

# SC037657

Registered provider: Knowsley Metropolitan Borough Council

Full inspection

Inspected under the social care common inspection framework

## Information about this children's home

This local authority children's home provides care for up to three children who may have social and emotional difficulties.

At the time of the inspection, one child was living at the home and spoke with the inspector.

The manager registered with Ofsted in June 2023 and is currently on long-term leave. The interim manager registered with Ofsted in March 2025.

### Inspection dates: 17 and 18 June 2025

|                                                                                           |             |
|-------------------------------------------------------------------------------------------|-------------|
| <b>Overall experiences and progress of children and young people,</b> taking into account | <b>good</b> |
|-------------------------------------------------------------------------------------------|-------------|

|                                                             |      |
|-------------------------------------------------------------|------|
| How well children and young people are helped and protected | good |
|-------------------------------------------------------------|------|

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

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

**Date of last inspection:** 8 May 2024

**Overall judgement at last inspection:** good

**Enforcement action since last inspection:** none

## Recent inspection history

| Inspection date | Inspection type | Inspection judgement            |
|-----------------|-----------------|---------------------------------|
| 08/05/2024      | Full            | Good                            |
| 22/08/2023      | Full            | Good                            |
| 05/04/2022      | Full            | Good                            |
| 11/01/2022      | Full            | Requires improvement to be good |

## **Inspection judgements**

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

The child living at the home has been there for over three years. They are settled and making significant progress in many aspects of their life. They have developed positive relationships with staff, who are caring and nurturing in their approach.

Staff prepare children well for moving on from the home. One child recently moved out of the home in a planned and supportive way. They received the appropriate support to help them settle into their new home. The child regularly speaks to staff, and this shows the positive relationship they have developed with the staff team.

The child is in good health. Staff support the child to attend all routine health appointments. They work with other professionals to ensure that the child receives the appropriate health support when needed. Staff also educate the child on health-related issues to enable the child to make positive choices about leading a healthier lifestyle.

The child is currently not attending school. The manager is working with other professionals to look at appropriate college courses for September. The manager ensures that the child has access to a tutor for three hours per week. However, the manager has not supported the child to have a clear structure to their day and opportunities to complete both formal and informal learning. This is not supporting the child to gain confidence and be prepared for the expectation of the college in September.

The child benefits from positive family time. Staff support the child to have regular time each week with their father. Though the child's mother, sister and brother live a distance from the home, the staff transport the child so they can spend time with people who are important to them.

Staff regularly encourage the child to express their wishes and feelings through daily conversations and regular planned discussions. The child can choose their meals and activities for the week and share their views on how the home could be improved. This enables the child to participate fully in the daily life of the home.

Staff encourage and support the child to develop age-appropriate life skills. This includes cooking, budgeting, helping with the laundry and using public transport. This is helping the child to start developing the independence skills they will need in the future.

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

The child's safety and welfare are at the heart of staff practice. The child says that they feel safe, and they have built trusting relationships with staff. The child knows how to raise any issues. When they have raised concerns, the manager has appropriately

addressed these. The child's wishes and feelings are gathered regularly and are acted on, which promotes a sense of security and belonging.

Staff have a good understanding of the child's needs and vulnerabilities, and they take appropriate action to address them. Staff are supported to manage the child's risks by following clear and detailed risk assessments and positive support plans, which the manager regularly keeps under review.

Staff support the child to take age-appropriate risks as part of the child's development for independence. This has meant that the child has increased unsupervised time in the community. The staff are proactive in their approach to educating the child on personal and online safety.

Staff encourage positive behaviour. They provide consistent advice, guidance and support, which help the child to make safer choices. The child benefits from the nurturing support, and they respond well to this approach. Consequences are appropriate, and staff speak to the child so that they understand why any consequences used were necessary. This helps the child to develop more positive ways to express their emotions.

When an allegation was raised about a staff member's practice, the manager took swift action to address this. The staff member had been removed from duty while an investigation took place. The manager informed the local authority. However, he did not notify the regulator in the appropriate timescales to ensure full transparency.

The child enjoys a comfortable and relaxed living environment, and the staff have supported the child to personalise their bedroom. The manager has created a safe environment, which is clean, tidy and free from hazards, and he ensures that all health and safety checks are completed.

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

The interim manager has been recently registered. He is currently covering the absence of the registered manager. He has been internally promoted, and this has provided consistency for the child. The manager is child centred, enthusiastic and caring. He is working towards his qualification in leadership and management.

