

SC020602

Registered provider: Keys NHCC Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

A private company owns this home. It is registered to provide care for up to five children aged between eight and 17 who may have experienced adverse childhood experiences that have led to associated trauma and complex needs.

The home is managed by an experienced manager who registered with Ofsted in March 2017.

Four children have continued to live at this home since the last inspection.

Inspection dates: 11 and 12 December 2023

Overall experiences and progress of children and young people, taking into account	outstanding
---	--------------------

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

The effectiveness of leaders and managers	outstanding
---	-------------

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: 10 January 2023

Overall judgement at last inspection: outstanding

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
10/01/2023	Full	Outstanding
18/01/2022	Full	Outstanding
05/02/2020	Full	Good
13/03/2019	Full	Outstanding

Inspection judgements

Overall experiences and progress of children and young people: outstanding

The children remain at the heart of the care provided by staff. The registered manager and the staff are ambitious for children and are committed to ensuring that children's life chances are improved and they achieve the best outcomes possible. As a result, the children make exceptional progress from their starting points. They experience stability and form extremely positive relationships with each other and the adults who care for them.

Staff promote education as a key component to enhance children's life chances. Education professionals are consistently positive about the partnership arrangements in place. One teacher described how the 'seamless' approach of staff means that there is not 'any wriggle room' for the children not to succeed. The children remain at the centre of every conversation, meeting and plan about their education. The registered manager and the staff team are proactive in implementing creative strategies to support children's learning. When it is in a child's best interests, staff provide additional support in school. Staff are strong advocates for children, and this ensures that the children access educational establishments that can best meet their individual needs. As a result, children's attendance has increased, and children are successful in achieving their academic attainment targets. When a child has been excluded from education, staff support a timetable of school-led work at home to ensure that children remain in a learning routine.

Staff successfully support the children on a pathway towards employment. For example, one child attends a weekly work placement at a car mechanic garage. In addition, a clear revision plan for upcoming mock exams and a visit to local colleges are helping the child to feel confident to consider future courses.

The children enjoy a wide range of play and creative activities that develop their social skills and experiences. These include games and activities in the home. For example, children have enjoyed a bake-off competition, complete with aprons, chef hats and prizes. Children are also members of clubs and gyms in the local community and enjoy choosing and taking part in weekends away and holidays. Staff are skilled at balancing these opportunities with the children's homework, revision plans and family time. One child described how staff always involve them in planning weekend activities, including collecting them and dropping them back after weekend family time so that they can still participate in the events.

The experienced staff team continues to support one child effectively with their specific social and communication needs so they can fully participate in the life of the home. The staff and the other children continue to learn about and develop their skills in the child's preferred ways of communicating. As a result, the child is actively involved in choosing activities and participates in events and holidays. In addition,

the child also attends a range of clubs and activities tailored to their needs, including a jump session, swimming and horse-riding.

The children shared that a highlight of this year has been their summer holiday to Disneyland Paris. They went in pairs, with one pair having some additional unplanned time in Paris due to transport strikes. One of the children described how calm the staff were, and how they were encouraged to take advantage of this additional time and enjoy exploring the city. The children had great fun and shared the photo albums made by staff to help them remember the trip.

Staff promote healthy lifestyles. Consistent routines ensure that the children have a good sleep pattern. Reading stories at bedtime supports this and increases the children's reading ability. In addition, children have benefited from going to the theatre to watch productions of books that they have read and enjoyed. A nutritious and enjoyable diet ensures that one child is reaching the calorie intake they require to maintain and increase their weight. It is also supporting the children to learn to cook from scratch. The staff are skilled at developing the children's life and independence skills in discreet and fun ways as part of the day-to-day routine of the home.

The registered manager has researched the benefits of learning about inclusion and has introduced the topic to the home's weekly family meetings. This has been a great success, with the children engaging in and enjoying discussions and activities. They started by discussing inclusion and looking at the Equality Act 2010 and are gradually working through the nine protected characteristics.

The home is warm, welcoming and maintained to a high standard. The children were excited about and proud of the Christmas decorations and having chosen themes for each room, including Disney, candy canes, Nordic and a throwback/90s Christmas. One child is particularly excited about a plan to redecorate their bedroom in a Harry Potter theme. The registered manager regularly reviews the home's refurbishment plan, which includes plans for the improvement of the laundry room and a bathroom in early 2024.

