

2697159

Registered provider: New Horizons (NW) Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is privately owned and provides care for up to five children who may have social and/or emotional difficulties and/or learning difficulties.

The home and the manager registered with Ofsted in November 2022. This is the first inspection of the home.

At the time of the inspection, five children were living in the home. All children spoke to the inspector about their experiences of living in the home.

Inspection dates: 28 and 29 June 2023

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: not previously inspected

Overall judgement at last inspection: not applicable

Enforcement action since last inspection: not applicable

Recent inspection history

Inspection date	Inspection type	Inspection judgement
Not previously inspected		

Inspection judgements

Overall experiences and progress of children and young people: outstanding

Children say they love living in this home and know that staff care about them. They make exceptional progress from their individual starting points. Children's progress is underpinned by the consistent, nurturing care they receive from staff. The children and staff moved to this home from another home owned by the provider. Children were consulted about the move and encouraged to develop a sense of belonging in the home.

Professionals and families are highly complimentary about the progress children make. One social worker said that their child has made excellent progress and that the support the child has received has been 'absolutely amazing'. The team uses research-informed practice to ensure that children's needs are prioritised.

The home is a welcoming environment for children. It has a cinema room and a large kitchen, which is the hub of the home. The home is decorated to an extremely high standard. Children's interests are reflected throughout, and they are involved in choosing the furnishings and decor, including the recent creation of a 'chill-out zone' in the outside area. This has benefited all the children and given them an additional space to relax in.

Assessments carried out before children move into the home are highly effective and consider children's needs alongside the needs of children already living in the home. The manager creatively seeks opportunities to develop her understanding of children's needs before they move in. For example, she observes children in school and speaks to people who know them. Children are supported to move into the home in a planned way.

Children are helped to develop positive, trusting relationships with staff. Staff support children to understand their emotions and to accept safe care. They are affectionate towards the children and help them to understand appropriate boundaries. This helps children to feel cared for. Children's family members are welcomed and encouraged to spend time safely in the home. This helps to strengthen children's relationships with their families.

All children make exceptional progress with their education. Some children who did not previously attend school now attend regularly. The manager is proactive in identifying education provision which would best match children's needs. This enables children to have positive educational experiences. One child is undertaking a hair and beauty course and is excelling to the extent that they are two levels above their peers. Another child has been supported to gain an apprenticeship at a local nursery and is now earning a wage. These achievements help children to develop aspirations for their future and to take pride in their achievements.

Children are helped to develop their life skills in preparation for adulthood. Staff use direct work sessions to support children to understand issues that are affecting them. This enables children to develop their knowledge and understanding of key issues and helps them to make safer choices.

Staff have high aspirations for children. They work in partnership with other professionals and are excellent advocates for children, ensuring that their needs are being met. Children are listened to. Staff ensure that children can share their views about their care and provide them with access to independent advocates.

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

Highly effective safeguarding practices are embedded in the home. The manager is one of the organisation's safeguarding trainers. She uses her knowledge to ensure that staff understand and are vigilant to risks in the home, community and online. Consequently, children feel safe, and their risks and vulnerabilities are well understood.

Staff know children well. They are proactive in identifying children's new and emerging risks. Children's risk management plans are detailed and reflect their individual needs. They include clear strategies for staff to use to keep children safe.

The introduction of token and sensory based systems has led to a reduction in incidents. Staff have carried out significant research into how to create a bespoke system which was supported by a child psychologist. This allows children to think more about feelings and potential trigger points to help self-regulation. This is further supported through direct work sessions. Consequently, incidents of children needing to be held have significantly reduced for children living in the home.

Children rarely go missing from this home. However, staff are aware of how to respond should a child go missing. The manager regularly uses scenarios with staff to further develop their understanding of safeguarding practices.

Staff use innovative ways of helping children to understand what to do if they are feeling dysregulated. This helps children to develop their emotional resilience and reduces the likelihood of incidents occurring. Consequences as a response to negative behaviours are rarely used.

The manager ensures that any allegations or suspicions of harm are immediately shared with the appropriate safeguarding agencies and managed well. Incidents are fully evaluated, and any learning is implemented into practice in the home.

The effectiveness of leaders and managers: outstanding

The manager is enthusiastic and child centred. She is supported by an effective leadership team. Together, they have developed a nurturing, inclusive culture that enables children and staff to flourish. Staff say they enjoy working in the home.

The manager has excellent oversight of practice in the home. She uses internal and external monitoring systems to continually develop the service and to improve outcomes for children. Internal audit processes promote opportunities to share good practice and learning across the provider group. As a result, the manager has a comprehensive understanding of the home's strengths and areas for development.

The manager promotes highly effective relationships with placing authorities and a range of professionals involved in the care and education of children. The manager is tenacious in ensuring that children's statutory documentation is received from their placing authorities and used to inform their care.

Team meetings are used effectively to share knowledge and develop practice in the home. Staff are empowered to carry out independent research and to share their learning with the team. This helps staff to feel valued.

Staff receive regular, reflective supervision from members of the senior leadership team. Feedback is given to staff and their knowledge is evaluated during these sessions. Staff feel supported by the manager. However, new members of staff have not always received supervision at the frequency identified in the home's workforce development plan. This limits opportunities for new members of staff to reflect and learn but has not directly impacted on children.

Staff have access to high-quality, relevant training. They are also encouraged to access sessions with an external psychologist. Through these sessions, they can further develop their understanding of children's behaviours and explore their own emotions and feelings.

The team is stable. New staff benefit from a robust induction. They are introduced into the home and to the children in a sensitive and well-planned way. This supports the development of positive relationships.

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

Recommendation

- The registered person should ensure that all staff receive supervision in line with the frequency identified by the organisation. ('Guide to the Children's Homes Regulations, including the quality standards', page 61, paragraph 13.2)

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: 2697159

Provision sub-type: Children's home

Registered provider: New Horizons (NW) Limited

Registered provider address: Unit 12, Riversway Business Village, Navigation Way, Preston, Lancashire PR2 2YP

Responsible individual: Natalie Waterhouse

Registered manager: Tracy Locke

Inspector

Colin Jones, Social Care Inspector

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