

SC061439

Registered provider: Young Foundations Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home is owned and managed by a private provider. It provides care for up to five children who may have social and emotional difficulties and/or learning disabilities and/or mental disorders.

There were four children living at the home at the time of the visit.

The registered manager left the home in December 2021. The current manager is in the process of registering with Ofsted.

Inspection dates: 14 and 15 June 2022

Overall experiences and progress of children and young people, taking into account **inadequate**

How well children and young people are helped and protected **inadequate**

The effectiveness of leaders and managers **inadequate**

There are serious and widespread failures that mean children and young people are not protected and their welfare is not promoted or safeguarded.

Date of last inspection: 28 September 2021

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
28/09/2021	Full	Good
27/08/2019	Full	Good
31/07/2018	Full	Outstanding
11/07/2017	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: inadequate

Children's day-to-day experiences are poor. Some children have been physically assaulted by other children. Staff have been unable to de-escalate situations and manage children's behaviours effectively. This has left some children feeling anxious and suicidal, with some choosing to isolate themselves in their bedrooms to keep themselves safe.

Some children frequently experience name-calling and threats of harm from other children. Staff do not help children to understand or consider the needs and behaviours of their peers. This is a missed opportunity to promote tolerance, diversity and acceptance. Many of these incidents go unchallenged by staff. On the occasions when this type of behaviour is challenged by staff, the challenge is ineffective. This means that children are exposed to a continued risk of harm.

Children's progress in education is limited. Some children have not had a suitable educational placement for a long time. In these circumstances, staff do not ensure that they advocate effectively for children or escalate their concerns. This does not ensure that children's education needs are met or that they have access to the equipment they need to support their learning.

There is, sometimes, a significant delay in routine health appointments being made when children move into the home. Furthermore, referrals to specialist services based on children's individual needs are not pursued. As a result, children's health needs are not being met.

Children are not always supported to spend regular time with those who are important to them, even when children have expressed a clear wish and these visits have been agreed. This does not help children to feel listened to and does not promote positive relationships for children.

The experiences for some children are more positive. For example, one child has made considerable social and emotional progress since moving into the home. Children who move on from the home in a planned way are provided with good support from staff. They are carefully prepared both emotionally and practically, and extensive co-working takes place with the new placement. This helps to ensure a smooth and successful transition.

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

There has been a failure to recognise and respond appropriately to children who are at an increased risk of self-harm. There is an increase in incidents where children self-harm. When children tell staff that they feel suicidal, effective action has not

been taken to help and support children. Furthermore, leaders and managers have not identified these shortfalls in staff practice. This means that children do not receive immediate support, and referrals to specialist services are not made. This leaves children in distress and at risk of further harm.

Children's risk assessments are not always accurate. Leaders and managers do not provide staff with clear direction and guidance on how to manage or reduce risks to children. For example, some children are at a higher risk of harm from the use of mobile phones and access to social media. There has been a failure to ensure that appropriate restrictions and checks are in place to safeguard children effectively. As a result, children are accessing inappropriate information which significantly increases their risk of harm.

Leaders and managers do not suitably risk assess the needs of children prior to them moving into the home. As a result, there is an increase in bullying. Some children said that they were unhappy living in the home. Some children have experienced unplanned moves out of the home. This does not provide children with positive experiences.

Direct work with children is identified but not carried out. As a result, children are without the necessary support and interventions that they require. This leaves children vulnerable to harm.

When children are known to have items that they are using to self-harm, staff carry out room searches. These searches often uncover other items that may place children at risk. However, not all room searches are recorded. This means managers are unable to have full oversight of potential risks to children's safety.

The effectiveness of leaders and managers: inadequate

Staff have not received the relevant training to meet the children's individual needs. As a result, some staff do not have the required skills and knowledge to provide good-quality safe care to children.

Staff are not consistently debriefed following physical restraints on children. This does not provide staff with opportunities to reflect on their practice and provide effective care and support to children.

Supervision arrangements for staff are not in line with the home's statement of purpose. Some staff have not had supervision for several months. This does not help and support staff to develop their skills and knowledge or to identify areas of practice that are to be improved.

Staff's experiences of working in the home vary, and there has been a high staff turnover since the beginning of the year. The vast majority of current staff are new. Some staff feel supported by managers and colleagues. Others are unhappy with working practices and inconsistent approaches towards the children. This has caused discontent among staff and, at times, intolerance of the children's

behaviours. It is likely that the children will pick up on this and feel uncomfortable and anxious.

The manager's monitoring systems are ineffective. This means that emerging themes relating to children's care and safety are not quickly identified and opportunities to address shortfalls and make improvements are missed.

The manager has failed to notify Ofsted of one serious incident. This oversight has prevented Ofsted from having a full understanding and from being assured that all the necessary actions have been taken to safeguard the children.

A quality of care review has not been completed within the required time frame. As a result, Ofsted is not able to review the progress that the children are making and the actions the home is taking to support this progress.

