

1257289

Registered provider: Ravensbourne Project

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home is operated by a charitable organisation. Under the new provider, the home has been operational since 1 September 2017. The home is registered to provide short breaks for up to five children at any one time, who have learning and/or sensory and/or physical disabilities. The short-break service operates during school holidays, and weekends only during school-term times. The charity also offers day-care respite services in the home. This service operates at the same time as the short-break service.

Inspection dates: 2 to 3 November 2017

Overall experiences and progress of children and young people, taking into account **good**

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: Not applicable

Overall judgement at last inspection: Not applicable

Enforcement action since last inspection: None

Key findings from this inspection

This children's home is good because:

- Staff have high ambitions for the children, enabling the children to make considerable progress from their starting points.
- Children's targets are monitored and reviewed.
- Staff's use of a wide range of communication tools enables the children's wishes and feelings to be understood and acted upon. As a result, children contribute to their care during their stay.
- Children receive good support, help and protection from a stable staff team.
- Children do not go missing from the home. Physical restraint and sanctions are rarely used in the home.
- Children enjoy a wealth of stimulating activities that enhance their overall experiences.
- Parents, carers and professionals are very complimentary about the staff's care of the children.
- Leaders and managers are highly visible in the home and support an enthusiastic and committed staff team.
- The registered manager and staff team are providing effective support to children during the transition to the new provider.

The children's home's areas for development:

- Not all children's case records are kept up to date because of the transition from the home's paper filing system to a new electronic system.
- Young people do not always benefit from living in a home environment that is well maintained. The soft playroom is not accessible. Storage box files in the upstairs adapted bathroom make the upstairs bathroom unusable.
- The children's guide refers to school transport, which is no longer used.
- Staff supervision is not conducted in line with the home's policy.
- The home's statement of purpose requires further revision.

Recent inspection history

Inspection date	Inspection type	Inspection judgement
Not applicable	Not applicable	Not applicable

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

Recommendations

- Children's homes should be nurturing and supportive environments that meet the needs of the children. They will in most cases, be homely, domestic environments. ('Guide to the children's homes regulations including the quality standards', page 42, paragraph 9.5) In particular, ensure that young people have access to the adapted bathroom and soft playroom.
- Regulations 35–39 detail the records that must be kept in children's homes. All children's case records (regulation 36) must be kept up to date and stored securely while they remain in the home. Case records must be kept up to date and signed and dated by the author of each entry. ('Guide to the children's homes regulations including the quality standards', page 62, paragraph 14.3) In particular, ensure that all case records are kept up to date during the planned case records transfer to the home's electronic records system.
- The children's guide should help children to understand what the day-to-day routines of the home are ('what happens in the home'). ('Guide to the children's homes regulations including the quality standards', page 24, paragraph 4.2) In particular, children do not travel to and from school to the home. Therefore, all references to school transport should be removed from the children's guide.
- The registered person must have systems in place so that all staff receive regular supervision of their practice. ('Guide to the children's home regulations including the quality standards', page 61, paragraph 13.2).
- Homes are required to develop and keep under review a 'statement of purpose' (regulation 16 and schedule 1). ('Guide to the children's homes regulations including the quality standards', page 14, paragraph 3.5) In particular, all references to the previous home's name must be removed.

Inspection judgements

Overall experiences and progress of children and young people: good

Children enjoy enriching and purposeful experiences during their short breaks. Children receive effective care from staff with a strong emphasis on helping children to maximise their potential. The uniqueness of each child is valued. Individualised 'social outcome ladders' clearly outline what success will look like for each child. There is clear evidence of children's meaningful progress in independent living skills. Examples include making a snack, communicating feelings and washing their hands. Staff record children's progress during their short break. When a target is reached, a new one is set. This encourages continuous progress. A parent said, '(X) has become more independent since she started coming here.' Progress can be in small ways. However, for children these small steps are

highly significant. A parent said, '(X) has slowly become more independent. Now (X) can wash and brush her hair and is learning to make her bed.' Staff celebrate the children's progress with certificate of achievement awards. A parent wrote in the parents' guide, 'We feel so well supported by staff and (X) has become more independent since she started coming to the home.'

