

1248043

Registered provider: Keys Group Progressive Care and Education Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home is registered to provide care and accommodation for up to two children who may have learning disabilities. The home is privately owned and managed.

The manager has been registered since February 2021.

Inspection dates: 8 and 9 November 2022

Overall experiences and progress of children and young people, taking into account	good
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How well children and young people are helped and protected	good
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The effectiveness of leaders and managers	good
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The children's home provides effective services that meet the requirements for good.

Date of last inspection: 5 January 2022

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
05/01/2022	Full	Good
03/03/2020	Full	Good
15/01/2019	Full	Good
28/02/2018	Interim	Sustained effectiveness

Inspection judgements

Overall experiences and progress of children and young people: good

At the time of this inspection, there was one child living in the home. The child receives good-quality, individualised care that meets their needs. Staff know the child well and speak warmly and knowledgeably about the child. One social worker said that the staff listen to the child and have a good understanding of their needs. As a result, the child is making good progress.

Complex health needs are managed well. The staff have a good understanding of the child's healthcare needs and the intervention required to support them. This is helping the child's health needs to be met and managed in a safe way. The child is in a good routine with their medication and attends their health appointments. There are strong links with health services which provide specialised care to the child.

The child attends education regularly and is making progress. The child has attended group classes and is travelling home on the school bus one day a week. There is good communication between the staff and education providers. This is supporting the child's educational outcomes.

Staff did not have a copy of one child's education, health and care plan despite them living at the home for 18 months. As a result, the staff did not have access to up-to-date information about the child's educational needs. This limits the staff's ability to support the children and measure their progress from when they move in to when they move out of the home.

Staff support the child to engage in activities in the community. This has been at the child's pace. The child attends a multi-sensory play centre and goes trampolining. This is helping the child to develop their confidence and social skills.

Staff support the child to carry out daily tasks independently in line with their individual needs, for example, making breakfast, choosing what clothes to wear and personal care. This is helping the child to prepare for adult life.

Individual sessions are carried out with the child. Staff use pictorial communication aids to help the child communicate their needs and make sense of the world around them.

Staff support the child to see their family and family members are welcome in the home. This is helping the child to develop their sense of identity and self-esteem.

The child does not have access to an advocate. As a result, the child does not have someone independent who can help empower them and support their rights.

Staff prepare children well for when they are moving out of the home. For example, staff used a social story to help a child prepare for moving house and know what to expect. The staff promote positive endings. They held a graduation party for the child to celebrate their move to supported living and college.

How well children and young people are helped and protected: good

Assessments of risk are in place and updated regularly. There are clear strategies in place to protect the child from harm.

The staff understand the child's vulnerabilities and identified risks. Staff are trained in safeguarding and understand their responsibilities for keeping the child safe. All staff have completed training in first aid and safe restraint techniques. They are familiar with, and act in line with, child protection policies.

The child has a high level of supervision, which is consistent with their plan. This means they can develop their independence while staff ensure that they are safe.

There are a high number of physical holds used in the home. However, these are proportionate and used as a last resort. Records show a range of de-escalation strategies used in attempts to avoid physical holding. Staff and the child receive a debrief after each incident. The records of incidents when the child has been held are detailed so that the manager can evaluate the incident and share any learning. Staff have received specialist advice from other professionals to help them support the child when they are in crisis. The number of incidents when the child has been held has recently reduced.

Allegations against staff have been managed promptly and effectively. This means that the child is safeguarded from potentially unsafe adults.

The child receives help and support to manage their behaviour and feelings safely. Staff provide the child with emotional warmth and clear boundaries and expectations that promote positive behaviour. Individual sessions demonstrate that follow-up work is completed with the child following an incident to ensure that they are supported by staff and their views are considered.

The home environment is physically safe. However, fire drills and practices need to take place at regular intervals so that all staff and, so far as reasonably practicable, children are aware of the procedure to be followed in case of fire.

The effectiveness of leaders and managers: good

The home is led by a suitably qualified and experienced manager.

Effective monitoring and review systems are in place. The manager understands what is working well and the areas for improvement. This means that the manager and staff can identify and act on shortfalls to improve the quality of care that the child receives.

Managers and staff receive training to develop the necessary skills and knowledge to understand and meet the child's individual needs. For example, staff have completed training in autism spectrum disorder, learning disabilities, using signed communication and Prader-Willi syndrome. New staff coming into the home have received an appropriate induction. However, some staff have completed a high number of online courses in one day. As a result, the training may be less effective.

Staff describe supportive managers and a resilient team. Staff have regular supervision and records demonstrate that supervision is of good quality and gives staff an opportunity to reflect on their practice. This helps managers gain a clear understanding of staff strengths and areas for development.

The home is adequately staffed for the child currently living in the home. New staff are being recruited and the safer recruitment policy is followed. When additional staff are required, agency workers who have worked in the home before are often used, which helps ensure consistency for the child.

What does the children's home need to do to improve?

Statutory requirements

This section sets out the actions that the registered person(s) must take to meet the Care Standards Act 2000, Children's Homes (England) Regulations 2015 and the 'Guide to the Children's Homes Regulations, including the quality standards'. The registered person(s) must comply within the given timescales.

Requirement	Due date
The children's views, wishes and feelings standard is that children receive care from staff who— develop positive relationships with them; engage with them; and take their views, wishes and feelings into account in relation to matters affecting the children's care and welfare and their lives. In particular, the standard in paragraph (1) requires the registered person to— ensure that each child— is given appropriate advocacy support. (Regulation 7 (1)(a)(b)(c) (2)(b)(iii)) This relates to the provider ensuring that children have access to an independent advocate.	21 December 2022

Recommendations

- The registered person should ensure that the home complies with relevant health and safety legislation (alarms, food hygiene, etc). They must ensure that fire drills and practices take place at suitable intervals so that people working at the home and, so far as reasonably practicable, children are aware of the procedure to be followed in case of fire. ('Guide to the Children's Homes Regulations, including the quality standards', page 15, paragraph 3.9)
- The registered person should ensure that managers and staff have a copy of a child's education, health and care (EHC) plan. Staff in children's homes will play a key role in supporting these children in line with their personal education plan or EHC plan and recommendations from education and health professionals. ('Guide to the Children's Homes Regulations, including the quality standards', page 26, paragraph 5.3)

Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people, using the social care common inspection framework. This inspection was carried out under the Care Standards Act 2000 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the Children's Homes (England) Regulations 2015 and the 'Guide to the Children's Homes Regulations, including the quality standards'.

Children's home details

Unique reference number: 1248043

Provision sub-type: Children's home

Registered provider: Keys Group Progressive Care and Education Limited

Registered provider address: Maybrook House, Queensway, Halesowen,
Worcestershire B63 4AH

Responsible individual: Lisa McCloskey

Registered manager: Patricia O'Reilly

Inspector

Dawn Walker, Social Care Inspector

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