

Livability

Nash FE College

Inspection report

Croydon Road
Hayes
Bromley
Kent
BR2 7AG

Tel: 02083154800
Website: www.livability.org.uk

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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?

Good ●

Is the service well-led?

Good ●

Summary of findings

Overall summary

Nash FE College provides specialist college services for people aged 18 to 25, most of whom have profound and multiple learning disabilities. The college is situated in the London borough of Bromley. At the time of this inspection 14 students were residing at two units at the college.

At our last inspection in 18 May 2015 the service was rated Good. The college demonstrated they continued to meet the regulations and fundamental standards. At this inspection we found the service remained Good.

Students told us they felt safe living at the college. All staff had received training on safeguarding people from abuse. There was a whistle-blowing procedure available and staff said they would use it if they needed to. We observed a good staff presence at the college and staff were attentive to people's needs. Action was taken to assess any risks to students. Risk assessments included information for staff about action to be taken to minimise the chance of accidents occurring. Medicines were managed appropriately and students were receiving their medicines as prescribed by health care professionals.

Staff had the knowledge and skills required to meet the needs of the students. The registered manager and staff had a good understanding of the Mental Capacity Act 2005 and acted according to this legislation. Students told us they enjoyed the meals provided to them and could choose what they wanted to eat. They were supported to maintain good health and had access to healthcare professionals when required.

Assessments were undertaken to identify student's care and support needs before they started to attend the college. The relatives of students told us they had been consulted about their loved ones care and support needs. Care and support plans were drawn up ready for the student attending the college. The care plans included detailed information and guidance for staff on how the student's care and support needs should be met. Students told us their privacy and dignity was respected and there were plenty of activities for them to partake in if they wished to do so. Student's received co-ordinated care when they graduated from the college. A transition team supported students to consider their next steps when they graduated from the college. The college had a complaints procedure in place. The relatives of students we spoke with told us they were confident their complaints would be listened to.

The college had a registered manager in post. They had managed the service for over a year and they were knowledgeable about the requirements of their role. The college recognised the importance of regularly monitoring the quality of the service. They sought the views of students through weekly meetings and annual satisfaction surveys. Staff told they liked working at the college, they received good support from the registered manager and there was an out of hours on call system in operation that ensured that management support and advice was available to staff when they needed it.

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 Good	Good ●
Is the service well-led? The service remains Good	Good ●

Nash FE College

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 was carried out on the 7 June 2017. The inspection was unannounced and was carried out by one inspector and a specialist nurse advisor. We spent time observing the care and support being provided to students. We looked at records, including five student's care records, staff recruitment and training records and records relating to the management of the service. We spoke with three students and four relatives. We also spoke with four support staff, two nurses, a speech and language therapist and the registered manager.

Before the 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 looked at the information we held about the service including notifications they had sent us. We used this information to help inform our inspection planning.

Is the service safe?

Our findings

Students told us they felt safe living at the college. One person said, "I feel safe here. The staff are nice and not nasty." Relatives told us they felt their loved ones were safe at the college. One relative said, "I think my loved one is well looked after and safe at the college." Another relative told us, "I think my loved one is safe at the college. There are very good security systems in place. You just can't walk in."

The college had safeguarding procedures in place. We saw a poster located throughout the college with the details of the colleges designated safeguarding contacts. All of the staff we spoke with told us they were aware of the safeguarding procedures and said they would report any concerns they had to safeguarding contacts. If they thought the issues had not been properly handled they would report their concerns to the local authorities safeguarding team and the CQC. Training records confirmed that all staff working at the college had received training on safeguarding.

The relatives of students and staff, when asked specifically about the residential provision at the college, told us there was always enough staff on duty to meet the student's needs. Throughout the inspection we observed a good staff presence and staff were attentive to the student's needs. A relative said, "There are plenty of staff on duty during the day and at night to look after the students. There are always nurses there too so I feel that my loved one is very safe." The registered manager showed us a rota and told us that staffing levels were arranged according to the needs of the students. A member of staff told us, "We always have plenty of staff, we provide a lot of one to one support to the students and there are always extra staff on site if we need extra support."

Appropriate recruitment checks took place before staff started work. We saw that staff recruitment records contained completed application forms, employment references, health declarations, proof of identification and evidence that criminal record checks had been carried out. We saw that nurse's registrations with the Nursing and Midwifery Council was monitored to make sure they were able to practice as nurses.

Action was taken to assess any risks to students. We saw that students care files included risk assessments for example on medicines, eating and drinking and moving and handling. Risk assessments included information for staff about action to be taken to minimise the chance of accidents occurring. The care files also included individual personal emergency evacuation plans which detailed how to keep students safe in the event of an emergency.

