

# 1249787

Registered provider: One to One Crisis Intervention Limited

Full inspection

Inspected under the social care common inspection framework

## Information about this children's home

This home provides care for one child who may experience behavioural and/or emotional difficulties.

**Inspection date: 20 April 2021**

|                                                                                           |             |
|-------------------------------------------------------------------------------------------|-------------|
| <b>Overall experiences and progress of children and young people,</b> taking into account | <b>good</b> |
|-------------------------------------------------------------------------------------------|-------------|

|                                                             |      |
|-------------------------------------------------------------|------|
| How well children and young people are helped and protected | good |
|-------------------------------------------------------------|------|

|                                           |      |
|-------------------------------------------|------|
| The effectiveness of leaders and managers | good |
|-------------------------------------------|------|

The children's home provides effective services that meet the requirements for good.

**Date of last inspection:** 12 November 2019

**Overall judgement at last inspection:** outstanding

**Enforcement action since last inspection:** not applicable

## Recent inspection history

| Inspection date | Inspection type | Inspection judgement      |
|-----------------|-----------------|---------------------------|
| 12/11/2019      | Full            | Outstanding               |
| 17/10/2018      | Full            | Outstanding               |
| 15/01/2018      | Interim         | Declined in effectiveness |
| 04/07/2017      | Full            | Outstanding               |

## Inspection judgements

### **Overall experiences and progress of children and young people: good**

The young person has lived here for several years and identifies this as their home. The recent decoration of the house is in line with how the young person likes it. All members of the household joined in with the 'makeover', which was captured on a time-lapse video and accompanied by music. This is one of several lasting memories captured for the young person to take with him into adulthood.

The young person continues to make good progress in education. He struggles with virtual learning, compounded by COVID-19 (coronavirus), and has received reduced education. He has since re-engaged with education and holds positive aspirations for the future. These aspirations are held and supported by the staff. The young person received remarkable grades in his GCSEs under difficult and challenging circumstances; this is a credit to them. There is a plan to start to visit universities to consider which would suit him best.

The young person receives support to maintain positive and important relationships. Staff promote relationships with the carers of siblings who the young person enjoys family days out and holidays with. A holiday is planned for later in the year and the young person is looking forward to this. This time is precious and valued by the young person.

The staff advocate on behalf of the young person well. This ensures that they receive the right support and access to services they might need. For example, there is an ongoing issue in respect of a laptop computer for education. The manager continues to challenge the local authority with a determination to resolve this issue quickly.

Regular open and honest conversations take place between staff and the young person. This supports the young person to make positive choices and start to look towards his future. The young person has a clear view about moving into adulthood. The staff are helping him to prepare for this by implementing an independence plan. The plan is not wholly working and there is a danger that this approach could remove the therapeutic care that has historically been provided.

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

The young person has several adults that he can talk to should he have any worries or concerns. He has secure and positive relationships with the long-standing staff. These relationships are built on trust and mutual respect. Relationships between the young person and newer staff are developing and beginning to flourish.

There have been no safeguarding concerns or incidents of concern. Advice is sought from an external consultant. This helps staff to reflect on the care they provide and validate or challenge their approach. For example, for a short period, the young

person lost motivation to attend college. Staff were able to reflect on their approach and consider what else they could do to help. There has been a marked improvement in the young person's engagement with education.

The arrangements to assess and manage wider risks are effective. Risk assessments and plans are regularly updated. For example, the arrangements to minimise risks associated with COVID-19 ensure that the young person, staff and visitors are as safe as they can be. As a result, there have been no cases or suspected cases during the current pandemic.

### **The effectiveness of leaders and managers: good**

The current manager registered with Ofsted in January 2021. A robust handover took place with the previous manager. Other agencies report that this transition was seamless, and communication remains positive. They state that they are kept fully informed in respect of the young person.

The manager understands the strengths and weaknesses of this service. She is able find solutions to issues. For example, she has sourced an improved medication system. There is a plan to implement this across the organisation.

Staff receive regular and meaningful supervision. Further support is provided during regular team meetings. These current arrangements have had a positive impact on practice.

The current working arrangements do not allow for the manager to have dedicated management time. This prevents the manager from working alongside her staff to provide mentoring and coaching.

The young person's diet is poor and he spends a lot of time in his bedroom. The manager has not acted quickly enough to explore and understand why. This has resulted in the young person's diet deteriorating due to the continued progression with his independence plan.

## 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    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <p>In particular, the standard in paragraph (1) requires the registered person to—</p> <p>understand the impact that the quality of care provided in the home is having on the progress and experiences of each child and use this understanding to inform the development of the quality of care provided in the home.<br/>(Regulation 13 (2)(f))</p> <p>In particular, ensure that managers robustly review concerns and worries they have in respect of children undertaking independence tasks and act when necessary.</p> <p>In addition, ensure that managers have enough protected time to carry out robust oversight of any such activities and respond quickly when they are required to do so.</p> | 30 May 2021 |

## 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:** 1249787

**Provision sub-type:** Children's home

**Registered provider:** One to One Crisis Intervention Limited

**Registered provider address:** 5 Newton Road, Kingsteignton, Newton Abbot,  
Devon TQ12 3AL

**Responsible individual:** Annie Westbrook

**Registered manager:** Lauren Young

## Inspector

Tracey Ledder, Her Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2021