

2530253

Registered provider: Right-Trak Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home is owned and managed by an independent provider. The home provides care for up to five children who may have social and emotional difficulties, and autism spectrum disorder or learning disabilities. The manager registered in November 2022. There were three children living at the home at the time of this inspection.

Inspection dates: 31 July and 1 August 2023

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: 15 November 2022

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
15/11/2022	Full	Good
16/06/2021	Full	Good
12/11/2019	Full	Requires improvement to be good

Inspection judgements

Overall experiences and progress of children and young people: good

The children benefit from living in a warm and nurturing environment where they are cared for by supportive staff. The children receive individualised care that helps them to make progress. As a result, the children have built secure and trusting relationships with the staff.

Parents and professionals speak highly about the care that the children receive while they live at the home. One parent said, 'The staff are amazing,' while another said, 'This is the best place they have ever been.'

On arrival at the home, the staff greet the new child with warmth and understanding. Staff spend time getting to know the child to make sure that they feel safe and valued. This helps the children to settle into their new home quickly.

Staff support the children to attend their routine health appointments. When children require urgent or specialist medical attention, staff take prompt action. Additionally, the staff work with medical professionals to develop plans that support the children's short- and long-term health needs. This helps the children to make progress with their physical and mental health.

Staff value the children's views, wishes and feelings. Consultation with the children is individualised and consideration is given to their age and level of understanding. The staff and manager act on the children's views and use these to influence the running of the home.

Children are supported to plan a range of stimulating activities that provide them with opportunities to learn new skills and experience new things. Staff support and encourage children to join community groups such as local football teams and boxing clubs. These opportunities help the children to develop their resilience and to make new friends.

The manager strongly advocates for the children to attend the appropriate education provisions. As a result, children now attend education full time and are making good progress in their own individual ways. When a child attends education part time, the staff are creative in developing alternative education activities. This supports the child's learning and provides them with consistent routines and expectations.

Children's photos, artwork and achievements are displayed in the communal areas of the home. This helps the children to recognise their achievements and develop a sense of pride and belonging. However, some areas of the home are looking tired and require redecoration and repair.

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

Staff understand the risks to the children because they know the children well. Staff respond quickly to changes in the children's needs and develop appropriate plans to ensure that risks to the children are well managed. Staff support the children to learn how to keep themselves safe and make safer choices.

Staff understand the children's complex behaviours. Staff teach the children clear boundaries that are age appropriate and are at the children's level of understanding. Children have clear behaviour support plans that help staff to identify early signs that children are becoming upset. Staff use non-punitive strategies to help the children to remain calm. When children's behaviour becomes dangerous for themselves or others, the staff will hold or guide the children, but only as a last resort to help keep them safe.

Staff talk to children about their behaviour and explore the impact of their actions on themselves and others. Staff teach children alternative safer behaviours to help the children to understand their emotions. The manager has discussions with the staff to reflect on their actions. These combined methods of reflection influence the children's support plans and help to reduce the frequency in which children become upset.

Children benefit from an in-house behaviour specialist and an independent psychologist who support the staff team to understand the factors motivating children's behaviour. This oversight helps staff to develop strategies for each child. However, oversight from the psychologist is not consistently utilised for all of the children living in the home. This is a missed opportunity of support for the staff team.

Staff have a good understanding about their responsibilities and the home's policies and procedures relating to safeguarding. When safeguarding incidents occur, the staff and manager act quickly and take appropriate action to ensure that the children are safe. The manager promptly notifies relevant agencies and invites scrutiny from other professionals. This allows professionals to investigate safeguarding incidents and take appropriate actions when required.

The effectiveness of leaders and managers: good

The home is run by an experienced manager who has high aspirations for the children in her care. She manages the home in a manner that ensures the children feel safe and happy, and they make good progress. When necessary, the manager challenges other professionals and advocates on behalf of the children.

The manager leads by example. She shares her knowledge and experience with her staff team. This helps new staff who join the team to better understand their roles. The manager balances her responsibilities of running the home with quality time spent with the children. As a result, staff feel supported and valued by the manager and the children clearly admire her.

The manager has developed an effective monitoring system that supports her to understand the home's strengths and areas for development. She monitors the rate of progress for each child. The manager works alongside her team and other professionals to develop plans and strategies that ensure the home, and the children, continue to make progress towards their agreed targets.

The home has experienced a period of significant staff turnover. The manager has minimised the impact of these changes on the children by temporarily reducing the number of children who are living at the home. This has allowed her to support new staff members to develop their skills and knowledge in their new roles. However, this was highlighted as a shortfall during the last inspection and continues to be an ongoing issue for the home.

Staff recruitment systems are thorough. New staff receive induction training alongside shadowing opportunities in the home. This provides new staff with an opportunity to get to know the children and consolidate their learning following their induction training.

The manager ensures that staff receive regular training that the organisation considers to be mandatory. Due to the increase in newly appointed staff, the manager makes sure that these staff are enrolled on the training to obtain the required qualification for residential staff, prior to the completion of their probationary period. This provides staff with a greater knowledge base to inform their care of the children.

Staff have regular reflective supervision sessions. These discussions provide an opportunity for the staff to consider the needs of the children. In addition to these supervision sessions, the manager has an 'open door' policy and invites staff to discuss any concerns or develop their ideas.

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

Recommendations

- The registered person should ensure that they monitor and review the patterns and trends of turnover of staff, and be able to understand and, where possible, address any negative trends. ('Guide to the Children's Homes Regulations, including the quality standards,' page 54, paragraph 10.19)
- The registered person should ensure that the home is maintained to a good standard of decoration. This specifically relates to the children's bathrooms and bedrooms. When furnishings are looking tired and worn, the manager should replace any such items to ensure that the home is well presented for the children. ('Guide to the Children's Homes Regulations, including the quality standards,' page 15, paragraph 3.9)

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: 2530253

Provision sub-type: Children's home

Registered provider: Right-Trak Limited

Registered provider address: Winovation, Houghtons Yard, Shields Road,
Newcastle Upon Tyne NE6 2YP

Responsible individual: Melanie Spriddell

Registered manager: Charlotte Allan

Inspector

Beth Forster, 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 looked after children, 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 <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
W: www.gov.uk/ofsted

© Crown copyright 2023