

SC035648

Registered provider: Durham County Council

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

A local authority manages this secure children's home. It is approved by the Department for Education to restrict young people's liberty. The children's home can accommodate up to 42 young people aged between 10 and 17 years. It provides care and accommodation for up to 18 young people placed by the Youth Justice Board and has 24 places for young people accommodated under section 25 of the Children Act 1989 who are placed by local authorities. The admission of any young person under section 25 of the Children Act 1989 who is under 13 years of age requires the approval of the Secretary of State. Education is provided on site in dedicated facilities.

Inspection dates: 6 to 7 June 2017

Overall experiences and progress of children and young people, taking into account	good
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How well children and young people are helped and protected	good
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The effectiveness of leaders and managers	good
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Outcomes in education and related learning activities	good
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The children's home provides effective services that meet the requirements for good.

Date of last inspection: 15 February 2017

Overall judgement at last inspection: Sustained effectiveness

Key findings from this inspection

This children's home is good because:

- A committed and consistent senior management team motivates and inspires a resilient and skilled staff team.
- The systematic and effective headteacher empowers staff; this in turn enthuses young people to learn, leading to good outcomes.
- Young people build close, trusting relationships with staff, empowering them to make sense of their lives and past experiences.
- Young people are supported in their desire to 'give back' to their communities and demonstrate their compassion.
- Young people make good progress in all areas of their health and development improving their sense of well-being.
- Young people state that they are safe and feel safe as a result of the way staff care for them.
- Good collaborative working with partner agencies, including challenge where necessary, promotes consistent care for young people.

The children's home's areas for development:

- The medication policy is not being fully implemented; this could lead to errors.
- Inconsistent record keeping, including restraint incidents, does not always provide up-to-date information.
- Recording of searches is inconsistent and not always collated effectively, which could have an impact on assessing risk.
- Internal monitoring reports under regulation 45 do not demonstrate how parents, professionals or staff members have the opportunity to influence and contribute towards care planning.

Recent inspection history

Inspection date	Inspection type	Inspection judgement
15/02/2017	Interim	Sustained effectiveness
27/09/2016	Full	Good
15/03/2016	Interim	Improved effectiveness
13/10/2015	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 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– (a) that staff– (i) assess whether each child is at risk of harm, taking into account information in the child's relevant plans, and, if necessary, make arrangements to reduce the risk of any harm to the child; (vi) are familiar with, and act in accordance with, the home's child protection policies. Regulation 12 (2)(a)(i)(vi))	30/08/2017
The registered person must make arrangements for the handling, recording, safekeeping, safe administration and disposal of medicines received into the children's home. (Regulation 23 (1))	30/08/2017
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 (5))	30/08/2017
The procedure to be followed in the event of an allegation of abuse or neglect must, in particular, provide for records to be kept of an allegation of abuse or neglect, and the action taken in response. (Regulation 34 (2)(d))	30/08/2017

Recommendations

- Staff should be familiar with the home's policies on record keeping and understand the importance of careful, objective, and clear recording. Staff should record information on individual children in a non-stigmatising way that distinguishes between fact, opinion and third-party information. Information about the child must always be recorded in a way that will be helpful to the child. ('Guide to the children's homes regulations including the quality standards', page 62, paragraph 14.4)
- The ethos of the home should support each child to learn. ('Guide to the children's homes regulations including the quality standards', page 29, paragraph 5.18)
In particular, quickly put in place the agreed new information, communication and technology (ICT) system to enable young people to complete their qualifications in a timely manner.
- The ethos of the home should support each child to learn. ('Guide to the children's homes regulations including the quality standards', page 29, paragraph 5.18)
In particular, improve data capture and analysis to understand achievement gaps better.
- The ethos of the home should support each child to learn. ('Guide to the children's homes regulations including the quality standards', page 29, paragraph 5.18)
In particular, review the use of the library to ensure that the resource supports young people's learning.
- The ethos of the home should support each child to learn. ('Guide to the children's homes regulations including the quality standards', page 29, paragraph 5.18)
Specifically, monitor more effectively the extent to which current careers information, advice and guidance arrangements are meeting the needs of young people.

