

2666653

Registered provider: Jeeves Care Group Limited

Assurance inspection

Inspected under the social care common inspection framework

Information about this children's home

A small independent provider owns this home. The home provides care for up to two children aged between 11 and 17 years who may have emotional and social difficulties and/or mild learning disabilities.

One child was living at the home at the time of the inspection.

There has been no registered manager since April 2024. A manager has been appointed and has submitted their application to be registered with Ofsted.

Inspection date: 5 December 2024

Date of last inspection: 20 May 2024

Judgement at last inspection: requires improvement to be good

Enforcement action since last inspection: none

Information about this inspection

At this inspection, the inspector evaluated:

- the care of children
- the safety of children
- the effectiveness of leaders and managers.

The inspector has looked closely at the experiences and progress of children, using the social care common inspection framework. This assurance 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'.

Findings from the inspection

We did not identify any serious or widespread concerns in relation to the care or protection of children at this assurance inspection.

Since the last inspection, one child has moved out and one child has moved in. The children were spoken to during the inspection.

The previous manager has left. A new manager is in post and has submitted her application to register. Together with the responsible individual, they have a good understanding of the shortfalls identified at the last inspection. A detailed plan has been written to address these.

Since the full inspection, managers have made significant improvements to the care being provided. Managers have implemented a therapeutic model and have commissioned an external expert to support this. Staff have embraced this model, which is demonstrated through records and responses to the child living at the home.

The records of key-worker sessions are thorough. The voice of the child is clear. Staff notice the child's small mannerisms and write warmly about these. In one scenario, the child was surprised that a restaurant manager was polite and kind to the home's staff. Staff gently explained about relationships and building a rapport. The child was encouraged to try this, and when they succeeded, this was thoughtfully celebrated. This gives the child a sense that they are valued, noticed and respected.

Managers give staff dedicated time to talk about their experience of incidents and to reflect on their practice. Staff appreciate this time. The manager acknowledges staff's responses to challenging behaviours. Staff are empowered to be vulnerable and honest about their practice. This means that they are more able to be child-focused during incidents and more aware of situations.

Managers have a unique approach to considering behaviours. The child reacted negatively to restrictions to accessing the staff office. Rather than responding by further securing doors, managers have reviewed all areas of the home to make these accessible for the child. This is a distinctive and creative response. Alongside this, managers have supported staff to recognise their responsibilities in ensuring that all areas of the home are welcoming for the child. This has significantly reduced incidents.

Risk assessments are thorough and explain to staff how they should respond during challenging situations. They are regularly updated with new information so that they remain current. The behaviour management plan is rooted in strategies that acknowledge trauma, which helps staff to be more empathetic in difficult situations.

The child is not in school. Managers have been proactive and have devised a creative plan for formal education with an external provider. This has been submitted to the local authority for approval. In the meantime, the child takes part in daily activities such as museum visits and having multiple sessions in a local gym. While these activities provide structure to the day, it is not clear how these activities contribute to the child's learning targets in the absence of a school place. This means that the child's educational achievements are currently limited.

The child has emotional links with food. The care plan details that there is a need for portion control and healthy options to be available. Staff training has taken place to consider the child's relationship with food. However, records show that staff have not always been able to meaningfully encourage the child to follow a healthy diet. This has resulted in days when the child has not had healthy food options.

Staff understand the child's general health needs. However, a formal health assessment is overdue. This means that some more detailed aspects of the child's health are being overlooked.

Three of the five requirements raised at the last inspection have been met and two have been restated. The recommendation has been met.

Recent inspection history

Inspection date	Inspection type	Inspection judgement
20/05/2024	Full	Requires improvement to be good
10/05/2023	Full	Good
20/06/2022	Full	Requires improvement to be good

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 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. (Regulation 8 (1) (2)(a)(i)(v)(vi)) In particular, ensure a detailed plan is implemented and recorded in the child's care plan to provide 25 hours a week of learning at the home, using a creative approach to learning opportunities. Also, ensure staff have the understanding and skills to write and implement the child's learning plan. This requirement is restated.	1 February 2025
The health and well-being standard is that— the health and well-being needs of children are met; children receive advice, services and support in relation to their health and well-being; and children are helped to lead healthy lifestyles. In particular, the standard in paragraph (1) requires the registered person to ensure— that staff help each child to—	1 February 2025

understand the child's health and well-being needs and the options that are available in relation to the child's health and well-being, in a way that is appropriate to the child's age and understanding;

that each child has access to such dental, medical, nursing, psychiatric and psychological advice, treatment and other services as the child may require.

(Regulation 10 (1)(a)(b)(c) (2)(a)(iv)(c))

In particular, ensure that the child has a healthy diet, taking into account emotional links to food. Also, ensure the formal looked-after children's health assessment is requested and takes place.

This requirement is restated.

Children's home details

Unique reference number: 2666653

Provision sub-type: Children's home

Registered provider: Jeeves Care Group Limited

Registered provider address: 71 Knowl Piece, Wilbury Way, Hitchin SG4 0TY

Responsible individual: Kalvinder Khelie

Registered manager: Post vacant

Inspector

Hannah Phillips, 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 children looked after, 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 2024