

2514770

Registered provider: Time-Out Childrens Homes Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is owned and run by a private company. It provides care for up to two children who may have emotional and social difficulties. There are currently two children living at this home. The staff are referred to as carers or the care team.

The manager commenced her role in February 2021 and registered on 4 April 2021. She is currently undertaking her level 5 diploma in leadership and management.

The home was registered on 17 April 2019.

Inspection dates: 15 and 16 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: 22 March 2022

Overall judgement at last inspection: outstanding

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
22/03/2022	Full	Outstanding
31/01/2020	Interim	Not judged
08/10/2019	Interim	Not judged

Inspection judgements

Overall experiences and progress of children and young people: good

The home is welcoming and well maintained. Careful consideration has been given to the decor. For example, children's photographs are displayed around the home and the furnishings are of a high quality. Children enjoy living in this homely environment and have a sense of belonging.

Staff show high levels of empathy. They understand the impact of children's experiences on their development and behaviour. Staff are consistent in their approach to boundaries and ensure that children have good routines in place. As a result, children know what is expected of them, and they are happy and settled.

One child has made very good progress in all areas of their development. They have gone from not attending school to having 100% attendance. They have developed a love for books and reading. Their self-confidence has significantly improved. Children are helped to be successful and are given every opportunity to do so.

Children are supported to develop quality relationships with staff. Relationships are based on openness and trust. Both children said that staff were kind and helpful. One child who has recently moved into the home has been drawn into negative behaviours with peers. The manager used her existing relationship with the child to consistently reinforce with them their qualities and worth. This is helping the child to make better choices.

Staff encourage children to develop individual hobbies and interests. One child has recently asked to learn to horse ride. Staff were quick to approach the local stables. In the evenings, staff and children join in activities together, such as watching films or completing jigsaws. Children are developing their individuality and are having fun.

When considering new children moving into the home, the manager ensures she has all the information she needs to make good decisions. She uses this information to decide which children are right for the home and the other children living there. Children meet each other and share positive experiences before new children move in. This helps children to build positive relationships with each other from the start.

When children move into the home, individual care plans are not always put in place quickly enough. One child did not have a care plan in place for four weeks from the time they moved in. Staff did have the right information to tell them how to care for the child, but this was held over several different documents. This could lead to some confusion about how children should be cared for.

Staff regularly talk to children about important matters such as racism, school and friendships. They use their knowledge of the children to ensure conversations are relevant and carried out in a way children understand. Children's ability to

communicate their needs with staff is increasing. Children are listened to and are learning.

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

Most identified risks to children are managed well through good risk assessment and action plans. However, at the time of the inspection, the key risk for one child had not been assessed or evaluated. Risks relating to one child's behaviour in the community and the impact of these on the other child living in the home were also not fully assessed. This means the manager cannot be sure she is taking all steps necessary to keep children safe. Once this was highlighted to the manager during the inspection, she took immediate action to address the shortfalls.

Plans in place for one child who goes missing from home do not include all actions staff must take to keep the child safe. There is an expectation that staff should immediately follow the child if they leave the home. Although staff spoken to knew what to do, this expectation was not noted in the child's records. This may lead to confused practice.

There has been one occasion where a safeguarding notification was not made. This does not help the regulator to understand what steps the manager has taken to keep a child safe.

Staff work together with professionals to understand the risks to children who go missing. Staff have worked hard to make positive links with parents of other children who live locally. During the inspection, a parent had shared information of a child's whereabouts with staff. The child was quickly found and returned safely home.

Staff have relevant training which helps them to understand and reduce risks to children. They understand safeguarding procedures and follow these when needed. Staff know how to respond to allegations and feel confident in whistleblowing. Staff have the skills and knowledge they need to keep children safe.

Staff complete detailed work with children to help them understand risk and personal safety. This work is tailored to the child's specific needs. For example, a younger child has learned how to cross the road safely and an older child has learned about drugs and knife crime. The work is meaningful and relevant to each child. Research is used to enhance the child's understanding. This means that children are helped to learn the skills needed to keep themselves safe.

When physical intervention is needed, this is done in line with children's individual plans. Interventions are well recorded. The manager and staff are using evaluation and reflection to learn from incidents. Situations are defused before they escalate. Physical interventions are reducing in number.

Children said that they could tell any of the staff if they were worried and that staff would help them. One child was able to share their fears with staff about being in

trouble with the police. Staff were able to reassure the child and help them understand how to avoid similar situations in the future. Children feel safe.

The effectiveness of leaders and managers: good

The home is well managed by an experienced and fully committed manager. Her aspirations and expectations for children are high. She has equally high expectations of staff. She has led by example, and staff have followed this because they respect her and are confident in her leadership. This helps to ensure that staff morale is high.

The manager takes professional development seriously. She is using coaching to reflect on and enhance her practice. Staff are encouraged to develop their skills through structured training and specific learning to help them better understand the needs of the children in their care. Some staff have clear aspirations to be future leaders. Staff skills are increasing.

The manager is not afraid to challenge other professionals and raise her concerns to ensure children's needs are met. She will escalate concerns that are not addressed quickly. Children get the help they need.

Sound recruitment practice ensures that all prospective staff go through rigorous interview processes and checks before they are employed. Induction supports new staff to develop the skills they need to care for the children well from the start. Staff who pass their probation enrol on the level 3 qualification quickly. Staff have the right qualities and characteristics to provide effective care to children. This ensures that children have consistent experiences of being cared for.

Systems in place to help the manager monitor the home are not consistently effective. They did not highlight that key documents for children were missing or not up to date. This does not help the manager to have full oversight on all areas of the running of the home.

Team meetings are well attended and effective. There is a clear link between children's experiences and the areas discussed. Meetings are used to support staff development and ensure that they have the relevant understanding of children's needs as they change. For example, in a recent team meeting, staff's knowledge on child exploitation was refreshed. Team meetings are driving good practice.

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 protection of children standard is that children are protected from harm and enabled to keep themselves safe. In particular, the standard in paragraph (1) requires the registered person to ensure— that staff— assess whether each child is at risk of harm, taking into account information in the child's relevant plans, and, if necessary, make arrangements to reduce the risk of any harm to the child; understand the roles and responsibilities in relation to protecting children that are assigned to them by the registered person.(Regulation 12 (1) (2)(a)(i)(v)) In particular, that the registered manager must ensure that there are risk assessments in place that identify and evaluate all relevant risks to children; and that staff are aware of and follow the actions set out in plans designed to keep children safe.	16 December 2022

Recommendations

- The registered person should ensure that children have plans in place which form the basis of their care at the point they come to live in the home. ('Guide to the Children's Homes Regulations, including the quality standards', page 14, paragraph 3.1)
- The registered person should ensure that day-to-day oversight is improved to ensure that all information is reviewed, evaluated and shortfalls addressed. ('Guide to the Children's Homes Regulations, including the quality standards', page)
- The registered person should ensure that safeguarding notifications are made when a child protection enquiry has been instigated or concluded. ('Guide to the

Children's Homes Regulations, including the quality standards', page 63, paragraph 14.10)

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: 2514770

Provision sub-type: Children's home

Registered provider: Time-Out Childrens Homes Limited

Registered provider address: Unit 2, Ripponden Mill, Mill Fold, Ripponden,
Sowerby Bridge, West Yorkshire HX6 4DH

Responsible individual: Dominic Macauley

Registered manager: Emma Higginson

Inspector

Rachel Walker, Social Care Inspector

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