People's health care needs were met. Health care professionals were positive about the support people received and the service were always very good at communicating concerns or worries regarding people living at the home as well as seeking advice as to the best way forward with providing care for people. One health professional told us, "The Fortune Centre of Riding Therapy have been active in keeping me informed of reviews and meeting with young person. I was pleased with the level of support that they offer and how personalised they approach the young person's care and educational needs". Other comments included, "The organisation worked in partnership they also made referrals to other relevant health professionals when this lady was presenting with challenges which could put herself and others at risk". As well as, "Good liaison with health services when required, identifying changes in one's mental health and responding quickly to seek external help and support".

Is the service caring?

Our findings

Students told us they were treated with kindness and compassion. One student told us, "I am happy here". Another student said, "This is the best place ever". Other comments included, "I love it here". As well as, "Staff are nice". A health professional told us, "The service at all times appeared to be very caring towards the service users. From my experience with The Fortune Centre of Riding Therapy, I would say that this individual was treated with kindness, respect and compassion and they gave emotional support when it was needed to this young lady and her family".

Families we spoke to were all very positive about the service and how caring the staff were. One family member told us, "My daughter gets very emotional and staff make time to talk to her and listen." Another family member said, "All the staff have been excellent in looking after her and caring for her needs". A third family member told us, "[person's name] has been treated very well, staff are very caring". Other comments included, "Really happy staff are very caring". As well as, "Nothing but high praise for all the staff". A health professional told us, "Everyone I have met are very caring towards their students and work hard to optimise their health and well-being. They seem person-centred in their approach".

Staff had built up positive relationships with people. Staff spoke about their work with passion and spoke about people warmly. One staff member told us, "I enjoy working here it's incredible". They demonstrated a detailed knowledge of people as individuals and knew what their personal likes and dislikes were, showing how they had got to know people in their care. A family member told us, "Over time core staff seen to take a lot of time to get to know my daughter well and know what will make her well and what will make her less stressed".

We observed a lot of genuinely caring behaviour in staff interactions with people, which demonstrated person-centred care in their familiarity with each person, and the ease of communication. Confidential information, such as care records, were kept securely and only accessed by staff authorised to view them. When staff discussed people's care and treatment they were discreet and ensured conversations could not be overheard. A health professional told us, "The service at all times appeared to be very caring towards the service users. From my experience with The Fortune Centre of Riding Therapy, I would say that this individual was treated with kindness, respect and compassion and they gave emotional support when it was needed to this young lady and her family".

Staff understood the importance of respecting people's choice, dignity and privacy. We observed staff providing support to students in a caring manner. Staff demonstrated that they knew how people liked to be supported by the way they interacted with them. The staff also showed respect at all times and maintained dignity. It was very clear staff respected the people and the people using the service respected the staff. Staff told us they would knock on people's doors and identified themselves before entering. Staff spoke with us about how they cared for people and we observed that people were offered choices. Choices were offered in line with people's care plans and preferred communication style.

The service had an equality and diversity lead. They told us how they promoted and educated people about different cultures. They told us, "I also teach students throughout the year which could be a theme night for meals and talking about the customs and cultures for that country". They also told us how they supported someone with a particular faith by making sure their diet was discussed with staff and made sure there was a private room they could go to for their prayers and that they had access to the local mosque.

People were supported to maintain friendships and important relationships; their care records included details of their circle of support. This identified people who are important to the person. People and their families confirmed that the registered manager and staff supported their relatives to maintain their relationships. One family member told us, "Great monitoring, great feedback highly responsive at getting back to you and sharing information".

Is the service responsive?

Our findings

At our previous inspection in 2015 we gave a rating of Outstanding for this domain. The service remains outstanding in responsive.

Students received care that met their needs and took into account their individual choices and preferences. Family members and health professionals spoke very positively about the support students received at Wootton Hall Farm. One family member told us they, "Provide a wide range of activities outside of horse activities and develop social skills which is great for my daughter". Another family said, "If ever I need to talk to someone or if I had a query staff are great at talking and getting back to me. Very honest with me and listen to me". A health professional told us, "The Fortune Centre of Riding Therapy is a very structured service, they focus on their service users to achieve their goals / make a progress". They told us how care staff had worked very closely with other staff members, their senior management and health professionals to get the best outcome for their students.