Inspection judgements

Overall experiences and progress of children and young people: good

Young people make good progress in all areas of their lives. For some young people, they make excellent progress in some areas. For example, one young person has learned to play the drums and write music in just three weeks. She attributes this progress to joint working across education and care. She said, 'I wouldn't have been able to do this anywhere else. School and care have worked together for me.' Another young person has developed skills in writing lyrics. She uses music to express her feelings and emotions. Another young person demonstrated very good knowledge of the effects of certain illicit drugs and provided good peer education during an activity with the drugs support worker. This helped the group with their learning.

On admission to the home, a number of assessments, including presenting risks, provide staff with information about the young person, enabling them to develop personalised plans. Young people contribute to the formulation and review of these plans. Some records were found to be out of date. For example, one young person's medical information, although recorded in the health plan, had not been updated on the essential information form. This is a recording issue and there has been no impact on care provision.

Relationships between young people and staff are good. Matching of young people in each of the houses is carefully considered, meeting their needs and helping them forge positive relationships. For example, one young person is currently acting as a peer mentor to a new young person, helping them to settle in the home. Relationships are a frequent topic in house meetings and in key-work. Tolerance and diversity also features, with discussions around racism and sexism helping young people to develop a culture of understanding and respect for others.

Care and education staff work closely together, ensuring that young people benefit from appropriate education to meet their individual needs. This may mean, for example, that they are educated in their house units. One education staff member commented in a report that, 'Since [name] has been receiving one-to-one tuition on house, the quantity, and quality of her work has improved tenfold.'

Healthcare provision has developed since the last inspection. A significant increase in the frequency and range of specialist services available to young people helps meet their varied and complex health needs. The mental health team works directly with young people, either one-to-one or in groups, and reviews young people's medication. Reviews have resulted in a number of young people reducing the level of medication required and some have been able to stop taking all medication. The team also delivers sleep workshops, helping young people to achieve improved sleep patterns.

Health assessments are completed shortly after admission and reviewed regularly. Plans are developed and implemented, ensuring that young people's health needs are met. A new health team meeting has been developed to guarantee that by the time young people leave the home, a comprehensive health audit has been completed, which goes with them to their next placement.

Primary healthcare services such as a dentist, general practitioner and optician visit the home. The physical health nursing hours have increased, providing evening and weekend support for young people. Health promotion is good. Healthcare staff, catering staff and young people meet to discuss the menu, ensuring that a healthy and varied diet is provided. A range of facilities are available to young people, such as a swimming pool, sports hall and fitness suite. Young people are encouraged to exercise, which promotes their fitness and well-being.

The speech and language therapist works with staff, helping them to develop effective strategies for interacting with young people. They have also supported revision of documentation, such as the parent information leaflet, making information accessible

and understandable for everyone. Other organisations are commissioned to provide drug and alcohol services, with individual young people and groups. A professional said, 'I knew [Name] would be the best place for him, the best secure for him. Especially with his speech and language issues.'

Managers have undertaken a detailed review of medication practice, including storage, administration, staff training and auditing. There is evidence of good management oversight of the process, and swift action is taken if any errors have occurred. However, during the inspection one member of staff was seen to administer medication on their own, contrary to the home's policy that states two staff should carry this out.

Young people demonstrate an understanding of the world around them and events in the news. They show a degree of warmth and compassion for others, for example wanting to raise funds for the victims of a recent incident in England. Some young people also raise money and contribute food for local homeless projects. The registered manager said, 'Children get a chance to give something back.' Support for young people to come to terms with loss and bereavement has been very good, enabling them to manage their emotions effectively.

Young people benefit from an extensive range of interventions. Topics include drugs education, life skills, citizenship, offending behaviour, moral reasoning, anger management, racism, peer relationships, sexual exploitation and gangs. Feedback is provided on each session, detailing the nature of the work, the level of engagement and attitude of the young person, and plans for next session. This means staff can identify progress young people make.

Activity and enrichment programmes meet the needs and interests of young people, for example learning to play the drums, hair and beauty and football. A number of young people are talented footballers and take part in regular competitions with other teams. This promotes social interaction as well as healthy competition. The registered manager said, 'The football team is called the ASC, so that trophies and medals are non-stigmatising.'

