

Inspection report for children's home

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Service information

Brief description of the service

The centre is registered as a children's home, operated by a local authority and is approved by the Secretary of State to provide secure care and accommodation. Education is provided on site within a purpose-built school facility. The centre is registered to provide care and accommodation for up to 42 young people of either gender.

The inspection judgements and what they mean

Outstanding: a service of exceptional quality that significantly exceeds minimum requirements

Good: a service of high quality that exceeds minimum requirements

Adequate: a service that only meets minimum requirements

Inadequate: a service that does not meet minimum requirements

Overall effectiveness

The overall effectiveness is judged to be **good**.

This inspection has the purpose of informing the Secretary of State on the continuing suitability for this provision to operate as a secure unit to restrict children's liberty.

Moving from the old secure facility to a new purpose-built provision just over a year ago has presented managers and staff with a number of challenges. Unforeseen issues with some aspects of the building have needed on-going interventions from contractors and centre maintenance staff. The centre has dealt appropriately with each new challenge as it has arisen.

The centre experienced a period of instability during summer months, in part as a result of problems with the building. Managers and staff have managed to stabilise the centre, ensuring that young people are clearly and consistently aware of the boundaries expected of their behaviour and the incentive rewards as they engage positively with the day-to-day routines.

During the inspection the centre was calm and young people were consistently involved with a range of purposeful activities, both during the education day and in the evenings.

Young people make good progress at the centre across a range of aspects of their development. Educational, social and behavioural attainments are made by all young people when compared to their starting point. Progress in relation to acquiring

practical life-skills is excellent.

Young people's individual and diverse needs are identified and addressed, including any cultural or religious needs or preferences. Awareness of disability is a particular strength, as are the opportunities staff take to raise awareness of differences.

Previous recommendations have been addressed, including one related to ensuring staff understand the expectations of the philosophy of the centre in their direct work with young people.

Safeguarding systems are robust and effective ensuring young people are kept safe. Young people say that they feel safe. Strong links exist with the Local Safeguarding Children Board ensuring transparency of practice and support to continue to develop best practice in this respect.

The inspection has identified several areas for development, which relate to the improvement of lesson planning, better collection and marking of young people's work in education, and movement to and from the education facility and between classrooms.

Managers were reminded to ensure young people have an opportunity to record their comments on records, and to further improve the format of the external monitoring reports.

Areas for improvement

Recommendations

To improve the quality and standards of care further the service should take account of the following recommendation(s):

- take action to improve movement to and from education, and to minimise disruptions during lessons (NMS 8.3)
- improve the quality of lesson planning so that there is a clear relationship between the focus of the work to be undertaken and the individual needs of young people, and that these include sufficient challenge to enable all young people to make progress from their starting points (NMS 8.4)
- give better attention and care to the collection, collation and marking of young people's educational work, particularly work which is used to support their learning through accreditation (NMS 8.4)
- ensure where any sanctions are used, young people are encouraged to have their views recorded in the records kept by the home (NMS 3.18)
- ensure that external monitoring reports are produced in a format, contain the necessary evaluation and are submitted at six monthly intervals. (Volume 5, statutory guidance, paragraph 3.14)

Outcomes for children and young people

Outcomes for children and young people are **good**.

Young people make good progress and are achieving in all respects during their stay at the centre. This is a direct result of the high expectations and aspirations staff have of them. Success is acknowledged and celebrated, even that which might be considered very small progress. For instance, one young person who does not like physical contact, had their hair and make-up done during a 'dress to impress' day during one of the regular enrichment themed weeks.

Young people have a good range of individualised targets reflected in their training and care plans, with realistic timescales for completion depending upon their length of placement at the centre. Several young people spoke about the work staff were doing with them to help them change behaviour that got them into difficulties. Those who are serving sentences are familiar with the targets for them to work on to prevent re-offending when back in the community. One young person said 'staff have really helped me learn to control my anger, I still get angry at times, but I do not kick off the way I used to'. A wide range of evidence, including observations, confirmed that this young person had made significant progress during what was a very brief period in placement of only seven weeks. Young people make good progress in relation to the issues that brought them to a secure setting.

Young people's health needs are thoroughly assessed on admission by a dedicated nursing team and a clear plan developed and implemented to meet those needs. Access to a range of health services, advice and support are provided both on and off-site as required, which leads to positive health outcomes being achieved and sustained. The nursing team and care staff work together to ensure young people's needs are monitored and met.

