

2507631

Registered provider: Keys Educational Services Limited

Interim inspection

Inspected under the social care common inspection framework

Information about this children's home

The children's home provides care and accommodation for up to four children, irrespective of gender, who may have emotional and/or behavioural difficulties.

The manager was registered with Ofsted to manage this home in January 2019.

Inspection date: 4 February 2020

Date of last inspection: 16 August 2019

Judgement at last inspection: good

Enforcement action since last inspection: none

This inspection

The effectiveness of the home and the progress and experiences of children and young people since the most recent full inspection

This home was judged good at the last full inspection. At the interim inspection, Ofsted judges that it has declined in effectiveness.

Since the previous inspection, leaders and managers decided that another child could move into the home. At the same time, the two children already living here were experiencing increased anxieties and their behaviour had declined. Leaders and managers' decision to admit another resident at this time had the potential to jeopardise the new child's experiences and progress.

Education arrangements for the new child require improvement. Although leaders and managers are working with the placing authority to secure a new school, activities in the interim period lack an educational focus. The child is, however, enjoying a broad range of sporting and fun activities.

In recent months, the outcomes and overall progress for two children have deteriorated significantly. One child's uncertainty about his future has contributed to the decline in his emotional well-being and increased anxiety. This has impacted on the children's relationship with each other and with the care staff.

Since the previous inspection, one child's engagement and attendance at school have declined significantly. Missing-from-home incidents for two children have increased. When these events have occurred, staff have followed the children's missing-from-home protocols effectively to ensure their safe return and spoken with them to find out why they went missing. Despite this good work, the registered manager has not challenged the placing authority to ensure that following each missing-from-home incident the children are provided with an independent return home interview.

Generally, staff support children to manage their emotions well. Since the previous inspection, there has been one recorded physical intervention. This intervention was used for a minimal amount of time to keep the child and others safe. The use of sanctions is rare. When used, they are restorative, but they are not always effective. This means that the children are not always learning from or taking responsibility for their behaviour.

Following incidents, the registered manager completes supportive discussions with the staff. However, these discussions lack the necessary exploration to establish if the incident could have been managed differently to prevent it from escalating. As a result, the opportunities for the staff to learn from their actions and decision-making are inconsistent.

The children's views and wishes are well understood and considered by staff. However, staff do not always record what support and guidance they have provided. In addition, the records relating to these discussions are not well maintained.

The registered manager's monitoring is not effective; it lacks analysis and evaluation. In addition, he has not identified omissions in records, evaluated the effectiveness of sanctions imposed, and ensured that independent missing-from-home interviews are completed.

Children are living in an environment that is not homely, well maintained and welcoming. This is because there has been insufficient and timely action taken to complete essential maintenance work and refurbishment following incidents of damage to the home.

Children benefit from stability and continuity of care. They are looked after by a registered manager and staff team that have worked with them for more than two years, and who know them well.

Recent inspection history

Inspection date	Inspection type	Inspection judgement
16/08/2019	Full	Good

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
5: Engaging with the wider system to ensure children's needs are met In meeting the quality standards, if the registered person considers, or staff consider, a placing authority's or relevant person's performance or response to be inadequate in relation to their role, challenge the placing authority or the relevant person to seek to ensure that each child's needs are met in accordance with the child's relevant plans. (Regulation 5 (c)) In particular, escalate concerns when return home interviews are not being completed.	27/03/2020
6: The quality and purpose of care standard The quality and purpose of care standard is that children receive care from staff who— understand the children's home's overall aims and the outcomes it seeks to achieve for children; use this understanding to deliver care that meets children's needs and supports them to fulfil their potential. In particular, the standard in paragraph (1) requires the registered person to— ensure that the premises used for the purposes of the home are designed and furnished so as to— meet the needs of each child; and enable each child to participate in the daily life of the home. (Regulation 6 (1)(a)(b) and (2)(c)(i)(ii))	27/03/2020

8: The education standard The education standard is that children make measurable progress towards achieving their educational potential and are helped to do so. In particular, the standard in paragraph (1) requires the registered person to ensure— that staff— help each child to achieve the child’s education and training targets, as recorded in the child’s relevant plans; support each child’s learning and development, including helping the child to develop independent study skills and, where appropriate, helping the child to complete independent study; understand the barriers to learning that each child may face and take appropriate action to help the child to overcome any such barriers; help each child to understand the importance and value of education, learning, training and employment; promote opportunities for each child to learn informally; maintain regular contact with each child’s education and training provider, including engaging with the provider and the placing authority to support the child’s education and training and to maximise the child’s achievement; raise any need for further assessment or specialist provision in relation to a child with the child’s education or training provider and the child’s placing authority; help a child who is excluded from school, or who is of compulsory school age but not attending school, to access educational and training support throughout the period of exclusion or non-attendance and to return to school as soon as possible; help each child who is above compulsory school age to participate in further education, training or employment and to prepare for future care, education or employment;	27/03/2020
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help each child to attend education or training in accordance with the expectations in the child's relevant plans; and that each child has access to appropriate equipment, facilities and resources to support the child's learning. (Regulation 8(1)(2)(a)(i)(ii)(iii)(iv)(v)(vi)(vii)(viii)(ix)(x) and (b))	
13: The leadership and management standard The leadership and management standard is that the registered person enables, inspires and leads a culture in relation to the children's home that— helps children aspire to fulfil their potential; and promotes their welfare. In particular, the standard in paragraph (1) requires the registered person to use monitoring and review systems to make continuous improvements in the quality of care provided in the home. (Regulation 13 (1)(a)(b)(2)(h))	27/03/2020
35: Behaviour management policies and records The registered person must ensure that— within 24 hours of the use of a measure of control, discipline or restraint in relation to a child in the home, a record is made which includes— the name of the child; details of the child's behaviour leading to the use of the measure; the date, time and location of the use of the measure; a description of the measure and its duration; details of any methods used or steps taken to avoid the need to use the measure; the name of the person who used the measure ("the user"), and of any other person present when the measure was used;	27/03/2020

the effectiveness and any consequences of the use of the measure; and a description of any injury to the child or any other person, and any medical treatment administered, as a result of the measure; within 48 hours of the use of the measure, the registered person, or a person who is authorised by the registered person to do so ("the authorised person")— has spoken to the user about the measure; and has signed the record to confirm it is accurate; and within 5 days of the use of the measure, the registered person or the authorised person adds to the record confirmation that they have spoken to the child about the measure. (Regulation 35 (3)(a)(i)(ii)(iii)(iv)(v)(vi)(vii)(viii)(b)(i)(ii) and (c)(iv))	
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Recommendations

- Children must be consulted regularly on their views about the home's care, to inform and support continued improvement in the quality of care provided. Due consideration should be given to the child's cognitive ability in the development and implementation of any consultation processes. Children should be able to see the results of their views being listened to and acted upon. ('Guide to the children's homes regulations including the quality standards', page 22, paragraph 4.11)
- Any sanctions used to address poor behaviour should be restorative in nature, to help children recognise the impact of their behaviour on themselves, other children, the staff caring for them and the wider community. ('Guide to the children's homes regulations including the quality standards', page 46, paragraph 9.38) In particular, the manager must ensure that all sanctions are restorative and monitored for effectiveness.

Information about this inspection

This inspection focused on the effectiveness of the home and the progress and experiences of children and young people since the most recent full 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: 2507631

Provision sub-type: Children's home

Registered provider: Keys Educational Services Limited

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

Responsible individual: Katie Howard

Registered manager: Antony Tolson

Inspector

Sharron Escott, Social Care Inspector

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