The resettlement process begins at the point of admission. Some staff report that it is often difficult to engage other agencies, but they challenge effectively and escalate concerns where appropriate. When young people move on, staff ensure that a full report of their progress in all areas is made available to relevant parties, which details all of the services provided, engagement levels and progress made. This effectively supports young people's transition.

An active mobility programme helps young people acclimatise to community life. Activities such as shopping and going to the hairdressers in the local community help young people develop confidence and self-esteem. The programme fits alongside other areas of work, such as developing independence and life skills, and links effectively with learning in education.

Consultation is good. Young people have a range of forums where they can express their

views, including 'My Space' meetings. Representatives from each house meet with an advocate to discuss concerns and debate what they would like to happen. Discussion is fed into managers' meetings and young people are able to influence change in the home; for example, specialist drugs workers were commissioned because young people had requested that people with more knowledge delivered sessions. Regular house meetings ensure that all young people have the opportunity to discuss daily living arrangements, such as the menu, activities and group living. Newsletters on the houses keep young people informed of events and promote new ideas.

The building is secure and in a good state of repair. Much effort has been put into developing the gardens and outdoor spaces, creating enjoyable areas for young people and a welcoming feel.

Views given by those external to the home are positive. For example, a social worker stated they had, 'Nothing but high praise for staff. They exude warmth, patience and compassion.' One professional stated, 'I knew this was the best place to meet his individual needs.'

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

Young people are kept safe through effective and well-known procedures that are implemented by staff. Young people state that they feel safe and are happy with the way that staff look after them. Good links are in place with a range of external professionals that supports the well-being of young people. A staff member said, 'We provide somewhere safe, somewhere secure. Staff are confident and consistent.'

Regular health, safety and security checks are completed. Where concerns are evident, the management team responds swiftly. This ensures the well-being of young people and staff.

Arrangements to safeguard young people are good, with staff having had recent training. Staff demonstrate a good awareness of procedures. The senior management team has a good relationship with the designated officer in the local authority, who visits the home regularly to independently assess practices.

Thirteen child protection referrals have been made to the local authority since the last inspection. Records of child protection incidents are both paper based and electronic. These contain chronologies showing how the home has responded to events in line with their procedures. Some chronologies lack detail to show outcomes in all cases, though this can be ascertained from other information contained within files. The lack of collating records to a central point makes it difficult to assess information and outcomes for young people.

Self-harming concerns are responded to appropriately. Review of practices by managers has resulted in a significant increase in the recording of elective single separation. Staff are aware of and fully understand risk assessments, and implement these in practice. This means that young people are helped to stay safe. Good links are in place with

health professionals on-site, who give additional guidance to staff to support the emotional health and well-being of young people.

Searches are carried out with young people using a risk-led approach. Searches are used when staff are concerned that contraband items have been brought into the home or where there is intelligence to indicate that there are risks to staff, young people or the security of the building. Searches are carried out through the use of an electronic wand and 'pat down'. Searches are also undertaken of communal areas and bedrooms in order to promote the safety of young people and staff, and the security of the home. There is variation across the different units in the recording of searches, with some lack of clarity about which areas have been searched. The lack of evidence that searches are completed in all areas does not fully support young people's welfare at all times.

An effective behaviour management system that is understood by young people, encourages and rewards positive behaviours. Young people are aware of what they need to do to move up the levels of the incentive scheme and enjoy increased privileges. The system has developed from the previous inspection, with individual behavioural targets now linked to key-work meetings. This means that when young people achieve goals or find them challenging, their key worker is more able to talk about these with young people and provide support. This has led to young people having increasingly individualised targets and an improved focus on behaviours that need to be challenged. A young person wrote, 'The staff here have moulded me in to the man I am today. The support I've received is more than my family could give me. So I have to thank you all for not giving up on me.'

Young people who have been bullied or who have bullied others are supported and the behaviour challenged by staff. Sanctions may be implemented by staff or the matter reflected in the rewards system. Bullying behaviours are monitored by senior managers, with trends and patterns being identified and analysed, and responsive plans put in place to address and minimise such behaviours.