All young people are seen and assessed by a mental health team within five days of admission to the unit, or sooner if required. Where appropriate, young people then receive input from relevant professionals, such as psychiatrist, psychologist, counselling psychologist or child psychiatric nurse. Young people's emotional and mental health needs are comprehensively assessed and met. As a result young people make good progress and have positive outcomes.

Young people develop a good understanding of healthy lifestyles, which supports them to stay safe and well. For example, they undergo voluntary screening on admission, so substance misuse workers can determine the most appropriate level of intervention and support required. This may mean that keyworkers provide information and advice to young people on the effects of alcohol, smoking and illicit drug use. However, where assessment and screening processes determine more specialised work is needed, then young people have one-to-one counselling from a substance misuse worker. This systematic approach ensures young people receive very clear guidance, support and advice to develop knowledge and skills that promote their health and well-being.

There is a positive emphasis on healthy eating and special dietary requirements are noted on admission and catered for. Any cultural or religious needs are provided for and supported. Menus are carefully put together ensuring there is a balanced diet provided that promotes the health, well-being and physical development of young people. This is balanced well with young people contributing to menu planning with choices and preferences.

Education outcomes for young people are good overall. The majority of young people who leave the centre attain qualifications that are appropriate for their length of stay, which sometimes is very short. A new qualification framework is now in use but has limited success in ensuring young people can continue with their studies should they move on to further education. GCSE programmes are followed by those young people who are more capable and who have longer lengths of stay, although currently no young person is following this academic route. The focus on reading has been significantly strengthened since the last inspection and this has ensured that most children have made good progress.

Young people make good progress in education, although there is insufficient challenge in some activities to encourage young people to make even better progress. Practical and vocational subjects, such as construction, cookery, physical education, art and beauty therapy are given high priority within the curriculum and are very popular.

Young people's behaviour at school is very good and relationships between education staff and young people consistently good. Attendance is generally good but during the inspection there were several authorised absences owing to ill health or mobility. Throughout the school day however, there are too many disruptions and removals from classes because of interventions arranged by residential staff. This is unhelpful and impacts negatively on the management and delivery of lessons. Lessons often start and finish late as a result of complex arrangements for moving young people between education and their respective residential units. With the exception of assembly and the 'smoothie bar' session, both held on Fridays, there are very few opportunities in the school day for young people from all residential units to interact socially and to develop peer relationships in a responsible way, particularly during break periods.

Young people are positive about the efforts staff make on their behalf to ensure that resettlement planning commences at the first planning meeting, and is reviewed at all statutory reviews and at in-house meetings. Young people are encouraged to state their views about future planning and staff support them in this respect and advocate on their behalf throughout the placement. At times plans start to fall apart just prior to the end of the secure placement, but staff continue to listen to young people and ensure that local authorities are aware of the importance of making the most appropriate placement for discharge. The external advocacy agency and other national child advocacy groups are also asked to become involved if this is in the young person's best interests.

Young people are assessed from the point of admission as to the level of their

practical life-skills. This is a very thorough and well embedded process that ensures young people can identify any aspect of looking after themselves that they are not comfortable or confident with. They then have opportunities with a number of identified people to learn these skills, which also include; interpersonal skills, personal hygiene, cooking, budgeting and job hunting. The multi-disciplinary delivery of these skills to young people is excellent and they benefit by learning new skills in a systematic way. They also achieve AQA accreditation awards for their success in each area. Young people at the centre therefore learn a number of practical skills that will assist them with future employment and ensure they are able to look after themselves to varying degrees.

Young people are encouraged and enabled to contribute to the running of the centre in a number of ways. Young people's meetings are held each week in each house unit and a 'student council' meeting is held monthly, to which each house sends representatives with a list of issues or suggestions. Their suggestions have clearly been taken on board and changes made, for example changes to the décor in the living units. However, the records of the meetings with young people do not consistently provide feedback of the action taken relating to their suggestions.

Young people benefit from the centre's involvement in raising funds for charities, which they do regularly, for example for Children in Need. Young people have opportunities to learn about other cultures both in education and during activity weeks or other enrichment periods. There is always an aspect of the theme week that focuses on other cultures and how different people live, what they eat and how they celebrate their customs. The focus on raising awareness of different cultures and diverse groups is excellent. This also enables young people to consider others who might be living in difficult and challenging conditions.

