

# 2796105

Registered provider: Clover Homes for Children Limited

Full inspection

Inspected under the social care common inspection framework

## Information about this children's home

A private provider operates this home. It provides care for up to two children with social and emotional difficulties.

There were two children living in the home at the time of the inspection.

The manager registered with Ofsted in September 2024.

### Inspection dates: 18 and 19 March 2025

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| <b>Overall experiences and progress of children and young people,</b> taking into account | <b>good</b> |
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|                                                             |      |
|-------------------------------------------------------------|------|
| How well children and young people are helped and protected | good |
|-------------------------------------------------------------|------|

|                                           |      |
|-------------------------------------------|------|
| The effectiveness of leaders and managers | good |
|-------------------------------------------|------|

The children's home provides effective services that meet the requirements for good.

**Date of last inspection:** not previously inspected

**Overall judgement at last inspection:** not applicable

**Enforcement action since last inspection:** not applicable

## Inspection judgements

### **Overall experiences and progress of children and young people: good**

The home is welcoming, and children's bedrooms are personalised. Children are consulted about the home's decor, which gives them a sense of belonging. Their thoughts and views are included in the home's development plan.

Children have positive experiences living in the home and they have trusting relationships with staff. Staff provide children with warmth and nurture, which supports their progression.

Children's emotional needs are supported and they feel comfortable sharing their thoughts and feelings. If children are unhappy, they can speak with staff. Staff are supported by a therapist, which aids their practice.

Children are attending alternative education settings, having previously struggled in mainstream education. The manager works with external agencies to ensure any barriers to children's learning are addressed. When children's educational needs are not met, the manager advocates for children and escalates his concerns to the relevant people.

Staff understand the significance of children spending time with people who are important to them. Family time is supported, which secures children's sense of self and identity. Staff are flexible, to ensure family time is reviewed in line with children's individual needs. For one child, this included an increase in family time to support their religious needs.

Children's likes and dislikes are known by staff. Children attend weekly meetings to discuss their plans for the week ahead. Children enjoy taking part in activities with staff, such as playing and watching football and visiting restaurants.

Children are supported to develop their independence skills. They contribute to meal planning and are encouraged to take part in meal preparation. Children are developing life skills that will support them as they get older.

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

Safeguarding incidents are responded to appropriately by staff and managers. Risk assessments and management plans are individualised and provide an accurate understanding of the risks for each child.

Assessments are reviewed following incidents to analyse what has occurred and why. Staff demonstrate an awareness of the policies used by the home to protect children and act appropriately when children are at risk.

Positive behaviour is re-enforced with rewards, and consequences are rarely used. When children are involved in incidents, they take part in debriefs to help staff understand their needs. Children are rarely held but when this has happened, it has been necessary to keep children safe. Behaviour support plans are in place and are reviewed regularly. These documents provide guidance to staff to respond to children and de-escalate their behaviours.

When children go missing, staff are quick to respond. The home has protocols which are understood by staff, who ensure they communicate with police and other safeguarding services until children return home. Missing-from-home risk assessments are reviewed regularly to include all up-to-date information, including locations where children may be found and the names of people they may be with.

When children move into the home, the manager consults with other professionals to consider the suitability of the home for children. However, social workers for children already living in the home are not consulted. When children move on, practice is reviewed to ensure that any learning is identified and shared.

### **The effectiveness of leaders and managers: good**

The manager is suitably qualified and experienced. He is enthusiastic about his role and aspirational for the children he cares for. The manager knows children well. Staff speak fondly of the support provided by the manager and say they are given development opportunities.

The manager actively seeks feedback from stakeholders. The views of external professionals are largely positive. One social worker said, 'The child has settled in really well, communication is good, and we get weekly updates. If there are any issues raised, they deal with them quickly.' However, one social worker felt that communication could be improved, to ensure cohesive and consistent planning.

Children's family members speak positively about staff and their practice. One parent said, 'I feel listened to. They work hard to keep my child safe.'

Staff receive training that is specific to the needs of the children. This means staff are equipped to support the children they care for. This has included training relating to trauma, emotional well-being and safeguarding.

Staff have regular supervision, which is reflective and an opportunity to consider their practice and learning needs. New staff have a gradual induction plan focused on the development of their skills. The manager is aspirational for all staff and their career progression.

The manager has effective oversight of practice. This includes regular audits and feedback from independent visitors and commissioned services. The manager seeks feedback and uses this constructively to revise practice.

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

### **Recommendations**

- The registered person should work in close partnership with all those who involved in protecting children, particularly the child's social worker. ('Guide to the Children's Homes Regulations, including the quality standards', page 10, paragraph 2.3)
- The registered person should ensure that any assessments for children who may be moving into the home include consultation with social workers for children already living in the home. ('Guide to the Children's Homes Regulations, including the quality standards', page 56, paragraph 11.4)

### **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:** 2796105

**Provision sub-type:** Children's home

**Registered provider:** Clover Homes for Children Ltd

**Registered provider address:** 6 New Field Court, Westhoughton, Bolton BL5 3SA

**Responsible individual:** Kristian Greenacre

**Registered manager:** Brody Walmsley

## Inspectors

Jon Dutton, Social Care Inspector

Sarah Jackson, Regulatory Inspection Manager

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