There were safe systems for storing, administering and the monitoring of medicines and arrangements were in place for their use. Students had individual medication administration records (MAR) that included their photographs, details of their GP and any allergies they had. They also included the names, signatures and initials of staff qualified to administer medicines. MAR records had been completed in full and there no were gaps in recording indicating that students were receiving their medicines as prescribed by health care professionals. We saw that regular weekly medicines audits had also been carried out by the senior nurse and monthly external audits were undertaken by the prescribing pharmacy. Training records confirmed that all staff responsible for administering medicines had received medicines training and they had been

assessed as competent to administer medicines by the senior nurse.

Is the service effective?

Our findings

The relatives of students said staff knew their loved ones well and knew what they needed help with. One relative said, "All of the staff are well trained, they know how to support my loved one with their standing and walking frames. Everything about moving my loved one is documented in a book for staff so they know what they are doing." Another relative told us, "I think the staff and the nurses are very well trained. I have confidence in all of the staff."

Staff had the knowledge and skills required to meet the needs of the students. Staff told us they had completed an induction when they started work which included shadowing and learning from experienced members of staff. They told us they had been well trained and were confident they could meet the students care and support needs. One member of staff told us, "I'm up to date with all of my training. Every year we get new students with different needs. The training we get is really good and it's tailored to meet the needs of the students. We have occupational therapists, speech and language therapists and nurses on site who make sure we all know what we are doing." Another member of staff said, "We get very good at training and there are good career prospects." Training records confirmed that staff were up to date with the training the provider considered mandatory. This training included health and safety, food safety, first aid awareness, fire safety, safeguarding adults, infection control, moving and handling, equality and diversity, the Mental Capacity Act 2005 (MCA) and Deprivation of Liberty Safeguards (DoLS). Staff had also completed training relevant to the needs of the students, for example the administration of medicines, communication and visual impairment.

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. 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). The registered manager and staff demonstrated a good understanding of the MCA and DoLS. We saw that capacity assessments were completed for specific decisions and retained in student's care files. Where they had concerns regarding a student's ability to make specific decisions they had worked with them, their relatives, if appropriate, and the relevant health and social care professionals in making decisions for them in their 'best interests' in line with the MCA. We saw that a number of applications to deprive students of their liberty for their own safety had been authorised by the local authority. We saw that the appropriate documents were in place and kept under review and the conditions of the authorisations were being followed by staff.

We observed how students were being supported and cared for at lunchtime. The atmosphere in the dining room was relaxed and not rushed and there were plenty of staff to assist students when required. Students were provided with sufficient amounts of nutritional foods and drink to meet their needs. One student told us, "The food's good. I like the custard." A relative of a student said, "My loved one really enjoys the food at the college. They like some staffs cooking better than others but they always tell me when they have had an enjoyable meal." We saw that each student had support procedures for eating and drinking. These recorded

the student's dietary requirements, any allergies, their nutritional needs and the equipment and support they required from staff at meal times. These were held in student's files and laminated copies were located in the dining area. We saw staff using these when ordering students meals. We saw the college's speech and language therapist supporting staff and students in the dining room. They told us they regularly reviewed students' needs in relation to eating and drinking and updated their support procedure's if their needs changed.

Students were supported to maintain good health and had access to healthcare professionals when required. A GP visited the college once a month to attend to student's needs. Students also had access to a range of visiting health care professionals such as specialist learning disability dentists and opticians and podiatrists. Student's daily notes confirmed that staff monitored student's health and wellbeing. Where there were concerns students were referred to the appropriate health professionals. Students had "Hospital Passports" which contained important information about them for transferring to hospital.

Is the service caring?

Our findings

Students and their relatives spoke positively about the staff. One student said, "I like living at the college. The staff are nice and caring." Another student told us, "The staff are nice, they are not family, but they do care about me." A relative said, "I think the staff are kind and caring, my loved one always comes home very happy." Another relative told us, "The staff are very caring; they treat my loved one very well." A third relative commented, "The staff are very good, I think my loved one is well looked after and cared for." We saw a file provided to students and their relatives when they first attended the college. This file included important information about the college, making complaints and details of the activities and facilities they provided. This ensured that students were aware of the standard of care they should expect. A relative told us the information provided by the college was very helpful.

The relatives of students told us they had been consulted about their loved ones care and support needs. One relative said, "I'm very involved in planning for my loved ones needs. I have direct email contact with staff; they send me copies of their care plan and ask me questions about my loved ones needs. They also send a communication book home with my loved one at weekends telling me about all of the things they done during the week. We communicate about everything and if something needs to be changed in the care plan we discuss that too."

Students told us their privacy and dignity was respected. One student said, "The staff always knock on my door before they enter my room, they don't just barge in. The staff are definitely always respectful to me. If I tell them I want to be left alone in my room they leave me alone." A relative told us, "I think all of the staff respect the students at the college. My loved ones room is always clean and tidy and when I have visited I have observed that all of the student's privacy and dignity is always respected." A member of staff told us how they made sure student's privacy and dignity was respected. They said they knocked on doors before entering rooms, introduced themselves and made sure doors were closed when they provided students with personal care. They always explained what they were doing and sought permission to carry out personal care tasks.