Measures of control include young people being singly separated when there are risks to themselves or others, or significant damage to property. Single separation is managed appropriately, with senior staff ensuring that it is used in line with regulations. There are times when staff manage young people away from other young people due to risks to themselves or others. During these occasions they are not left alone. Senior managers monitor these incidents to ensure that they are in line with the home's procedures.

Incidents requiring the use of physical restraint do occur and are in line with regulations. Staff are trained in the home's methods and mostly record events well. Senior staff examine records of the event and use CCTV to ensure that practice is appropriate. The Local Safeguarding Children Board assesses and reports on restraint practices. Senior staff summaries of incidents are often brief and lack a full evaluation. A high number of physical interventions are evident since the last inspection. Trends and patterns in incidents are examined through management monitoring. This provides a clear understanding as to the high number of incidents, which determines that the home has looked after a number of young people who have highly complex needs and challenging

behaviours. Staff receive a good level of support following restraints. Young people also receive good support, and discussions are held with them to examine how the need for restraint could be avoided in the future. However, records of these discussions are not regularly kept with the restraint report to ensure a fully complete document.

Staff use sanctions to address young people's negative behaviours. Records of sanctions have improved since the last inspection. They now show the effectiveness of the measure, meaning the impact of sanctions on improving young people's behaviour can be assessed. There is now a greater emphasis placed on restorative practice, which increases young people's awareness of the effects that their actions have on others. Some excellent practice has been undertaken to support young people in their journey to understand their behaviour. A young person wrote, 'Thank you very much for helping me.'

Senior staff understand their responsibilities as set out in the Counter Terrorism and Security Act 2015. Staff have completed training in radicalisation and the government's 'Prevent' agenda. A staff member said, 'It was the most thought-provoking training I've ever had.'

Recruitment records are detailed, showing that staff employed to work at the home have undergone relevant checks to ensure that, as far as possible, they are the right people to work with vulnerable children. Young people are involved in the recruitment process, with their views forming an important part of decisions about an applicant's suitability. Young people feel involved and empowered as a result.

The effectiveness of leaders and managers: good

The registered manager is dedicated, qualified and experienced. He has appointed an equally competent deputy and senior managers to work with him on driving forward nurturing, safe care in order that young people can grow and develop. As a result, young people are cared for in a consistent culture of ambition and security. A staff member said, 'We see the registered manager and deputy manager much more than previous management and the kids definitely know who they are. It's a better, more confident culture.'

All of the requirements and recommendations raised at the last inspection have been fully or partially met. This demonstrates the management team's ability to improve while sustaining outcomes, quality of care and protection for young people.

Much improved complaints processes demonstrate that the home takes into account and acts on feedback from young people. Records evidence that young people receive praise for the constructive use of the complaints system, which leads to positive outcomes for them; for example, one young person was made her house representative at the 'My Space' meetings as a response to her mature attitude. Young people are satisfied with the outcome of their complaints and they feel listened to and valued. A young person wrote, 'Thank you very much for dealing with it.'

The new and improved monitoring processes introduced by the management team have begun to address shortfalls in records. These are yet to be fully embedded and therefore there are still some inconsistencies in the quality of recording. Nevertheless, the improvements made thus far contribute towards young people's safety and well-being.

There have been a number of issues with the quality of reports prepared by the external regulation 44 visitor. In their present form these reports do not demonstrate sufficiently how visits contribute to improving the safety and well-being of young people. The responsible individual has addressed the issue appropriately and appointed a new visitor in order to meet regulations.

The registered manager uses a range of auditing processes in order to inform his internal monitoring. These include peer reviews with another secure children's home, as well as weekly managers' meetings. Although reports are detailed and factual, it is not clear how the views of young people, staff and other interested parties have been considered and used to positively to influence practice.

The senior management team is made up of excellent role models for all staff members. The team's collective concentration on providing good individualised care ensures that young people's often complex and diverse needs are met. The sensitivity and support offered by the management team to staff and young people after a serious incident has been excellent.

A comprehensive staff training programme encompasses a wide range of subjects, including the risks posed to young people from child sexual exploitation, radicalisation and the impact of childhood neglect. Staff report positively about the increase in their abilities as a result of their learning and this gives them ambition to want to engage in further training and development. As a result, the home has a staff team that is appropriately trained to meet the needs of young people.