The manager has good systems in place to ensure that he has good oversight of the day-to-day practice. The manager has completed a comprehensive review of the quality of care provided by the staff. He has ensured that he has gained the appropriate feedback to give him an overview of the strengths and areas he needs to develop. However, he has not always ensured that he has shared this with other professionals.

There is a stable staff team in place, and many of the staff have been there for several years and work well together. Staff know the child well and provide consistency and

stability for the child. Staff are highly complimentary about the support they receive from the manager, and staff morale is high.

Staff are supported in their roles by having regular supervision sessions and appraisals. These are reflective, identify any areas for future development and give them an opportunity to discuss the child's needs and risks.

There is an in-depth training programme available to staff. This gives them the opportunity to develop their knowledge and skills to meet the needs of the child. Staff said that they value this training, and it gives them confidence in their roles. However, the manager has not ensured that all staff have completed their qualification in the required timescales.

Team meetings take place regularly and are an opportunity for staff to come together and share information, knowledge and skills. This helps to support consistent practice across the team.

The manager communicates regularly with external professionals and parents. This ensures that all relevant people are kept updated on the child's progress and that any changes are known or concerns are quickly resolved.

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

### Statutory requirements

This section sets out the actions that the registered person must take to meet the Care Standards Act 2000, The Children's Homes (England) Regulations 2015 and the 'Guide to the Children's Homes Regulations, including the quality standards'. The registered person must comply within the given timescales.

| Requirement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Due date       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <p>The education standard is that children make measurable progress towards achieving their educational potential and are helped to do so.</p> <p>In particular, the standard in paragraph (1) requires the registered person to ensure—</p> <p>that staff—</p> <p>support each child's learning and development, including helping the child to develop independent study skills and, where appropriate, helping the child to complete independent study;</p> <p>understand the barriers to learning that each child may face and take appropriate action to help the child to overcome any such barriers;</p> <p>help each child to understand the importance and value of education, learning, training and employment;</p> <p>promote opportunities for each child to learn informally; and</p> <p>help each child to attend education or training in accordance with the expectations in the child's relevant plans.<br/>(Regulation 8 (1) (2)(a)(ii)(iii)(iv)(v)(x))</p> <p>In particular, the registered person must ensure that when children are not in formal education, they are provided with an alternative planned routine and structure of learning.</p> | 18 August 2025 |
| <p>For the purposes of paragraph (3)(b), an individual who works in the home in a care role has the appropriate qualification if, by the relevant date, the individual has attained—</p> <p>the Level 3 Diploma for Residential Childcare (England) ("the Level 3 Diploma"); or</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 18 August 2025 |

a qualification which the registered person considers to be equivalent to the Level 3 Diploma.

The relevant date is—

in the case of an individual who starts working in a care role in a home after 1st April 2014, the date which falls 2 years after the date on which the individual started working in a care role in a home; or

in the case of an individual who was working in a care role in a home on 1st April 2014, 1st April 2016.

The registered person may defer the relevant date if the individual—

does not work, or has not worked, in a care role in a home for a prolonged period; or

works, or has worked, in a care role in a home on a part-time basis. (Regulation 32 (4)(a)(b) (5)(a)(b) (6)(a)(b))

In particular, the registered person must ensure that staff have completed their qualifications in the appropriate timescales.

## Recommendations

- The registered person should ensure that they have a system in place that allows them to monitor the matters set out in the regulations at least every six months. This report should be sent to the regulator and placing authority. ('Guide to the Children's Homes Regulations, including the quality standards,' page 65, paragraph 15.3)
- The registered person should have a system in place so that all serious events are notified, within 24 hours, to the appropriate people. The system should cover the action that should be followed if the event arises at the weekend or on a public holiday. ('Guide to the Children's Homes Regulations, including the quality standards,' page 63, paragraph 14.13)

## 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:** SC037657

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

**Registered provider:** Knowsley Metropolitan Borough Council

**Registered provider address:** Children's Regulatory Services, 1st Floor Nutgrove Villa, Huyton Municipal Building, c/o Postroom, Archway Road, Huyton, Merseyside L36 9YU

**Responsible individual:** Karen Jude

**Registered manager:** Teri Hannon and Daniel Sweeney

## Inspectors

Simon Jones, Social Care Inspector  
Shauna Morley, Social Care Inspector

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