Is the service responsive?

Our findings

Students and their relatives spoke positively about the care and support they received from staff. One student told us, "I like the college. I like the staff. I feel better living here. We have plenty of things to do. I like going bowling in the evenings and we go sailing too." Another student said, "There are plenty of activities. I like the music therapy class, going shopping and going for lunch out on the bus. I like going dancing at a club every Friday night." A third student commented, "I like living here because I like the other students and the staff, I like going out in the evenings for meals and to the pub." A member of staff said, "We work long days at the weekends which is good because we can take the students out for example on day trips to Brighton or on shopping trips and we don't have to worry about rushing back to the college."

Assessments were undertaken to identify student's care and support needs before they started to attend the college. A transition team manager told us they assessed student's applications to the college and arranged pre-entry assessments. The pre-entry assessments were carried out by a range of health care professionals including nurses, speech and language therapists, occupational therapists and social workers and considered if the college was able to meet the needs of the student. Once a placement was agreed care and support plans were drawn up ready for the student attending the college. After starting at the college further reviews were carried out to see how students were settling in, if their needs were being met and if any changes to their care plans needed to be made. This meant that students had continuous specialist input regarding their care and support needs. Care plans included detailed information and guidance for staff on how the student's care and support needs should be met. Care files included detailed procedures for staff about how they needed to support students for example with eating and drinking, moving and handling and using hoisting equipment. A member of staff told us that students care plans and support procedures were very well constructed and easy to follow.

Students received co-ordinated care when they graduated from the college. The transition manager told us when students were ready to move on from the college, meetings were organised between students, families, social worker's and careers officers in order to discuss the student's next steps when they left the college. A relative told us they had already been advised by the transitions manager to start considering what their loved one would like to do when they graduated from the college next year. The transition team manager showed us information and resources that was available for students to consider if they wished. This included transition tips, housing, further education and employment options and helpful websites and organisations.

The college had a complaints procedure in place. The relatives of students we spoke with told us they were confident their complaints would be listened to. One relative said, "I have made complaints in the past and they have always been dealt with to my satisfaction. I think the registered manager is very good at dealing with my concerns when they arise." The registered manager showed us a complaints file. The file included a copy of the complaints procedure and forms for recording and responding to complaints. They showed us records from previous complaints made to the college. We saw that these complaints had been fully investigated and responded to appropriately.

Is the service well-led?

Our findings

The relatives of students spoke very positively about the staff and managers. One relative told us, "I think everything is well organised. We have good communication with all of the staff, the nurses, the unit manager and the registered manager." Another relative said, "This is a well organised and well run service. I have been very impressed with the registered manager and I think the manager on my loved ones unit is outstanding."

The college had a registered manager in post. They had managed the service for over a year. They were knowledgeable about the requirements of a registered manager and their responsibilities with regard to the Health and Social Care Act 2014. Notifications were submitted to the CQC as required and the registered manager demonstrated good knowledge of student's needs and the needs of the staffing team.

Staff spoke positively about the leadership provided by the unit managers and registered manager. There was an out of hours on call system in operation that ensured that management support and advice was available to staff when they needed it. A member of staff told us, "We have a very good team of staff and managers in place and we all work very hard." Another member of staff said, "The managers are always on hand to support us when we need it." Staff told us they liked working at the college. One said, "I like working here, you get to meet lots of students each year with different needs and abilities. I enjoy working with the students and helping them to gain their independence. It's great when you see someone come here all quiet and shy and watch them turn into a person that can say and do what they want for themselves."

The provider recognised the importance of regularly monitoring the quality of the service. We saw records confirming that regular health and safety, fire safety, infection control, food hygiene, medicines and care file audits were being carried out at the college. The registered manager also showed us the college's new electronic quality monitoring system (QPD) which was introduced in February 2017. The QPD had identified some areas for improvement. The registered manager showed us an action plan that had addressed areas where improvement was required. For example some staff required training on infection control, first aid and fire safety. Training records we saw confirmed that this training had been completed by staff.

The provider sought the views of students through weekly meetings and annual satisfaction surveys. We saw the minutes from a recent students meeting. This was well attended by students and indicated that the students were able to discuss topics such as planning meals and social activities. One student had requested a trip out to a local pub. This student confirmed with us that this activity had taken place. The administration assistant showed us records confirming that a satisfaction survey had been carried out in 2017. However the feedback from the students was being analysed by the head office at the time of our inspection. The administration assistant told us that the college expected to receive a report from head office with areas for improvement. They said the registered manager would then draw up an action plan to make sure that any appropriate actions would be taken.