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

Safeguarding is a top priority for the staff team. The registered manager and staff team are fully aware of the issues that affect the safety and well-being of the children and take appropriate action. The staff demonstrate an impressive knowledge of each child and their circumstances. When risks are identified, there is a strong and effective response.

A research-based therapeutic model underpins the care and support that the staff provide to children. All staff have attended a series of training events specific to this model. The model informs an initial and ongoing assessment of each child's needs and results in targets being set and reviewed with the involvement of the provider's

clinical team. Staff have regular consultations with a therapist from the clinical team that is linked to the home. These consultations help staff to better understand the reasons for a child's behaviour and how to respond in the most appropriate therapeutic way. The registered manager has introduced systems to track the children's progress in meeting their targets and any related meetings and interventions. Records show the professional curiosity of the staff, their tenacity to chase and work closely with partner agencies, the use of research to support the children and the progress made by the children in increasing their emotional resilience.

Since the last Ofsted inspection, there have been no complaints, missing-from-care events, physical interventions, safeguarding referrals or any use of consequences.

When children have raised issues or issues have been raised on behalf of the children, the registered manager and staff team have acted swiftly. For example, when a child was struggling emotionally with the pressure of mock exams, immediate action was taken to talk to and reassure the child. Additional staffing was made available throughout the day and night. In addition, the registered manager undertook research about revision plans and children's emotional well-being and worked in partnership with therapy and education colleagues to ensure additional learning support for the child. As a result, the child has grown in confidence and has sat their mock exams. Arrangements are being made to support the child when they receive their mock exam results, and further wrap-around support is being explored to support them in taking their final exams.

The effectiveness of leaders and managers: outstanding

The registered manager is ambitious and has a clear vision for excellence and innovation. The staff team is experienced and highly motivated. Staff practice is underpinned by a clear theoretical model, which is enhanced by an awareness of research and current developments in practice. In combination, this has led to innovative and creative care that achieves the best possible outcomes for children.

There is a culture of high expectations and unconditional commitment to the children. This ethos is supported by a management team that provides staff with strong supervision and guidance. This helps staff to reflect on their practice and focus on helping the children to thrive.

Staff say that the registered manager and the clinical team continue to provide them with practical support and valuable theoretical and research-based knowledge that enables them to develop resilient relationships with the children. Creative team meetings and a wide range of training raise the understanding and competence of staff to ensure that children receive the care and support that they need.

The registered manager and staff team reflect on things that have not gone well to improve their practice. The registered manager has strong quality assurance systems and closely monitors performance. She refers to research to develop

practice. For example, she has developed sensory profiles for the children and has reflected on the 'language that cares' research and how she can apply it within the home. This ensures that the children have the experiences and resources that they need to reach their full potential.

Since the last inspection, the inquest following the unexpected death of a child has taken place. The coroner concluded that he found no requirements to say that actions needed to be taken concerning the home.

Senior managers and the provider's clinical team have continued to work closely with the registered manager since the last inspection. For example, there has been consistent additional line management support for the registered manager. Play therapy has given the children the confidence to talk to the therapist, should they have any anxieties or worries. Staff have access to one-to-one support from the therapist, in addition to a well-being app that provides access to support and services. A range of specialist and personalised therapies have also been made available to all staff.

Over the last 12 months, some staff have naturally moved on from the team. However, a core team of staff has remained. The registered manager has been supported by the organisation and her line managers to manage these changes creatively to reduce the impact on the children and the staff who remain. It is a credit to the registered manager and the staff team that the majority of the staff seconded to the home have requested to remain as part of the team.

Forward-thinking and imaginative work with other professionals enhances the children's lives and ensures that they receive highly individualised care and the support that they need. Professionals describe having reflective conversations with staff, who are knowledgeable, and will problem solve to achieve what's best for the children.

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: SC020602

Provision sub-type: Children's home

Registered provider: Keys NHCC Ltd

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

Responsible individual: David Carser

Registered manager: Louise Constable

Inspector

Dawn Bennett, 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 looked after children, 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 2023