Parents and carers contribute to very detailed placement plans. The meticulous details enable staff to plan children's short breaks at the home to maximise their enjoyment. Plans take account of children's diet, health, routines, favourite activities and friendship groups. Extremely effective shift handovers enhance the planning. Staff discuss the individual children's needs. This includes ensuring that the children's favourite bedrooms are allocated. Meal plans take account of health and dietary requirements, while activities to promote social outcome targets are arranged.

Children have their short breaks in a pleasant environment, which is suitably adapted to meet their needs. Hoists, modified bathrooms, beds and a range of specialist adaptations make the children's routines easier. There is a range of communal spaces, which include an interactive light and sound sensory room, a soft playroom, a television lounge and garden. However, recommendations from the previous inspection have not been completed. The adapted upstairs bathroom is unusable due to the storage of box files and the soft playroom is not fully accessible.

Children benefit from a wide range of positive experiences. Monthly themes are incorporated into activity planners. For example, staff used global handwashing day as an opportunity to encourage and support children with their personal hygiene. Children made handprint posters to take home. Using 'activity choosing boards', the skilful staff successfully encourage children to make choices during their stay. Internal activities include relaxing in the sensory room, arts and crafts, baking, using the computer and cultural celebrations. Children enjoy regular outings to places of interest both locally and further afield. Activities such as farm and museum visits enhance children's learning opportunities. The responsible individual has recently acquired a minibus. This will increase children's opportunities to experience community activities together. A Christmas pantomime trip is already booked. A parent said, '(X) looks forward to coming to the home and doing the outings. They are fun.'

During the inspection, staff supported children to unpack their bags ready for their stay. Children and staff enjoyed a game of hide and seek and settled together to eat their tea. A child scored his teatime meal one hundred out of one hundred. This typifies a child's description of the home: 'I like the staff, I like coming here, it's fun.'

The knowledgeable staff understand the children's individual communication styles. All staff are trained in specialised communication techniques. Bespoke communication materials ensure that children's wishes are understood. Staff's effective use of communication materials also helps to ensure that children understand effectively their routines. Children are helped to understand what they do 'now' and what will happen 'next'. This helps children settle into their routine. Similar to their peers, children are keen to spend time on the home's computer tablet. Children learn through a 'working

towards' reward system when they have achieved time on the computer tablet. A child said, 'I like the computer tablet, I love it here, it's fun.' In consultation with a speech and language therapist, the responsible individual plans to introduce a bespoke computer tablet application. This fun and educational option will enhance children's learning.

Staff communicate well with parents and carers. A parent said, 'Staff are good at communicating with me.' Another parent added, 'I can talk to staff on a regular basis.' Communication with parents and carers is enhanced with 'what I did during my stay' records. Staff support children to complete a record of their stay to take home. This provides parents and carers with details of their children's short break, which includes, health, routine and emotional well-being.

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

The home provides a safe environment for children during their short breaks. Through close supervision from committed and enthusiastic staff, children develop warm and friendly relationships and a sense of safety, protection and trust in the adults who care for them. Parents report that they have no concerns about young people's safety when they stay at the home. A parent said that, 'I was apprehensive the first time, but staff are very, very thorough. Staff are caring and loving, and I have no worries about (X) coming here.'

The registered manager completes a pre-placement impact risk assessment for every child before they stay at the home. This ensures that the home only admits children when the staff team are confident that they can provide safe care. The registered manager also ensures that consideration is given to the needs of all of the children including their stability and safety. This approach is particularly important due to the change in service: children receiving overnight respite now socialise with children receiving day care during weekends and school holidays.

Every child receives a good quality children's guide. The guide sets out very well, in pictorial and written form, what the children can expect during their stay in the home. The guide provides the children with helpful information on how to complain or seek advocacy support. Parents and carers receive a similar guide, which enhances their knowledge of the children's support in the home and how to raise any concerns. However, the guides refer to the use of school transport. Due to the change in the home's short-break timetable, school transport is no longer used. This raises the risk of confusing the children, parents and carers.

Children's risk assessments are thorough. Parents are reassured that suitable measures are in place to protect children relating to their specific vulnerabilities. Risk assessments in relation to children going missing, using public transport and activities in the community are detailed. Strategies to minimise risks are put in place. This includes all children receiving one-to-one support and supervision in and out of the home during their short break. Children do not go missing from the home. Staff use some restrictive measures such as cot sides and a keypad entry system to keep children safe. These are outlined in the home's statement of purpose. The registered manager obtains consent

from parents and carers in respects of these measures.

