

2535166

Registered provider: Aspris Children's Services Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This children's home provides care for up to three children who may have learning disabilities. At the time of this inspection, one child was living in the home.

There has been no registered manager since January 2024.

Inspection dates: 29 and 30 May 2024

Overall experiences and progress of children and young people, taking into account

requires improvement to be good

How well children and young people are helped and protected

requires improvement to be good

The effectiveness of leaders and managers

requires improvement to be good

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: 27 February 2024

Overall judgement at last inspection: inadequate

Enforcement action since last inspection: A monitoring visit was completed on 17 April 2024. The report is published on Ofsted's website.

Recent inspection history

Inspection date	Inspection type	Inspection judgement
27/02/2024	Full	Inadequate
10/05/2022	Full	Good
27/04/2021	Full	Good
10/12/2019	Full	Good

Inspection judgements

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

Nurturing care is provided to the child. Staff speak positively about the child in their care. Some staff have invested time with the child, and positive relationships have developed. One staff team member has used their skills to enable the child to learn new musical skills.

The child's weekly planning is generic and does not reflect their experiences. Staff allow the child to lead their day. Structure or routine are not implemented effectively. Without specific targets or aims, limited progress is seen. Staff allow the child to play with toy building blocks for extended periods of time and do not support progression to a more specific routine to help their overall experience.

Despite efforts by the team, there is no formal education in place. In between tutoring and online learning time, staff have not developed any plans or strategies to support the child's educational development further. Being out of formal education is negatively impacting on the child's experience and educational outcomes.

There is inconsistent support for the child to explore their feelings. Key conversations highlight how the child has sometimes been supported to have discussions to understand and reflect on events in the home. However, this is not consistent, and not all key conversations have this approach. The child is not consistently supported to explore their feelings, address their concerns, or foster positive behaviours.

Staff support the child to spend time with their family. They have supported them to extend this from daytime to regular overnight stays. In addition, the child attends a youth club regularly, which has reduced their isolation from peers and has helped them to develop friendships.

The staff work with external agencies to support the child to attend health appointments to support their specific needs. However, review of the child's medication and diet discussed at the home's previous monitoring visit has not progressed.

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

When incidents occur, senior management oversight after an incident is comprehensive. Actions are implemented to reduce the risks identified.

When the child is missing from the home, staff act promptly to report them missing and search extensively to try and locate them and return them safely to the home.

However, there are weaknesses in practice to prevent incidents continuing to occur. Practice lacks focus on preventative strategies. Staff do not always implement boundaries to help the child manage their behaviour safely or to prevent the child from going missing from home.

The child's plans do not address all risks effectively. A new risk assessment has been created to provide staff with clear strategies. However, there are not well-established approaches in place that seek to reduce all areas of harm effectively. This includes plans to support the child to learn how to use knives safely and to develop positive coping strategies when they feel overwhelmed.

Safeguarding procedures have not always been followed when allegations have been made. On two occasions, staff did not report concerns to managers, and managers did not have robust oversight of the daily logs to identify the allegations made by the child. Clear procedures are needed to effectively safeguard the child. Managers responded to these concerns during the inspection, and appropriate action was taken.

Staff's approach to monitoring the child's online activities is inconsistent. Staff have increased their monitoring, but they do not always show curiosity about the child's online activities, which is needed to ensure that they are always safe.

Senior managers have taken action to respond to medication errors identified previously. However, medication recording errors continue due to an auditing system that is not effective.

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

There is a permanent and stable staff team caring for the child. This has supported the child to build positive relationships with some staff team members. Staff speak positively about working in the home and the management support that they receive.

However, changes in management arrangements have disrupted consistent care and progress in the home.

There are not well-established systems to ensure that oversight of the child's daily care is robust to continually improve the quality of care they receive. The four requirements made at the last inspection are not full met and have been restated.

Staff have attended training and in-house workshops to increase their knowledge about issues affecting the child. This includes training to increase awareness about contextual safeguarding. They have completed the required qualifications within the designated timescale. However, they do not always apply their learning to the care of the child to ensure that their experience, progress and safety are improved.

Managers recognise that the changes and events in the home have had an emotional impact on staff. All staff have received supervision sessions that focus on their well-being, and additional emotional support has been made available to them.

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, The 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; help each child to understand how to keep safe; have the skills to identify and act upon signs that a child is at risk of harm; understand the roles and responsibilities in relation to protecting children that are assigned to them by the registered person; take effective action whenever there is a serious concern about a child's welfare; and are familiar with, and act in accordance with, the home's child protection policies. (Regulation 12 (1) (2)(a)(i)(ii)(iii)(v)(vi)(vii)) In particular, the responsible person must ensure that safeguarding procedures are followed when allegations have been made. In addition, the responsible person must ensure that staff are provided with clear strategies to intervene effectively to reduce the risk of incidents occurring.	28 June 2024
The quality and purpose of care standard is that children receive care from staff who—	28 June 2024

understand the children's home's overall aims and the outcomes it seeks to achieve for children; and 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— understand and apply the home's statement of purpose; protect and promote each child's welfare; provide personalised care that meets each child's needs, as recorded in the child's relevant plans, taking account of the child's background; and help each child to develop resilience and skills that prepare the child to return home, to live in a new placement or to live independently as an adult. (Regulation 6 (1)(a)(b) (2)(a)(b)(i)(ii)(iv)(vi)) This directly relates to the responsible person ensuring that staff have clear direction and strategies to ensure that the child develops positive daily routines.	
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; 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	28 June 2024

authority to support the child's education and training and to maximise the child's achievement; and 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. (Regulation 8 (1) (2)(a)(i)(v)(vi)(viii)) This specifically relates to the responsible person ensuring that while the child is out of education, a timetable of educational activities is implemented during the school day. In addition, the responsible person should challenge services effectively to ensure that the child returns to school as soon as possible.	
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— understand the impact that the quality of care provided in the home is having on the progress and experiences of each child and use this understanding to inform the development of the quality of care provided in the home. (Regulation 13 (1)(a)(b) (2)(f)) In particular, the responsible person must ensure that the monitoring of care is effective in safeguarding the child and promoting their well-being.	28 June 2024

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: 2535166

Provision sub-type: Children's home

Registered provider: Aspris Children's Services Limited

Registered provider address: The Forge, Church Street West, Woking, Surrey GU21 6HT

Responsible individual: Michelle Garstang

Registered manager: Post vacant

Inspectors

Louise Bacon, Social Care Inspector

Hannah Spencer-Townesend, Social Care Inspector

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