

1278873

Registered provider: Mig House Residential Care Home Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home is registered for up to six children who have learning disabilities. It provides a permanent home for up to four children and short-break services for a maximum of two more children at any one time. This home is one of two homes for disabled children operated by this private provider.

The manager has many years' experience of working with disabled children. This is her first registered manager's post. The manager has been in post since the home was registered in September 2018.

Inspection date: 5 February 2019

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: not applicable (first inspection)

Overall judgement at last inspection: not applicable

Enforcement action since last inspection: none

Recent inspection history

Not applicable.

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 independent person must provide a copy of the independent person's report to— HMCI. (Regulation 44 (7)(a))	11/03/2019

Recommendations

- For children's homes to be nurturing and supportive environments that meet the needs of their children, they will, in most cases, be homely, domestic environments. Children's homes must comply with relevant health and safety legislations (alarms, food hygiene etc.); however, in doing so, homes should seek as far as possible to maintain a domestic rather than 'institutional' impression. ('Guide to the children's homes regulations including the quality standards', page 15, paragraph 3.9)
- Children should have access to a computer and the internet to support their education and learning. ('Guide to the children's homes regulations including the quality standards', page 29, paragraph 5.19)
- A record of supervision should be kept for staff, including the manager. The record should provide evidence that supervision is being delivered in line with Regulation 33 (4)(b). ('Guide to the children's homes regulations including the quality standards', page 61, paragraph 13.3)

Inspection judgements

Overall experiences and progress of children and young people: good

Planning for new admissions is effective. The manager ensures that no child is admitted unless the home is able to meet their particular needs. Families and professionals are surprised at how well the children settle at their new home/short-break home. A family member said, 'He [the child] is much happier. It's definitely the right place for him.'

The manager develops clear and detailed care plans from the assessment information. Consequently, the staff have clear guidance on routines and support needs. The small staff team knows the children well and consistently implements the support plans. As a result, the children receive personalised care that meets their individual needs. A parent

said, 'I can tell that the staff get her [the child] and enjoy her personality.'

The staff help the children to make choices about the care and support that they receive. For example, the children choose what they want for dinner by using pictures as references. The manager plans to integrate pictorial information, such as how to complain, throughout the home to enable the children to express their views more easily.

Although the children have been at the home for only a short time, they are beginning to make some individual progress from their starting points. One child now feels confident to come for a short break. Another child has begun to increase their independence skills, such as using more Makaton signs to aid their communication and using cutlery to eat their meals. A social worker said, 'It's been a really positive experience for her [the child]. It's going really well.'

The children seek out the company of the staff and identify their favourites. The two children are beginning to recognise and value each other's company. One child regularly repeats the other child's name to their parent. This shows that, although they do not yet play together, they value each other's company.

The staff advocate for children to access the education arrangements that they believe will best suit the child. Children on short-break arrangements have the opportunity to experience things that they are unable to while at home. The children enjoy daily activities such as shopping, going to the park, cooking and visits to the local stables. A parent said, 'She loves it. She has lots of fun there. She talks about it all the time.' The manager has ordered sensory toys to further assist the children to gain a greater understanding of the world around them. However, the home does not have a computer available for the children's use. Consequently, the children are not able to access some potentially useful and engaging sensory and learning tools.

The building is well maintained. However, televisions are set behind institutional-type protective screens, key code entry systems are set on some doors and most rooms are equipped with staff panic buttons. As a result, aspects of the home present as institutional and have a stark feel rather than providing a cosy home for the children.

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

There have been no significant incidents such as children going missing. This is due to effective security arrangements and suitable supervision by staff.

The routines that are so important to the children are consistently followed. This helps the children to feel secure. The children demonstrate to those who know them well that they feel safe and settled at the home. As a result, families and professionals have absolute confidence in the staff to keep their vulnerable children safe.

Clear behaviour support plans guide staff in how to de-escalate situations effectively. The staff understand that the children use behaviour as an essential way to

communicate. There have been no sanctions applied for negative behaviour as these are not felt to be helpful to the current children. The staff have all been trained in the use of de-escalation techniques. As a result, no physical intervention has been used.

The staff's commitment to widening the children's ability to communicate and make choices means that the children are learning to express themselves in a positive way. For example, one child will now take a staff member's hand to show them what they want rather than hitting staff.

The effectiveness of leaders and managers: good

The manager is very child-focused. She has developed productive relationships with families and partner professionals that promote the children's well-being. The manager only employs people who she is absolutely confident have the right aptitude and caring ethos. A parent said, 'The staff are really lovely. I've really been very happy.'

The manager provides suitable staff induction, training and supervision to support staff to develop their confidence and competence. However, there is only one documented supervision for the manager. Although the manager feels well supported, it is important that there is clear, documented and effective professional supervision to provide her with guidance and direction. This is particularly important as this is her first registered manager's post, and this is a new home that is establishing itself.

The organisation ensures that suitable independent reviews of the quality of care take place. However, copies of the reports of these reviews have not been sent to Ofsted. This means that Ofsted was not aware of the independent visitor's view of the quality of care and the effectiveness of safeguarding at the home.

The manager understands the strengths of the service and has plans for further development. Equipment has been ordered to provide a sensory room for the children to enjoy and a range of staff training is scheduled.

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: 1278873

Provision sub-type: Children's home

Registered provider: Mig House Residential Care Home Limited

Registered provider address: 8 Bushwood, London E11 3AY

Responsible individual: Khairoonessah Dustagheer

Registered manager: Lisa Carter-Smith

Inspector

Joanna Heller: social care inspector

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