All students were assessed very carefully before they were offered a place at The Fortune Centre of Riding Therapy. Assessments were a three phase approach with the first assessment being an initial visit and the second assessment conducted over one full day. If these were successful the student went on to complete a seven day residential assessment. The seven day assessment enabled both the student and staff members to assess the skills and needs of the student. One family member told us, "From the start of the seven day assessment I could see that they knew her incredibly well and felt very confident in them and for her education".

Assessments were used to create a care plan which detailed how people's needs were to be met. People devised their own support plans with support from staff. Care plans were comprehensive and detailed, including physical health needs and people's mental health needs. For one person this involved having an individual timetable with some quiet time booked in to manage their behaviours. Staff had identified the person were also extremely motivated by horse riding, so as much contact with horses were also involved.

People told us they were involved in goal setting and these are regularly reviewed. One person told us that one of their goals was to go on a tour around Bournemouth football stadium. The member of staff asked her what she needed to do. The person said "I need to write a letter", the member of staff said that this was something they could do in the evening. A staff member told us, "I help develop independent skills. I do weekly 1:1 tutorials with my students and work to goals. Will deliver where it suits students. One of my students I do with the horses as they are very horse motivated". A family member told us, "Individual term goals and we have holiday goals to follow at home".

This service was bespoke and encouraged people to promote the skills and competencies in a way which would encourage independence. Support staff knew the level of support each person needed and what aspects of their care they could do themselves. They were aware that people's independence was paramount and described how they assisted people to maintain this whilst also providing care safely. One staff member told us how they used the horses to promote independence and aid learning. The service had

twenty two horses on site with a wide range to suit all sizes and abilities. They told us that in student's first year staff are continually assessing to see what support students need. They told us how this linked with working with horses and gave us some examples. They said, "Might be working with students about personal care and washing hair. We then relate it back with horses getting a routine. If the horses are sweaty washing the horse, teach them to start at the top, then work down using different sponges and cloths so teaching them". They also gave us another example and said, "Everything we do, tidy room, making bed it will all relate to horses. For example if you took off the horses wet rug would you chuck it on the floor no, you would hang up to dry. Then can relate that to leaving towels on the floor".

We observed all students being encouraged to be independent. One member of staff said "People love working with the horses and keeping the stable clean. They are also encouraged to keep their own room clean." Another staff member said, "Come to learn life skills and learning to ride is part of it". A health professional told us, "I was impressed at how FCRT weave in essential key skill development in to the way the young person works with the animals". Other comments from health professionals included, "Understanding how horses can support people with additional needs to communicate more effectively and helping them to manage this". As well as, "Training using horses. I.e. teaching feelings by expressing them through horses, learning personal space, the importance of looking after themselves through caring for the horses".

As part of promoting independence the home had a tutorial room which was used for a small group of students to learn daily living tasks. It had a small kitchen and students were taught how to prepare and cook a meal for three to four people. A health professional told us, "I was welcomed as a professional and had the opportunity to meet with staff and to observe their work first hand. The young people I met all seemed very engaged in their activities and were extremely well supported".

Activities were arranged over seven days. People were able to choose what activities they took part in and suggest other activities they would like to undertake. Students were with the horses four days of the week for horse riding, one day was set aside for shopping and money management. Activities were also held in the evening and included swimming, spinning group, boxercise, walking, pub groups, and theatre. A staff member told us, "Anything they want to do can put forward. At the weekends generally go to horse trials, community fairs, walking, out for coffee and room cleaning".

Students were encouraged to participate in other activities apart from horses. One person told us of their passion for a local football club and they were supported to attend home matches. Another person told us that they are supported to play rugby for a local club. A family member said, "Lots of activities in the evening and they listen to students as to what they want to do. [Person's name] does swimming one evening, gym one evening and boxercise one evening as well as one evening to a social club or pub". Another family member said, "They take the students cycling on Sunday in the forest and [person's name] loves that and always wants to be back in time to go cycling".

The registered manager promoted community involvement at the home. People were supported to maintain links with the local community. One staff member told us, "We have lots of close links with the local village, pet shop, coffee shop, garden centre, dog groomers, church coffee mornings and church on a Sunday. I took a couple of students to marshal a local 5k run. We also have a stand at the New Forest Show that the students help out with". They also told us, "We hold a fortune of Christmas event with live animals and nativity play and people from the local village attend".

There were systems in place to provide support and assistance for students nearing the end of their course. The service works with outside agencies and professionals to see if they can get into employment or if needs

to move on to a residential or supported living accommodation or if people can manage in the community by themselves.