Young people and parents confirm that good contact arrangements are in place, which enable them to keep in touch. Good access is available to make telephone calls to people significant to the young person on a pre-approved list. Visits are also encouraged, with flexibility for parents who travel a distance or who have small children they would like to bring with them on visits.

Quality of care

The quality of the care is **good**.

Relationships between young people and staff are good. Staff are good role models for young people, encouraging tolerance, patience and consideration for others.

Young people are relaxed and comfortable with the staff caring for them. They know who to go to for support and understand that there are a number of professionals at the centre who respond to and deal with their needs or concerns. Although initially confusing, young people quickly understand who their key-workers are, who the case manager is, who leads on interventions and the role of the child mental health professionals from a regional child and adolescent mental health service.

Positive group work methods are used with young people, including having regular debriefing meetings each day after education. This helps staff deal with any conflict issues between individual young people or the group as soon as possible and gives all young people an opportunity to highlight any concerns or ask questions for clarification. This forum is also an opportunity for staff to remind young people about the need to respect other people's views.

Young people's needs are robustly and comprehensively assessed. There is a well-established multi-disciplinary approach to the assessment process, which involves external partners assessing young people's need in relation to mental health and substance use. Good progress has been made since the last inspection in relation to the co-ordination of case planning and direct work interventions with young people, including key-work. However, development in this aspect of work with young people is continuing with consideration being given to a closer 'team around the child' concept.

Young people's progress is reviewed through a range of forums and adjustments to the focus of work or their individual care is considered at these meetings. Regular statutory case reviews take place, at which young people and their parents or carers participate depending on the circumstances. These also involve external agencies such as social work departments and youth offending services. The centre also has two meetings at which all young people's needs, progress and any concerns are discussed in a multi-disciplinary forum which includes external stakeholders such as mental health and substance misuse teams. A monthly meeting is chaired by the psychiatrist from a local child and adolescent mental health provider, who has worked with the centre for a number of years. All the young people are discussed at this forum. In addition, every two weeks the groups of young people in two house units are discussed in care coordination meetings, with any updates made to their care plans shared with relevant people. This ensures that at least every two weeks all young people are discussed in detail on a multi-agency basis.

There is a good focus on patterns of offending and anti-social behaviour and other welfare issues that bring the individual young person to a secure setting. Centre staff work with external partners to ensure as many identified needs are addressed as is possible within often very short periods in placement. There is good recording of work done with young people, although it is difficult to identify and have a clear picture of the wide focus of work done with a young person. The centre currently has three different electronic recording systems which are confusing to some staff, who also have difficulty accessing the information contained in them. Shortly after the inspection the Youth Justice Board's new electronic recording system will go live at the centre and this is expected to alleviate some of the problems. Progress in this respect will be reviewed during future inspections.

Teaching and learning are generally good and consistency in quality across all subjects has improved since the last inspection. Observation of teaching practice is now well embedded and teachers receive regular and structured feedback to support their continuous improvement. Teacher files comprising lesson plans, schemes of work and progress evaluations are reviewed on a termly basis by managers, and

staff meet in peer support groups to discuss good practice for example, about teaching styles, themed activities and classroom management. Lesson planning continues to be less consistent in quality and this is the major development focus for teachers this term. At their best plans are detailed, matched to the individual needs of the learners and offer good challenge to young people; learning objectives are clear and specific, and young people are fully engaged in discussions about their progress through the improved tutorial system and regular feedback in lessons. In some lessons insufficient use is made of resources to engage young people and to stimulate discussion and improve participation.

Systems for recording and tracking progress are good and have been greatly enhanced since the last inspection. Progress is recorded on a weekly basis and tutorial sessions ensure that learning targets are reviewed and action taken to help young people keep focused and stay on task. Very good examples were seen in a journal reading group and in an English lesson. In a minority of lessons young people were given insufficient challenge, expectations were too low and work was completed for them.

Most young people enjoy their time in education and gain a range of skills and knowledge from their participation. Teaching Assistants provide very good support in lessons, particularly in vocational learning areas, and ensure young people receive appropriate help in completing tasks to go forward for accreditation. This enables teaching staff to focus on the content of the lesson and provide tailored support when required. The reduction in teaching assistants is keenly felt by teachers; some care workers have taken on the support role very well and can be a real asset to the class, but practice is not consistent.

