

2651665

Registered provider: The Ryes College Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This privately run home provides care for up to four children with emotional and social difficulties and learning disabilities.

There is a school registered with the Department for Education on the same site. The inspector only inspected the social care provision on this site.

The manager has been registered with Ofsted since February 2023.

Inspection dates: 22 and 23 August 2023

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: 1 March 2023

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
01/03/2023	Full	Good
01/02/2022	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: good

At the time of this inspection, two children were living at the home. Both children are settled living there.

Children have positive and trusted relationships with the adults who care for them. Staff help children to feel like a valued part of this home. Children said that staff at this home are their 'family' and that they view one another as 'siblings'.

Children have enjoyed an enriching summer holiday. Staff carefully considered a variety of activities to support the children to try new things and to feel proud of the physical activities that they completed. Staff support children to engage in a variety of activities in their day-to-day lives. Children have been rock climbing, bike riding and swimming. One child is attending cadets. Staff have recently created a vegetable garden with the children. Children take happy memories from these varied experiences.

Staff are sensitive to children's identity needs. They support children in a non-judgemental way to explore their feelings about their identity. The manager is working with one child's social worker to explore a name change for the child, to align with the child's views on their identity.

Both children continue to do well in their education and have good attendance. They are both making progress with their learning and are on track to meet their learning targets. Staff support one child to attend a variety of bespoke education provisions across the week to meet their educational needs.

Children participate in the decision-making about their care plans. Staff regularly consult with children to seek their views. Overall, children have a good understanding of how staff will support them to be safe. However, one child said that there is sometimes too much focus on paperwork.

The home is well decorated and children's bedrooms are personalised. Staff are helping one child to move to a bigger bedroom as part of a behaviour incentive plan. However, some general repairs and maintenance still need to be undertaken around the home and garden.

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

Children are safe and well cared for. Since the last inspection in March 2023, none of the children have been missing from care. Risks to children are reducing. Staff help children to make good choices to keep themselves safer.

There have been no incidents of restraint since the last inspection. Staff manage children's behaviour well and they reinforce children's positive behaviour. Since the last inspection, there has only been one significant incident, which involved both children. Staff supported the children well to manage their emotions after this event. Good work between the manager and the social worker helped the children to repair their relationship. The manager is championing reparative relationships between staff and children. An example of this is the use of 'soothe boxes' for children following an incident and a well-thought-out well-being evening to help rebuild relationships.

On two occasions, children have self-harmed. Staff take swift action to get appropriate first aid or medical treatment for children. Staff recorded thoughtful, reflective discussions with children after these events. Staff immediately undertook a room search and removed risky items to help one child to keep themselves safe when they returned home after the incident.

Staff's individualised approach to risk management helps them to build trust with children. This approach has resulted in demonstrable progress for children in keeping themselves safer when online or spending time in the community. Children said that the steps in their plans are clear. They know how their plans can change over time to achieve their goals of more freedom and social independence. Despite children being involved in their plans, they said that they wanted more flexibility to be able to see their friends without giving 24 hours' notice.

The effectiveness of leaders and managers: good

The manager leads the home effectively and efficiently. She has a comprehensive vision for the home and the staff. She has high aspirations for the children and wants both children to live at the home until they turn 18.

The manager actively monitors the quality of care for children. Children's feedback is noted on many records. The manager understands children's needs well and can identify areas for children's development.

The manager strongly advocates for children. She raises concerns when other agencies do not provide timely information that is essential to supporting children's care plans.

The manager is working hard to manage organisational changes that require a change in care practice at the home. The manager has some creative ideas about changes to staff practice and is beginning to evidence these changes taking place. The manager is committed to leading this area of their work. However, these changes were not all embedded in staff practice at the time of this inspection.

Staff receive regular supervision where they reflect on their learning and development. In addition, staff undertake regular training that helps them to better understand the children's needs. Staff use theories from prescribed models implemented by the manager and the organisation. Reflective discussions take place

in some team meetings about these models, although not all staff can describe how they implement these models in their practice.

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

Recommendation

- The registered person should ensure that staff provide a nurturing environment that is welcoming. In particular, ensure that repairs and general maintenance to the home and garden are carried out without delay. ('Guide to the Children's Homes Regulations, including the quality standards', page 15, paragraph 3.7)

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: 2651665

Provision sub-type: Children's home

Registered provider: The Ryes College Limited

Registered provider address: Maybrook House, Queensway, Halesowen B63 4AH

Responsible individual: Anna Mynhardt

Registered manager: Jessica-Rose McWilliams

Inspector

Rebecca Hannell, Social Care Inspector

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