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
In meeting the quality standards, the registered person must, and must ensure that staff— if the registered person considers, or staff consider, a placing authority's or a relevant person's performance or response to be inadequate in relation to their role, challenge the placing authority or the relevant person to seek to ensure that each child's needs are met in accordance with the child's relevant plans. (Regulation 5 (c))	7 August 2022
The children's views, wishes and feelings standard is that children receive care from staff who— take their views, wishes and feelings into account in relation to matters affecting the children's care and welfare and their lives. (Regulation 7 (1)(c))	7 August 2022
The education standard is that children make measurable progress towards achieving their educational potential and are helped to do so. In particular, the standard in paragraph (1) requires the registered person to ensure— that staff— 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; understand the barriers to learning that each child may face and take appropriate action to help the child to overcome any such barriers; help each child to understand the importance and value of education, learning, training and employment;	7 August 2022

promote opportunities for each child to learn informally; maintain regular contact with each child's education and training provider, including engaging with the provider and the placing authority to support the child's education and training and to maximise the child's achievement; help a child who is excluded from school, or who is of compulsory school age but not attending school, to access educational and training support throughout the period of exclusion or non-attendance and to return to school as soon as possible; help each child to attend education or training in accordance with the expectations in the child's relevant plans; and that each child has access to appropriate equipment, facilities and resources to support the child's learning. (Regulation 8 (1) (2)(a)(ii)(iii)(iv)(v)(vi)(viii)(x)(b))	
*The positive relationships standard is that children are helped to develop, and to benefit from, relationships based on— mutual respect and trust; an understanding about acceptable behaviour; and positive responses to other children and adults. In particular, the standard in paragraph (1) requires the registered person to ensure— that staff— help each child to develop socially aware behaviour; de-escalate confrontations with or between children, or potentially violent behaviour by children; understand and communicate to children that bullying is unacceptable; and have the skills to recognise incidents or indications of bullying and how to deal with them; and that each child is encouraged to build and maintain positive relationships with others.	7 August 2022

(Regulation 11 (1)(a)(b)(c) (2)(a)(ii)(xi)(xii)(xiii)(b))	
*The protection of children standard is that children are protected from harm and enabled to keep themselves safe. In particular, the standard in paragraph (1) requires the registered person to ensure— that staff— 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; help each child to understand how to keep safe; have the skills to identify and act upon signs that a child is at risk of harm; manage relationships between children to prevent them from harming each other; understand the roles and responsibilities in relation to protecting children that are assigned to them by the registered person; take effective action whenever there is a serious concern about a child’s welfare; and are familiar with, and act in accordance with, the home’s child protection policies. that the home’s day-to-day care is arranged and delivered so as to keep each child safe and to protect each child effectively from harm. (Regulation 12 (1) (2)(a)(i)(ii)(iii)(iv)(v)(vi)(vii)(b))	7 August 2022
*The leadership and management standard is that the registered person enables, inspires and leads a culture in relation to the children’s home that— helps children aspire to fulfil their potential; and promotes their welfare. In particular, the standard in paragraph (1) requires the registered person to—	7 August 2022

lead and manage the home in a way that is consistent with the approach and ethos, and delivers the outcomes, set out in the home's statement of purpose; ensure that staff have the experience, qualifications and skills to meet the needs of each child; understand the impact that the quality of care provided in the home is having on the progress and experiences of each child and use this understanding to inform the development of the quality of care provided in the home; and use monitoring and review systems to make continuous improvements in the quality of care provided in the home. (Regulation 13 (1)(a)(b) (2)(a)(c)(f)(h)	
The registered person must notify HMCI and each other relevant person without delay if— there is an allegation of abuse against the home or a person working there. (Regulation 40 (4)(c))	7 August 2022
The registered person must complete a review of the quality of care provided for children ("a quality of care review") at least once every 6 months. In order to complete a quality of care review the registered person must establish and maintain a system for monitoring, reviewing and evaluating— the quality of care provided for children; the feedback and opinions of children about the children's home, its facilities and the quality of care they receive in it; and any actions that the registered person considers necessary in order to improve or maintain the quality of care provided for children. After completing a quality of care review, the registered person must produce a written report about the quality of care review and the actions which the registered person intends to take as a result of the quality of care review ("the quality of care review report"). The registered person must—	7 August 2022

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

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

The system referred to in paragraph (2) must provide for ascertaining and considering the opinions of children, their parents, placing authorities and staff.

(Regulation 45 (1) (2)(a)(b)(c) (3) (4)(a)(b) (5))

* These requirements are subject to a compliance notice.

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: SC061439

Provision sub-type: Children's home

Registered provider: Young Foundations Limited

Registered provider address: 7 Grosvenor Street, Chester CH1 2DD

Responsible individual: Nicola Dixon

Registered manager: Post vacant

Inspector

Emma Ridley, Social Care Inspector

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