

SC010699

Registered provider: Turning Point Care Ltd

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home provides care for up to five children.

Inspection dates: 11 to 12 June 2018

Overall experiences and progress of children and young people, taking into account	requires improvement to be good
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How well children and young people are helped and protected	requires improvement to be good
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The effectiveness of leaders and managers	requires improvement to be good
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The children's home is not yet delivering good help and care for children and young people. However, there are no serious or widespread failures that result in their welfare not being safeguarded or promoted.

Date of last inspection: 8 January 2018

Overall judgement at last inspection: sustained effectiveness

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
08/01/2018	Interim	Sustained effectiveness
16/05/2017	Full	Requires improvement to be good
05/09/2016	Interim	Sustained effectiveness
11/04/2016	Full	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, 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 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— - achieve the health and well-being outcomes that are recorded in the child's relevant plans; - 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; - take part in activities, and attend any appointments, for the purpose of meeting the child's health and well-being needs; and - understand and develop skills to promote the child's well-being. (Regulation 10 (1)(a)(b)(c)(2)(a)(i)(ii)(iii)(iv))	31/08/2018
The positive relationships standard is that children are helped to develop, and to benefit from, relationships based on— - mutual respect and trust; - an understanding about acceptable behaviour; and - positive responses to other children and adults. In particular, the standard in paragraph (1) requires the registered person to ensure— - that staff— - meet each child's behavioural and emotional needs, as set out in the child's relevant plans; - help each child to develop socially aware behaviour;	31/08/2018

encourage each child to take responsibility for the child's behaviour, in accordance with the child's age and understanding; help each child to develop and practise skills to resolve conflicts positively and without harm to anyone; communicate to each child expectations about the child's behaviour and ensure that the child understands those expectations in accordance with the child's age and understanding; help each child to understand, in a way that is appropriate according to the child's age and understanding, personal, sexual and social relationships, and how those relationships can be supportive or harmful; help each child to develop the understanding and skills to recognise or withdraw from a damaging, exploitative or harmful relationship; strive to gain each child's respect and trust; understand how children's previous experiences and present emotions can be communicated through behaviour and have the competence and skills to interpret these and develop positive relationships with children; are provided with supervision and support to enable them to understand and manage their own feelings and responses to the behaviour and emotions of children, and to help children to do the same; de-escalate confrontations with or between children, or potentially violent behaviour by children; understand and communicate to children that bullying is unacceptable; and have the skills to recognise incidents or indications of bullying and how to deal with them. (Regulation 11(1)(a)(b)(c)(2)(a)(i)(ii)(iii)(iv)(v)(vi)(vii)(viii)(ix)(x)(xi)(xii)(xiii))	
The protection of children standard is that children are protected from harm and enabled to keep themselves safe. In particular, the standard in paragraph (1) requires the registered person to ensure— that the premises used for the purposes of the home are designed, furnished and maintained so as to protect each child from avoidable hazards to the child's health. (Regulation 12 (1)(2)(d))	31/08/2018

If the Regulatory Reform (Fire Safety) Order 2005(a) applies to the home— the registered person must ensure that the requirements of that Order and any regulations made under it, except for article 23 (duties of employees), are complied with in respect of the home. (Regulation 25(2)(b)) In particular, regularly check emergency lighting and alarms and ensure that children do not compromise fire safety when smoking in their bedrooms.	31/08/2018
The registered person must ensure that an independent person visits the children's home at least once each month. When the independent person is carrying out a visit, the registered person must help the independent person— if they consent, to interview in private such of the children, their parents, relatives and persons working at the home as the independent person requires; and to inspect the premises of the home and such of the home's records (except for a child's case records, unless the child and the child's placing authority consent) as the independent person requires. A visit by the independent person to the home may be unannounced. The independent person must produce a report about a visit ("the independent person's report") which sets out, in particular, the independent person's opinion as to whether— children are effectively safeguarded; and the conduct of the home promotes children's well-being. The independent person's report may recommend actions that the registered person may take in relation to the home and timescales within which the registered person must consider whether or not to take those actions. (Regulation 44 (1)(2)(a)(b)(3)(4)(a)(b)(5))	31/08/2018
The registered person must complete a review of the quality of care provided for children ("a quality of care review") at least once every 6 months. In order to complete a quality of care review the registered person must establish and maintain a system for monitoring, reviewing and evaluating— the quality of care provided for children; the feedback and opinions of children about the children's home, its facilities and the quality of care they receive in it; and	31/08/2018

any actions that the registered person considers necessary in order to improve or maintain the quality of care provided for children.

