

2594859

Registered provider: Conquered Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This privately owned home provides care for up to two children with emotional, social and special educational support needs, including learning disabilities.

The manager registered with Ofsted in June 2022.

Inspection dates: 17 and 18 January 2024

Overall experiences and progress of children and young people, taking into account	outstanding
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How well children and young people are helped and protected	outstanding
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The effectiveness of leaders and managers	outstanding
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The children's home provides highly effective services that consistently exceed the standards of good. The actions of the children's home contribute to significantly improved outcomes and positive experiences for children and young people who need help, protection and care.

Date of last inspection: 6 February 2023

Overall judgement at last inspection: outstanding

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
06/02/2023	Full	Outstanding
23/11/2021	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: outstanding

At the time of the inspection, one child was living at the home. They will remain the only child living there due to the level of support required.

Staff are exceptionally creative in supporting the child's varied and emerging needs. Consequently, the child is making excellent progress.

Staff spend time with the child and can anticipate subtle changes in the child's presentation that indicate they are feeling upset or frustrated. Staff role model preferred behaviours as they understand that direct instructions unsettle the child. This exceptionally creative approach to care means the child receives consistent messages from confident staff.

The manager has advocated strongly for a new education placement, for the child to learn in a school environment. Clear risk assessments for the tutor and staff, a bespoke timetable and a holistic approach to learning enable the child to receive excellent educational support. Education plans are coordinated with the tutor, enabling the transition to a school setting to be positive and ambitious and help the child succeed. Staff constantly use 'I can' statements around the child. As a result, the child is thriving in this environment and is responding to new challenges and learning opportunities.

The child's identity, religion and cultural needs are fully accounted for and supported by a culturally diverse staff team. Staff show that they love the child and fully understand how the child identifies. This has helped the child to be able to talk confidently with the staff about their emotional well-being.

The child is supported by staff to develop daily routines that nurture good habits. An independence target encourages the child to get up on time, practise skills such as sorting laundry and cook with staff. These are skills that will help support the child into adulthood.

Complex tasks are broken down by staff, who know how to encourage the child to succeed. When new tasks are accomplished, staff celebrate with the child. Recently, the child has used reflective techniques to apologise to staff for being angry. This is significant progress.

The views, wishes and feelings of the child are captured in ad hoc conversations and meetings and as part of the target and reward system. The child is encouraged to share their views. Staff very creatively use imagination to help the child to understand emotions and feelings. Key-work sessions cover a variety of topics that support the child's emotional and social well-being. Examples of this excellent work show how the staff tailor work specifically to the child's developmental needs.

Staff know the child exceptionally well. All members of the staff team show they love and care for the child. A recent celebration for the team included the child on their evening out. Staff went to the home to get ready with the child. When the child said they did not want a new outfit to go out in, staff anticipated that the child might change their mind. When the child then said they wished they had something special to wear, staff were able to provide a new and culturally appropriate outfit. The child still talks about going out with the staff on this evening. A member of the staff said they want the child to feel like they have an extended family.

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

The child has a complex history. The manager has an excellent understanding of how trauma affects the way in which children respond to adults. Staff are trained to work with the impact of trauma and the effect this has on the child. Team meetings are supported by a psychologist who provides highly effective strategies that directly address behaviours that concern staff. This helps staff to feel secure in their understanding of working with the child and how to interpret the child's emotional responses. The therapeutic model is woven into the culture of the home.

The care the child receives has resulted in a reduction in self-harm and aggressive incidents and an increase in the child's confidence. The staff work hard to address issues of risk before activities to reduce the child's anxiety levels. As a result, the child is able to experience a gradually increasing level of freedom and socialisation.

The ethos of the home is to show kindness, care and compassion. There is a strong emphasis on equality and tolerance towards others. This is helping the child to develop emotional intelligence and to understand how behaviour impacts on others. The child has started to apologise following behaviours that upset others and is starting to understand complex topics of emotional regulation. This is substantial progress for the child. Staff talk about unkind behaviours and record these appropriately. Having open conversations about being kind and respecting others helps the child to develop a level of compassion.

The child is helped to understand why physical restraint may be used. Staff talk to the child openly and try to help them understand why they might be restrained to keep them safe. The child can talk to staff about what this might mean and how staff will do this. This helps the child to feel that they do have some level of choice when they are feeling particularly vulnerable. Staff use physical restraint as a last resort and talk to the child during and afterwards to ensure they understand why this has happened. It is important to the staff that every opportunity is given to the child before the restraint to enable them to understand why this may happen.

Recruitment processes ensure all applicants are suitable to work with children who have complex histories. The manager uses scenario-based interviews to explore how prospective staff would deal with the day-to-day situations in the home. Applicants must demonstrate that they understand the need to keep children safe from harm.

There have been no incidents of the child going missing from the home. There is a comprehensive plan for staff to follow if the child does go missing. This includes details of possible places to search and prompts for staff to take the 'grab bag' containing the home's mobile phone and the child's required medication.

The effectiveness of leaders and managers: outstanding

The registered manager is qualified in leadership and management. She is a highly knowledgeable and experienced manager who leads by example and embodies the ethos of the home. She aspires to the highest standards, strives for continuous improvement and is focused on improving the lives of children. Her approach cultivates positivity among the staff and for the child.

The manager shows love and affection to the child. She is warm, helpful and nurturing. She advocates for the child and provides a model of how to work with children. Her exceptional knowledge of the complexities of the child show that she spends quality time with them. When the child returns from school, they immediately go into the office and talk to the manager or responsible individual about their day. This shows that the child values and trusts the leaders and enjoys spending time with them.

The manager acknowledges that working with children is challenging and physically tiring. She ensures an extremely strong support process is in place for new staff. There is a core staff team that provides the highest level of care. When a new staff member works with the child, they are supported by two experienced members of staff who understand therapeutic responses. This helps inexperienced staff to understand the child's needs and to be supported by staff who can model exceptional levels of care.

Staff have the opportunity for career progression and there is a wide variety of training to support them in their role. If staff feel that additional training would complement their knowledge, they know they can discuss this with leaders. For example, staff request additional time with the psychologist to explore strategies to address incidents. She then provides sessions dedicated to the subject.

The manager continuously and comprehensively monitors the home to ensure she has a detailed overview. She has an excellent understanding of the home's strengths and areas for development. Stakeholders are invited to contribute to the monitoring process, which supports a thorough understanding of the emerging themes and patterns. Managers use the information from monitoring to contribute to the home's development plan.

The manager ensures that when staffing issues arise, strong and effective action is taken, all necessary safeguarding measures are put in place and appropriate agencies notified. They ensure that lessons are learned to reduce the potential for any repeats.

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: 2594859

Provision sub-type: Children's home

Registered provider: Conquered Limited

Responsible individual: Jacqueline Patel

Registered manager: Nafeesa Arif

Inspector

Trudy Potter, Social Care Inspector

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