

2530977

Registered provider: Sea Sanctuary

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home is owned by a private provider and is a ship that is permanently moored to the quayside on a tidal estuary. The provider states in its statement of purpose that care is provided for up to six children with social, emotional or behavioural difficulties.

The registered manager has been in post since May 2019.

Due to COVID-19 (coronavirus), at the request of the Secretary of State, we suspended all routine inspections of social care providers on 17 March 2020.

We last visited this setting on 4 November 2020 to carry out an assurance visit. The report is published on the Ofsted website.

Inspection dates: 7 to 8 September 2021

Overall experiences and progress of children and young people, taking into account	requires improvement to be good
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How well children and young people are helped and protected	requires improvement to be good
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The effectiveness of leaders and managers	requires improvement to be good
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The children's home is not yet delivering good help and care for children and young people. However, there are no serious or widespread failures that result in their welfare not being safeguarded or promoted.

Date of last inspection: 12 November 2019

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
12/11/2019	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: requires improvement to be good

Outcomes for children are mixed. One child who has extremely complex needs is making small but steady progress and incidents are reducing, due to the trusting and nurturing relationships the staff have built with her. Another child moved to live in a supported living arrangement in accordance with their plan, having made progress at the home. However, other children have had to leave the home as the staff have been unable to manage their behaviour and keep them safe. The staff are currently struggling to manage the behaviour of one child and keep him safe.

Too often, the staff are allowing the children to have too much control in the home and are not implementing consistent boundaries and routines that would help to ensure that all the children make progress and feel safe. Staff report that they are not always clear about what the plans are for the day. This shortfall is understood by the manager, who is introducing a key-worker checklist. This is not yet embedded in practice.

Leaders and managers do not always ensure that the children are making educational progress through receiving education in line with their plans. Where children do not have an education placement, there is no alternative and creative plan in place to ensure that educational activity takes place during a school day.

The home meets the complex emotional health needs of children and the staff work effectively with health professionals. Therapeutic support is offered to children to meet their emotional health needs. However, it is not clear how this therapeutic support informs the children's plans, for example by offering creative strategies for the staff to use to manage the children's behaviour. This is recognised by the manager and she is currently undertaking work to improve the gathering and recording of evidence around the impact of the children's therapeutic input.

The children enjoy a range of activities in line with their interests, such as canoeing, football clubs and shopping trips. The children also enjoy helping the staff to walk their dogs.

The home provides the children with a homely and comfortable environment. Any damage to the home is promptly repaired. The children choose the colours and furnishings for their bedrooms. Photographs of the children are displayed throughout the ship, giving the children a sense of belonging.

How well children and young people are helped and protected: requires improvement to be good

Behaviour-management strategies used in the home are not always effective. On too many occasions, children have been out of the staff's control. Children have damaged the home, hurt staff, set fires in the home, thrown furniture and personal items belonging to the staff overboard and locked themselves in rooms.

The use of physical restraint to manage behaviour is minimal. When restraint is used, the record of restraint does not always describe the hold used or why the restraint was necessary.

Managers do not comprehensively monitor the use of sanctions to ensure that they are effective. For example, one child was given the same sanction three times. The evidence that this sanction was not effective was not identified by managers to inform a different and more effective strategy.

Comprehensive assessments of risk and control measures are in place to help promote the safety of children. The manager and the staff work effectively with safeguarding professionals and social workers, such as when there is a concern about the practice of a member of staff.

The children report that they feel safe living in the home and could name a trusted adult they would speak to if they felt worried or upset. When children go missing, the staff are vigilant and use professional curiosity to find out where children are and who they are with.

The staff are rigorously checked prior to starting work in the home, to ensure that they are suitable people to be working with children.

The effectiveness of leaders and managers: requires improvement to be good

The manager is experienced and is well liked by the staff and children. Significant changes of staff have taken place in the last 12 months. Leaders and managers recognise that this lack of consistency is not helpful for the children and have undertaken a review to look at the reasons why staff have left and identify any trends and patterns. Arising from this work, an action plan has been put in place.

The staff benefit from a comprehensive induction period when they start work at the home. An extensive training programme is offered to staff. However, not all staff have completed the specialist training that is necessary to support children with complex care needs.

Leaders and managers have not notified Ofsted of two serious incidents as required by the regulations.

Management oversight of records and documents lacks rigour. In the majority of cases the manager actively challenges other professionals to provide the services the children need. For one child, the offer of an advocate and confirmation of an education placement has not been secured.

The record of complaints to the home do not evidence that complainants are informed of the outcome of their complaint and it is not recorded whether they are satisfied with the outcome of the complaint.

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 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 educational and training targets, as recorded in the child's relevant plans; understand the barriers to learning that each child may face and take appropriate action to help the child overcome any such barriers; promote opportunities for each child to learn informally; 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; help each child to attend education or training in accordance with the expectations in the child's relevant plans. (Regulation 8 (1) (2)(a)(i)(iii)(v)(viii)(ix)(x))	1 October 2021
The registered person must notify HMCI and each other relevant person without delay if— there is any other incident relating to a child which the registered person considers serious.	1 October 2021

A notification made under this regulation— must include details of— the matter; the other persons, bodies or organisations (if any) who or which have been notified; and any actions taken by the registered person as a result of the matter. (Regulation 40 (4)(e) (5)(a)(i)(ii)(iii))	
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— details of the child’s behaviour leading to the use of the measure; a description of the measure and the duration; details of any methods used or steps taken to avoid the need to use the measure; the effectiveness and consequences of the use of the measure. (Regulation 35 (3)(a)(ii)(iv)(v)(vii))	1 October 2021
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— understand and apply the home’s statement of purpose; ensure that staff— protect and promote each child’s welfare;	1 October 2021

(Regulation 6 (a)(b) (2)(a)(b)(ii)) This specifically relates to leaders and managers ensuring that children benefit from healthy and structured daily routines. In particular, ensure that the aims of a child's placement are clearly documented in their plans, along with how these plans will be achieved through using therapeutic interventions, and document timescales.	
The leadership and management standard is that the registered person enables, inspires and leads a culture in relation to the children's home that— promotes their welfare. In particular, the standard in paragraph (1) requires the registered person to— ensure that staff have the experience, qualifications and skills to meet the needs of each child. (Regulation 13(1)(b) (2)(c)) This particularly relates to ensuring that all the staff in the home receive specialist training around topics such as supporting children who self-harm and have an eating disorder, so that they can safely meet the complex needs of the children in their care.	1 October 2021

Recommendation

- Ensure that all children have access to appropriate advocacy support, and where possible this should be provided by a person that the child chooses. Looked-after children are entitled to an independent advocate to advise them and ensure that they have the support needed to express their views, wishes and feelings about their care and lives. ('Guide to the children's homes regulations including the quality standards', page 23, paragraph 4.16)

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: 2530977

Provision sub-type: Children's home

Registered provider: Sea Sanctuary

Registered provider address: Waterside Court, Falmouth Road, Penryn, Cornwall
TR10 8AW

Responsible individual: Kimberley Ibbotson

Registered manager: Shelley Cooper

Inspectors

Tina Maddison, Social Care Inspector
Justine Hosking, Social Care Inspector

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