The service actively encouraged students to participate in work experience where students get carers advice, work experience and support building a CV. A health professional told us, "I was particularly pleased to see the way young person is supported in a bespoke manner to gain skills and knowledge of a wide variety of care and support needs. These have enabled the development of growth whilst participating in work and increase a good work ethic and a range of essential self-care skills, that will support her well in the future". Another health professional said, "Promoting the young person I work with Independent Skills which have allowed him to volunteer at a Livery over the summer holidays".

The Fortune Centre of Riding Therapy and Wootton Hall Farm ran a student council. We spoke to one of the students who was a member of the student's council and asked them what this involved. They told us, "We meet together to debate what is best for the riding centre. The students vote for who they want on the council. We feel listened to I think everyone does". This meant students were able to express their views and be involved in making decisions about the service and home.

Wootton Hall farm ran weekly corridor meetings, which provided a forum for students to freely express any concerns or comments they had to ensure everyone was kept informed about what was happening in the service and to ask for their views and suggestions. Minutes from these meetings were available for all students to read.

People and those important to them had opportunities to feedback their views about the quality of the service they received through the use of a quality assurance survey questionnaire which was sent out yearly. Results showed people and their families were happy with the service. Student surveys were sent out in pictorial format. Comments included; 'I love being around the horses', 'I have lots of new friends here' and 'I always feel safe'. The provider had asked families, the impact the course has had on students. Comments included, 'far more confident and able to express herself. More independent'; Has grown and matured whilst she's been here. She has become more independent and sees herself doing well'. As well as, 'Has grown in confidence and independence'.

Everyone we spoke to said they knew how to raise a concern. One person told us they had raised a concern and said it was dealt with very well. Records showed complaints had been dealt with promptly and investigated in accordance with the provider's policy. The registered manager described the process they would follow as detailed in their procedure.

Is the service well-led?

Our findings

Students and their families we spoke to all told us they thought the service was well led. One student said, "Management listen if we have concerns." A family member told us, "I feel management have a very high profile, they have a lot to do with students and are completely involved in students care, and I feel they know my daughter very well". Another family member said, "Students seem to know who to go to and management are very involved". A third family member told us, "Can't fault the centre from the top the director all down staff have been 110%". Other comments included, "[person's name] always speaks very highly of the manager". As well as, "We are very happy with the service" and "From what I've seen all positive things to say".

There was an open and transparent culture in the home. A family member told us, "Management are always really open to us talking to them". The provider notified the Care Quality Commission of all significant events and was aware of their responsibilities in line with the requirements of the provider's registration. Staff were supported and encouraged to raise incidents.

During our inspection at Wootton Hall Farm, we observed several staff; all appeared relaxed and happy working in the stable. There appeared to be a good relationship between the staff and management and they supported each other. Staff were positive about the support they received from the registered manager and management within the service. One staff member told us, "Management are totally supportive we can go to anybody right up to the director". Another staff member said, "Management are approachable and a good listener".

Staff meetings were carried out regularly and minutes showed these had been used to reinforce the values, vision and purpose of the service. One staff member told us, "Staff meeting with manager and group meetings weekly and it's encouraged to bring ideas forward". Staff meetings were used to discuss concerns about people who used the service and to share best practice. This helped staff to improve outcomes for people. Staff were also updated by daily updates by email which was shared with staff This helped ensure that information was shared, acted upon where necessary, and recorded to ensure people's progress was monitored.

The registered manager and other managers working in the home used a system of audits to monitor and assess the quality of the service provided. These included medicines, staff files, health and safety, care plans, complaints, training, work experience and dignity. Where issues were identified, remedial action was taken. For example a staff member noticed that several incidents occurred on the mini bus where no staff escort was present. As a result they included a staff escort on all mini bus journeys. External quality audits were carried out annually for education and learning.

There were processes in place to enable the manager to monitor accidents, adverse incidents or near misses. This helped ensure that any themes or trends could be identified and investigated further. It also meant that any potential learning from such incidents could be identified and cascaded to the staff team, resulting in continual improvements in safety.

People benefited from staff that understood and were confident about using the whistleblowing procedure. Whistleblowing is where a member of staff can report concerns to a senior manager in the organisation, or directly to external organisations. The provider had appropriate policies in place which were supplied by the provider as well as a policy on Duty of Candour to ensure staff acted in an open way when people came to harm. The service produced a local newsletter which included stories about the services and people's achievements.