The curriculum offered to young people is good. A range of good vocational activities complement the core curriculum subjects. Vocational subjects such as construction, food, art and beauty reflect the relaxed but purposeful atmosphere created in these areas. Information and communication technology is less well used across the curriculum as a result of recent breaches in safety and security. This has now been rectified and the education team are working to extend the range of access to programmes so that learning is further enhanced in a safe way. Home-work is set regularly and residential staff support young people in completing tasks and in paired reading, if identified as an area for further improvement. The extension of the learning day to deliver activities in to each evening led by teaching staff, has not been as successful as hoped.

Classrooms are spacious, well equipped and well maintained; in most there is good use of display to support learning. The library has a good range of books for reading, research and information about careers. Although there is good access, the use of information technology and white board technology was limited during the inspection week. Sport facilities are very good and well used, and accommodation for vocational subjects is of a high standard. The music room and studio is well equipped and a popular learning space. The horticultural area and the use of outdoor spaces are not as well used because of risks identified and limited numbers of staff available to support activities.

Support and guidance arrangements have been significantly improved since the last inspection and are now good. Arrangements for induction to education through the assessment group are good and help young people move in to education better prepared and aware of expectations. Initial assessments are undertaken swiftly and are comprehensive. Young people with special educational needs or with additional learning support needs receive individualised provision maps which detail specific learning requirements. Regular testing and assessment of progress inform review meetings and there is clear guidance for teaching staff as to the specific learning styles and needs to be met. Access to more specialist diagnostic and speech and language screening is variable, and too often dependent on the host local authority providing the necessary funding to take prompt action. This hampers development for some young people. Good work is undertaken by the education team to ascertain previous educational attainment and experience from other local authorities. Similarly they ensure work is sent forward to new placements when provision has been arranged. Guidance to help young people prepare for their future is often an integral part of the teacher's approach and particularly so in the more vocational subjects. There is no formal information, advice and guidance about future prospects from the Connexion service and this has been a loss to education. However work has been undertaken by staff to enhance information about careers and further learning opportunities, accessible in the library and electronically.

Young people enjoy a broad range of activities that are available to them during evenings, weekends and education holiday periods. The education holiday periods are viewed by managers and staff as opportunities to continue to educate young people and a range of themed weeks are organised by care and education staff. A number of activities, including those taking place during the early part of the evening after education, are used as enrichment sessions and young people can continue to learn and achieve accreditation. For example several young people were observed achieving certificates of achievement in swimming skills.

The themed weeks provide a wide range of opportunities for young people to learn about other cultures and about people within society who deal with additional issues, such as those with physical and learning disabilities. There is an excellent multi-disciplinary approach at the centre to developing and delivering enrichment activities. Staff also understand the importance of play and having fun and encourage activities to enrich young people in this respect.

Safeguarding children and young people

The service is **good** at keeping children and young people safe and feeling safe.

Young people clearly confirm that they feel safe at the centre. Managers and staff take a proactive approach to issues of bullying and positive examples of work completed by young people during bullying projects are displayed throughout the centre.

Risk management plans are in place for all young people and clearly detail risks.

There is early assessment of potential self-harm dangers undertaken. Any protective factors or requirements of practice by staff identified as needed are implemented swiftly. The plans are updated regularly as circumstances dictate. Observation and required checks of young people are reviewed on a daily basis and confirmed with all staff at handover meetings. This ensures that all staff are aware of what is needed to keep young people safe and protect their welfare.

The child protection system in operation is robust. Staff receive training which helps them to understand how to protect young people and procedures and guidance are available. Young people are routinely offered the opportunity to see a health professional following any physical restraint; this supports their wellbeing. Referrals to child protection services are made appropriately and are comprehensively recorded with outcomes listed. There are strong links in place with the Local Safeguarding Children Board (LSCB), the Local Authority Designated Officer (LADO) and child protection team. A recent agreement made in relation to the process of seeking advice demonstrates positive communication between all parties regarding key safeguarding issues.

Young people are aware of the complaints procedure and understand how it operates. The frequency of formal complaints received has fallen since the last inspection. Young people confirm that staff are increasingly able to resolve minor issues which they raise with them without having to instigate the formal complaints process. They said that they were confident in raising problems with staff. Young people are also able to speak with the visiting independent advocate if they have any concerns. The structure in place means that young people are supported and their rights are protected.