After completing a quality of care review, the registered person must produce a written report about the quality of care review and the actions which the registered person intends to take as a result of the quality of care review ("the quality of care review report").

The registered person must—

supply to HMCI a copy of the quality of care review report within 28 days of the date on which the quality of care review is completed; and

make a copy of the quality of care review report available on request to a placing authority, if the placing authority is not the parent of a child accommodated in the home.

The system referred to in paragraph (2) must provide for ascertaining and considering the opinions of children, their parents, placing authorities and staff. (Regulation 45 (1)(2)(a)(b)(c)(3)(4)(a)(b)(5))

Recommendations

- Staff must help each child to prepare for any moves from the home, whether they are returning home, moving to another placement or adult care, or to live independently. This includes supporting the child to develop emotional and mental resilience to cope without the home's support and, where the child is moving to live independently, practical skills such as cooking, housework, budgeting and personal self-care. ('Guide to the children's homes regulations including the quality standards', page 17, paragraph 3.27)
- The registered person should ensure that children are provided with nutritious meals suitable for each child's needs. Where appropriate, children should be involved in choosing and preparing meals and opportunities to sit together and eat should be promoted. ('Guide to the children's homes regulations including the quality standards', page 15, paragraph 3.8) In particular, discourage children from eating in their bedrooms, promote meals as social occasions, promote healthy meals and snacks and lay the table.
- For children's homes to be nurturing and supportive environments that meet the needs of their children, they will, in most cases, be homely, domestic environments. Children's homes must comply with relevant health and safety legislations (alarms, food hygiene etc.); however in doing so, homes should seek as far as possible to maintain a domestic rather than 'institutional' impression. ('Guide to the children's homes regulations including the quality standards', page 15, paragraph 3.9) In particular, consider the display of information on the

noticeboard and in the kitchen and ensure that repairs and maintenance are carried out swiftly.

- Any sanctions used to address poor behaviour should be restorative in nature, to help children recognise the impact of their behaviour on themselves, other children, the staff caring for them and the wider community. In some cases it will be important for children to make reparation in some form to anyone hurt by their behaviour, and the staff in the home should be skilled to support the child to understand this and carry it out. ('Guide to the children's homes regulations including the quality standards', page 46, paragraph 9.38)
- The ethos of the home should support each child to learn, emphasising the value of independent study and reading for enjoyment. The home must make available suitable facilities, equipment and resources for learning and ensure that the home's routines do not form barriers to children wishing to use the home's resources to study. Staff must support children with home study by encouraging them to learn independent study skills and helping them to practise those skills. ('Guide to the children's homes regulations including the quality standards', page 29, paragraph 5.18)
- As outlined in 10.1, the registered person should plan staffing levels to ensure that they meet the needs of children and can respond flexibly to unexpected events or opportunities. Staffing structures should promote continuity of care from the child's perspective. ('Guide to the children's homes regulations including the quality standards', page 54, paragraph 10.15) In particular, consider using waking staff at night when children are awake and behaviour is challenging and review staff sleep-in arrangements.
- The registered person should ensure that children are offered a wide range of activities inside of the home and are encouraged to participate in those activities. ('Guide to the children's homes regulations including the quality standards', page 31, paragraph 6.5)

Inspection judgements

Overall experiences and progress of children and young people: requires improvement to be good

All children have education placements, but not all children benefit from these. Some attend regularly, make reasonable progress and do well in exams. However, other children refuse to attend or get up late and miss part of the school day. A tutor described one child's attendance as 'very, very poor'. This potentially limits their future opportunities regarding study or employment.

Staff have been successful in helping one child settle and engage. However, not all children are in good routines regarding sleeping, eating healthily, socialising and exercising. Staff do not provide sufficient boundaries to help children feel safe and secure. Children said, 'Boys do what they like – come and go all hours,' and, 'Staff aren't strict enough when children behave badly.'

There are positive relationships between some staff and children. Children enjoy the trips that staff arrange and time with the personal trainer who works with them. Children would like more activities to do in the home and garden. Some children have an over-reliance on electronic media, spending the majority of their time playing on games consoles in their bedrooms. A few children take food to their rooms or eat alone in the kitchen. Therefore, opportunities to share a meal and socialise are lost.