Parents and carers contribute to highly detailed positive behaviour support plans. These plans provide staff with guidance and strategies to meet children's specific and sometimes complex needs. A headteacher praised the staff for good communication and sharing positive behaviour support strategies. Staff have embraced school strategies such as 'stay calm' and 'have fun' symbols with the children. This provides children with a consistent approach.

Staff are skilled in managing children's behaviours. Staff know the children very well, understand their needs and are able to identify at an early stage when their behaviour may be escalating. Staff successfully utilise children's individualised behaviour support strategies. Examples include a 'stay calm' symbol, a five-minute timer and quiet time in the lounge. These are effective. Physical restraint is rarely used as a behaviour management tool. Physical restraint has not been used since the home opened. When any incidents occur, staff are appropriately debriefed and children engage in 'life space' interviews. The interviews provide children with the opportunity to express their feelings, and behaviour support plans are reviewed and updated where appropriate.

Robust staff recruitment procedures are in place. All staff receive training in child protection and safeguarding vulnerable children. This promotes the children's safety. All safety equipment is in place in the home and regular compliance checks are carried out. Every child has a personal evacuation plan. Regular fire drills are undertaken with the children present. This ensures that children and staff are familiar with the actions required should an emergency occur. A parent said, 'I am confident that (X) is kept safe.'

The effectiveness of leaders and managers: good

The home has recently changed name and ownership. The home, responsible individual and registered manager have re-registered with Ofsted. All members of the staff team have retained their childcare roles. This has ensured continuity of care for the children. Leaders and managers have worked hard to support the staff and children transition to the new service provider and the change of timetable.

Leaders and managers are updating documentation to reflect the renaming and restructuring of the service. This includes the transfer of all children's case records from paper to a new electronic system. This is not completed. Because of the transfer process, some paper records have not been reviewed or audited in a timely manner. The home's statement of purpose reflects the new organisational structure and the change in days of operation. However, references to the home's previous name remains. In addition, some staff supervision has been delayed during the transition period. None of these shortfalls has impacted on the good quality of care provided to the children.

The responsible individual is accessible and involved in the running of the home. He provides good support to the registered manager. The responsible individual invests in a range of resources that support the registered manager and staff team to enhance the service. Investment in new IT systems and specialised 'train the trainer' plans will

provide staff with additional skills. The new minibus and acquisition of specialised activity resources will enrich the children's short breaks.

Staff enjoy working in the home and appreciate the support they receive from the leadership team, especially during this transition period. Staff work well as a team. A member of staff said that, 'Osareme is a good manager and the transition is going very well.' Staff are mutually supportive and contribute to monthly team meetings. Staff share children's updates alongside the registered manager's advice and support. As a result, children's care plans are reviewed and kept up to date.

Staff's mandatory and bespoke training is comprehensive. Training is tailored to the needs of the children who stay at the home. Training is refreshed in line with guidance. This ensures that staff are competent and confident to perform their role.

Parents and carers report excellent relationships and communication with the staff. A parent said that, 'Staff are approachable,' and another parent added that, 'We feel so well supported by staff.' Staff visit schools to gain information and advice on how to best support the children. Effective communication between all parties involved in the children's lives ensures that the care and support provided to them is consistent and promotes positive outcomes effectively.

Good monitoring systems are in place. The independent visitor's reports are comprehensive. The monthly reports highlight evidence of good practice and recommendations for improvement. The registered manager swiftly actions any recommendations. This ensures the home's continuous progress. Parents, carers and professionals receive monthly telephone monitoring calls. Feedback is positive. A parent said, 'Staff are very good at understanding (X's) needs.'

Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people. Inspectors considered the quality of work and the differences made to the lives of children and young people. They watched how professional staff work with children and young people and each other and discussed the effectiveness of help and care provided. Wherever possible, they talked to children and young people and their families. In addition, the inspectors have tried to understand what the children's home knows about how well it is performing, how well it is doing and what difference it is making for the children and young people whom it is trying to help, protect and look after.

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: 1257289

Provision sub-type: Children's home

Registered provider: Ravensbourne Project

Responsible individual: Robert Jones

Registered manager: Osareme Ikhinmwin

Inspector

Victoria Jones, social care 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.

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, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

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
W: www.gov.uk/ofsted

© Crown copyright 2017