Young people are encouraged to display positive and socially acceptable behaviour. Staff act as good role models and positively interact with young people. The B4L (behaviour for life) incentive scheme enables young people to achieve additional rewards as a consequence of sustained positive behaviour. Targets for young people are individually set ensuring that all have the opportunity to succeed. Increased oversight of young people's attainment on the scheme by a manager ensures that there is a consistent approach to scoring and that it is not used in a negative way.

The collection of behaviour management performance data and its presentation is now undertaken in an enhanced manner. This enables a more robust and reliable evaluation of practice and quality of care provided. The data provided to external professionals is increasingly reliable and enables performance meeting attendees to be fully informed. The quality and performance manager from the local authority stated that 'the quality of information is better'. The data system has been operational for approximately two months and continues to embed. However, it has already enabled the production of information sheets for behaviour management figures which clearly show trends in practice.

A clear plan is in place for the development of the recording system and how it will be expanded to provide further scope for analysis of practice. Senior staff spoken with were appreciative of the information made available to them and said it was

meaningful.

A restraint minimisation policy is available and there has been a large decrease in the numbers of physical interventions occurring. The introduction of a process to evaluate all interventions has been positive. The CCTV recordings of restraints occurring and the accompanying paperwork are viewed by a safeguarding manager. Evaluation records are then completed and feedback is given to staff on their conduct during the event. Any development issues identified are addressed and support is given to individual staff. All staff are trained in appropriate physical management techniques as well as diffusion strategies.

Diffusion and diversion record forms are completed by staff to demonstrate what strategies have been tried with a young person prior to a physical intervention occurring. They are not currently used to demonstrate strategy and good practice which worked to fully defuse the situation resulting in no intervention.

The use of single separation has also fallen. Staff are managing young people who display difficult and unsettled behaviour in a positive manner. Rather than isolating the young person they are engaged fully by staff who work with them on highly individualised programmes. A review of staffing arrangements has resulted in team leaders being based within the house units. This has had the impact of staff feeling that the support for them is increased and has resulted in enhanced direct work with young people. Where separation does occur, detailed records are held and there is a robust oversight of every event at the time by a manager.

The positive attainment and rewards available for young people on the incentive scheme has seen the display of negative behaviour decrease. Consequently the number of sanctions and disciplinary measures issued has reduced. Any sanctions given are appropriate and on some occasions reparation is offered as an alternative. Where a dispute has occurred between young people, staff can instigate a resolution meeting giving all parties the opportunity to talk about the events. A record is held of all instances of sanction implementation and its effectiveness is considered.

All significant events are recorded on comprehensive and detailed sheets. Any restraint or sanction occurring is recorded in logs as required by legislation and can be cross-referenced to the event sheets. All records are monitored by a senior manager and comments on the handling and appropriateness of occurrences are noted. Any deficiency in recording is identified and communicated to staff to remedy. However, young people's views or a refusal to comment are not always recorded. This does not ensure that young people comment on the fairness of the measure or confirm their understanding of why it was applied.

There has been a reduction in the number of accidents occurring at the centre. This is partly due to the work carried out with staff and young people to raise the awareness of risk and how to stay safe. Additionally the implementation of enhanced data recording systems has enabled the categorisation of events occurring to provide a more robust figure.

Performance meetings are held on a monthly basis to review behaviour management figures. These are attended by independent representatives from the local authority and child protection services who are able to ask for clarification around the centre's practice. One external attendee at the meetings stated that 'the management of the meetings is much improved.' These meetings allow a transparent oversight of practice to occur, ensuring the welfare of young people is protected.

The welfare of young people is protected by the arrangements in place for the recruitment of staff, which are robust, and vetting of visitors. All visitors to the centre are required to provide identification, sign a visitors log and are accompanied while in the centre.

The centre is a new purpose-built secure facility which has now been operational for just over a year. There have been a number of problems for managers and staff to contend with during the past year, but appropriate action has been taken and relevant stakeholders informed and involved to resolve some outstanding matters. The centre is very well maintained and security achieved to an appropriate standard. Young people are able to personalise their own bedrooms with personal items and posters.

Leadership and management

The leadership and management of the children's home are **good**.

The centre is effectively managed by an experienced senior staff team, and the overall organisation and management are good. Since the previous inspection, managers have had to deal with a number of issues affecting the centre, some of which impacted negatively. However, their response, linked to the positive steps taken to rectify those issues means the centre is now moving forward again and progressing well.