Good supervision and appraisal processes, including the consistent use of reflective practice by appropriately trained supervisors, imbue staff with the confidence to learn from experiences and improve the standards of care provided to young people. Consequently, the enthusiastic and resilient staff team feels well supported. Auditing of staff supervision files takes place regularly and is included in a monthly report to the performance management meeting of senior managers. Any concerns or shortfalls are identified leading to improvements in practice.

There have been some concerns and allegations relating to staff conduct since the last inspection. The registered manager, in partnership with other senior managers and the local authority, took relevant actions to address the concerns, including, in some cases, suspending staff from duties until appropriate investigations were carried out.

The registered manager is extremely child-focused. His drive and enthusiasm inspires confidence and ambition from all staff members to want the very best for the young people in their care. He leads by example, including committing time to running the home's football team. This enterprise offers young people the opportunity to participate

in an activity that increases their self-confidence and well-being, and provides them with positive memories.

The management team ensures that young people's individual cultural, religious and specific needs are understood, planned for and met. Their active promotion of equality and diversity increases understanding and celebration of difference. Young people learn tolerance as a result of this commitment. The deputy manager said, 'It amazes me how tolerant and compassionate our children are. The girls baked cakes and sold them to the staff and [Name] sold plants to raise money.' This related to a recent national appeal.

The senior management team's proactive approach assures that it has a clear overview of young people's progress in line with its plans. The institution of weekly management team meetings ensures that all achievements, and any concerns, are consistently shared. This provides for positive change when gaps are identified in provision in order to promote development and support; for example, the introduction of sleep-in staff to complement the night staff team.

A senior manager has recently introduced a new quality assurance process, known as 'Performance Exception Reports'. This system collates information and data from each house and produces a detailed monthly analysis to identify any improvements or deterioration. This system is still in the process of being fully embedded and so there are occasional delays in responding to issues raised. However, any patterns of poor practice identified are being swiftly dealt with, avoiding drift and delay. The senior manager said, 'It's raising issues and improving practice.'

The comprehensive statement of purpose provides a good account of the services provided in the home and the philosophy that underpins what they aspire to achieve. It states that, 'Good child care depends on planning, partnership and consultation. This means that at the outset we agree and discuss with young people, the placing authority and their families, packages of care designed to meet the child or young person's individual needs.' The good progress made by young people in all aspects of their development demonstrates that the home is meeting their stated aims.

Managers and staff work collaboratively with partner agencies in order to ensure that young peoples' identified needs are met. These positive relationships ensure that there are good outcomes for young people. If authorities or agencies do not deliver in their responsibilities, the home provides appropriate challenge to advocate for young people. This can mean that concerns are escalated appropriately to senior levels, such as directors of children's services.

Outcomes in education and related learning activities: good

The appointment of a new headteacher within the last year has had a positive impact on the culture of education and has raised ambitions and expectations of young people and staff. She has systemically and effectively reviewed many aspects of the education department and introduced a range of sensible improvements. Staff underperformance has been dealt with and she has put in place a well-motivated and able team. A revised performance management cycle encompasses work scrutiny, teaching observations and

staff performance reviews. The outcomes of staff performance reviews are linked to the progress made by young people. These processes are having a positive impact on the quality of young people's learning, but not all elements are yet sufficiently secure.

The vast majority of young people engage well in their learning and are respectful to each other. They develop excellent relationships with staff and work well individually and in groups, all of which supports their learning and progress. Many young people have developed excellent life skills that they will need when they leave the home. For example, in a personal, social, health and citizenship education (PSHCE) lesson, young people were able to discuss confidently and share ideas on how to manage their future finance should they live independently.

Young people are committed to their broad education including through after-school clubs, enrichment and taking responsibility within their houses for caring for plants and for the garden. Some continue their studies in their own time outside of homework requirements in areas such as art, music and a sports leaders' award. From being initially reticent, the members of a dance group had made excellent progress in mastering techniques and in levels of personal fitness. Themed activity weeks operate during holiday periods, which keep young people active and interested.