There have been a number of very challenging incidents at night, sometimes involving violence towards staff. Consequently, some children are tired and reluctant to get up the following day, or are late for (or do not attend) school or appointments. A few children have been further involved in the criminal justice system since they moved into the home. This diminishes their chances of making a positive contribution to society and impacts on their future options.

Children described the staff as 'Ok' but felt that they should do more to manage behaviour so that all children felt safe in the home. A social worker thought that the staff should work more consistently as a team when managing children's behaviour. Children said that they did not experience bullying. However, some children's behaviour negatively impacts on others.

Health outcomes require improvement. Staff register children with health services and make appointments for them, but children rarely attend. Staff encourage children to seek advice from drugs and psychological counselling services, but with little take-up. As a result, children do not receive help for their addictions to ensure their optimum health. A teacher felt that a child was not progressing due to a lack of psychological support.

Staff help children gain some skills for when they are living independently, but engagement varies. One child's move to semi-independence has not been entirely successful and they are no longer receiving support from staff. There is room to further prepare children for the realities of adult life.

How well children and young people are helped and protected: requires improvement to be good

Staff lack the skills to manage very challenging behaviour and ensure that all children feel safe in the home. Although trained in restraint, staff have not done so in this inspection year. However, for some situations this may have been more appropriate than calling the police to manage behaviour.

Staffing arrangements are insufficient to manage the recent challenging incidents which have taken place at night. Some behaviour has placed children at risk, for example when they have climbed in and out of first floor windows. The building has not been secure at times, for example when a friend stayed in the home overnight without staff being aware.

Sanctions are applied, but not for all incidents that may warrant this. Sanctions are not routinely restorative and their usefulness not always reviewed. This prevents staff from knowing how to help children understand the consequences of their behaviour.

Police regard the total number of 13 missing incidents as low. There is some disregard among children for curfews. A few absences have gone unnoticed by staff because these have occurred at night when staff are asleep.

Staff recruitment is good. The registered manager ensures that all checks are in place before allowing new staff to work in the home. This helps to promote children's safety.

Checks regarding the safety of the premises are mostly good. The manager ensures regular checks of gas, electrical items and fire-fighting equipment, but there is a gap in weekly testing of alarms and emergency lighting. Staff conduct fire drills more frequently than required. However, some children continue to flout the rules regarding smoking tobacco and cannabis in the home by covering smoke alarms when smoking in their bedrooms, thereby compromising fire safety.

The effectiveness of leaders and managers: requires improvement to be good

In April 2017, the day-to-day management of the home passed to the interim manager. The previous registered manager formally resigned her position on 31 October 2017. This unacceptable drift in management arrangements was a breach of regulation. Ofsted registered the interim manager in May 2018. The new manager is working towards achieving a suitable level 5 qualification later this year.

Staff express frustration at not helping some children achieve better outcomes and at the matching of new placements to existing residents. Good leadership and management are required to effect change. The statement of purpose does not accurately reflect the current management structure.

Internal and external monitoring of the home is weak. The manager's reviews do not include children's feedback, identify weaknesses in the service or actions required for the next six months. Therefore, opportunities for development are lost. Reports by an independent person do not include all that is required by regulation and a visit did not take place at all in one month.

Children said that staff leaving has had an impact on them and they miss them. There has been little staff turnover this year; however, some staff only work occasionally in the home. Staff feel well supported in terms of their supervision, appraisal and training. Some further training relating to children's specific needs would be beneficial.

The building has sustained some damage during some challenging incidents. The manager has arranged repairs, but the home appears shabby in places.

Communication between the staff, families and social workers is effective. A social worker said that the team provides 'very good incident and monthly reports'.

Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people. Inspectors considered the quality of work and the differences made to the lives of children and young people. They watched how professional staff work with children and young people and each other and discussed the effectiveness of help and care

provided. Wherever possible, they talked to children and young people and their families. In addition, the inspectors have tried to understand what the children's home knows about how well it is performing, how well it is doing and what difference it is making for the children and young people whom it is trying to help, protect and look after.

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: SC010699

Provision sub-type: Children's home

Registered provider: Turning Point Care Ltd

Registered provider address: 84 The Ridgeway, Enfield, Middlesex EN2 8JQ

Responsible individual: Dawnette Legister

Registered manager: Simonette Sehindemi

Inspector

Jacqueline Graves, social care regulatory inspector

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