Those responses include a re-organisation of the way the living units are managed and the creation of a new performance management system. Both are having a positive impact on the way units operate. For example, staff are more sensitive and evaluative when looking at and reviewing their own working practices. This has impacted positively on the lives of young people with staff taking a less punitive approach, resulting in an overall reduction of serious behaviour management incidents.

These and other initiatives such as the re-structuring of team meetings and the introduction of new monitoring systems linked to checks made on young people by night staff, are further examples of the centre moving forward and demonstrating its capacity for continuing improvement.

The recent re-organisation of the management of the living units is proving popular with staff from all levels. Staff confirm they feel well supported and that decision making processes affecting daily life in the units has speeded up. Staff are receiving formal supervision regularly, with appraisal taking place annually. Appraisals are

supported by managers implementing formal direct observations of staff's working practices, providing greater assessment of strengths and weakness of individual staff. This results in clear objectives being agreed to enhance the professional development of staff.

The staff team is relatively experienced and all have or are about to gain a relevant professional qualification. Staff are benefiting from an active, on-going training programme, some of which is mandatory. Managers are aware of the training completed by individual staff and what remains outstanding. Where necessary, more specialist training can be rolled out quickly to meet any specific demands or need. This ensures staff have the knowledge, skills and competences to meet the diverse needs of the young people in their care.

Leadership and management arrangements for education are good. Managers have established good arrangements for quality assurance and improving teaching. Outcomes of these processes are used well to inform planning and to enhance provision and outcomes for young people. Communication between the education team is good. The last year has been difficult and a number of redundancies have left gaps which have increased the workload of those remaining. Nevertheless, staff are committed and work hard to provide a good quality and balanced education programme for young people.

Education managers meet on a weekly basis to discuss planning and development within education; good attention has been paid to improving data collection, analysis and performance of young people to ensure progress is monitored and action is taken when appropriate. Full staff meetings are also held regularly and young people feed back to the team about their experiences through the monthly school council. The quality of young people's work in files is too variable, sometimes incomplete and there is not enough attention paid by some staff to ensure that time is given to produce work that accurately reflects their learning. All staff are suitably qualified. Staff development and training opportunities, particularly through twilight sessions, are good and well attended. Supervision is held regularly and gives good support to enhance improvement.

The teaching day has become more disjointed since the implementation of the 'learning day' earlier in the year. Owing to changes in staffing, and staggered timetables, curriculum planning has become more complex and problematic, regarding for example, cover arrangements and tutorial/reading activities at the start of each day. Joint management meetings between education and care staff have been held to discuss a way forward. Plans have now been agreed to revert back to a more regular teaching day, where enrichment activities will take place after school, and themed activities undertaken in a voluntary capacity by teaching staff.

The centre has a good record of compliance and has addressed both recommendations carried over from the previous inspection. This has resulted in improvement in staff's ability to understand, share and implement the centre's ethos, philosophy and approach in caring for young people.

Both the internal and external monitoring of the centre is taking place regularly and meets with regulatory requirement. Following a recommendation made at the previous inspection, internal monitoring reports are now being sent to Ofsted. However, these reports lack detailed evaluation and are not being presented in a format or with the frequency expected by Ofsted.

Managers ask young people their views during their stay, regarding the centre and the care and service they are receiving. They also survey young people's views just prior to discharge. They also send questionnaires to young people who have left the centre and for whom they have contact details. They send a copy of the in-house magazine and a voucher as an incentive for a response. The comments seen by the young people gave encouraging feedback to managers about a range of aspects of the centre's work. However, this valuable information gleaned from young people was not yet fully informing service practice and development. Managers are hopeful that a new performance monitoring system currently in the process of being established will address this shortfall. This aspect of performance monitoring will be reviewed during the next inspection.

The centre continues to review, monitor and adjust its ethos, culture and working practices, since its move into the new build in 2011. The new environment has impacted on historic working practices, but staff are alive to and aware of the need for change so the new environment can be fully utilised. Management structures and practice have also had to adapt accordingly, but areas of strengths coupled with areas in need of improvement are recognised, with appropriate developmental plans in place to address those issues.

About this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000 to assess the effectiveness of the service and to consider how well it complies with the relevant regulations and meets the national minimum standards.

The report details the main strengths, any areas for improvement, including any breaches of regulation, and any failure to meet national minimum standards. The judgements included in the report are made against the *Inspections of children's homes – framework for inspection* (March 2011) and the evaluation schedule for children's homes.