Most young people are making progress in English and mathematics, regardless of their length of stay at the home. Those who remain for an extended time make particularly good progress in English. Outcomes in mathematics have declined since 2015/16. This is partially due to staffing issues, which have impacted negatively on young people's achievement. The vast majority of young people gain a vocational qualification, with a few moving to higher level study or employment, for example courses in uniformed public services and employment in the hospitality industry. Young people apply what they learn. For example, a group made a short film using technical and vocational skills learned in education and showcased the recent enrichment activities that they had participated in.

The headteacher has recognised weaknesses in how effectively data is collected and analysed. Currently, there is insufficient detail about young people's relative achievement and progress, for example by gender, to identify and address any achievement gaps.

Young people's attendance is good. Managers analyse absences well, and work very closely with care staff to understand and deal with issues preventing attendance. Care staff play their part fully, with young people receiving an unambiguous message about the value of education.

Teachers are skilled and well-able to work with young people whose behaviour can often be challenging. In the best instances, they use effective questioning techniques, which enable them to support the young people to develop further their subject knowledge and understanding. They are adept at developing young people's confidence and skills levels to, for example, teach their peers trampolining. There were good examples, such as in computing, where already-knowledgeable young people were presented with suitably challenging activities to extend their learning. Very occasionally, teachers failed to

maintain pace and focus, which led to young people becoming distracted. Teachers do not routinely provide written feedback that is effective in enabling students to make better progress.

Initial assessment remains effective and encompasses English, mathematics and speech and language screening. The outcomes of assessments are well used, with young people assigned to teaching groups according to their abilities. Young people who have special educational needs and/or disabilities are very well supported. Teachers meet regularly to monitor the progress of all young people and take swift action, often in conjunction with care staff, to tackle issues which may impede a young person's development.

Since the last inspection, a well-conceived and consistently applied behaviour management policy has helped create a constructive learning environment, which ensures that young people are ready to learn. Critical behaviour incidents in education are well recorded; the number of occurrences has diminished and is now very low. The reward system incentivises young people well and, where needed, restorative actions are taken, which enable young people to understand the consequences of poor behaviour.

Resources are good, but the slow introduction of a new information and communication technology system means that young people cannot access timely online assessments, particularly in relation to functional skills tests. They are not able therefore to achieve their potential. The library is significantly underutilised.

Managers' good links with partner agencies enables young people to develop their work-related skills by attending taster sessions at colleges or, through receptive employers, undertaking work experience. Such opportunities are properly risk assessed and linked to young people's personal targets. Mobility policies and procedures are restricting access to work-related learning for some young people who would otherwise significantly benefit.

The impact and effectiveness of long-standing information and advice and guidance arrangements are insufficiently monitored. A high proportion of young people receive a properly timed careers interview and progression plan, but managers have not sufficiently determined the extent to which the approach is suited to meeting young people's needs.

The headteacher has reviewed the curriculum recently to ensure that it better meets the needs of the young people at the home. Its core includes English, mathematics, computing and a new PSHCE award. The design enables young people to undertake short or extended vocational units and provides a more coherent offer for those who are residents for a short period of time. The arrangements are untested as yet, with the headteacher's school improvement partner scheduled to carry out a review of the curriculum three months into its implementation.

The high expectations that managers have of teachers are underpinned well by a professional development programme. All subject teachers are linked to specialist networks in the local authority, enabling them to remain up to date with developments

and maintain contact with their peers. Safeguarding training is regular and encompasses young people's social and emotional well-being. All teachers are now trained in appropriate restraint techniques. Education staff are well-inducted and supported.

Positive links with the local authority school improvement service remain in place, with officers carrying out periodic reviews of aspects of education. This process helps provide support and challenge for the headteacher. However, education lacks the support and scrutiny of an external management board to hold the headteacher and the registered manager to account for the quality of education provided.

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 difference 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 who 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: SC035648

Provision sub-type: Secure unit

Registered provider address: County Hall, Durham DH1 5UL

Responsible individual: Carole Payne

Registered manager: Selwyn Morgans

Inspectors

Ann-Marie Born, social care inspector, Lead
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Judith Longden, social care inspector

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