

SC062785

Registered provider: Mig House Residential Care Home Ltd

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is owned by a private provider, and it provides care for up to nine children who have a learning disability.

The home registered with Ofsted in February 2005, and the manager registered in July 2012.

The manager is suitably qualified and experienced and was present throughout this inspection.

Children were present during this inspection, and the inspector spent time with them.

Inspection dates: 21 and 22 March 2023

Overall experiences and progress of children and young people, taking into account	outstanding
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How well children and young people are helped and protected	outstanding
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The effectiveness of leaders and managers	outstanding
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The children's home provides highly effective services that consistently exceed the standards of good. The actions of the children's home contribute to significantly improved outcomes and positive experiences for children and young people who need help, protection and care.

Date of last inspection: 20 December 2021

Overall judgement at last inspection: outstanding

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
20/12/2021	Full	Outstanding
12/11/2019	Full	Outstanding
27/11/2018	Full	Outstanding
30/11/2017	Full	Outstanding

Inspection judgements

Overall experiences and progress of children and young people: outstanding

There were nine children living in the home at the time of this inspection.

Children receive highly individualised care and make good progress, particularly in the development of their communication and independence skills. Staff know and understand the children well and are responsive to their needs. Staff are highly skilled in communicating with children and use a range of communication methods to good effect.

Children are treated with dignity and respect, and staff talk about the children with warmth and fondness. This means that children have positive and trusting relationships with the adults in the home and, as a result, they feel safe and settled.

Staff have good relationships with professionals and families. They support children to stay in touch with those who are important to them and have been creative in ensuring that children and their families remain connected. A family member said that they 'trust' the home to care for their child.

All of the children, except for a new child in the home, attend an educational setting. Children are making progress, and professionals consulted with gave positive feedback about the care that children receive. One professional said that they had seen a 'massive change' and that staff 'have real warmth' towards the child. Children's education plans are all regularly reviewed and updated. The manager has worked closely with a school in implementing a safety plan to minimise risks and to provide a consistent approach to the management of risk.

Children have access to a range of activities in the home and community. The manager's ethos around disability not being a barrier to learning and experiences means that children are supported to engage in a range of activities where there is an element of measured risk. For example, children go to trampoline parks and theme parks, which give them a sensory experience and support them to join in with fun childhood activities.

Transitions in and out of the home are well planned and managed. Clear transition plans and risk assessments are discussed and shared with professionals and families. These clearly identify children's needs and how they can be best supported. Careful planning ensures that children are prepared for moving out of the home. Children are encouraged and supported to develop independent living skills and personal care skills. This gives them a sense of independence and achievement. Short stories that describe social situations are used to prepare children for moving in or out of the home. This supports children to have an understanding about what is happening in their lives.

Children's health needs are well met and understood. Staff have received additional training through specialist services to support with managing some complex health needs. The manager works well with other professionals and agencies in accessing additional guidance and support when needed. The manager strongly advocated for a child to ensure a medical concern was appropriately responded to and that medical attention was received. This meant that the child received essential and potentially life-saving treatment due to the manager's tenacity.

Staff support children to ensure that their voice is heard and use their extensive knowledge of the children to ensure their rights are upheld. Children's meetings are inclusive, and a range of topics are included, such as road safety and cooking simple meals. Children have short stories that describe social situations from these meetings shared with them to help their understanding.

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

Children are kept safe because staff know and understand the children and their vulnerabilities. Risks are well known and understood, and risk assessments provide staff with clear guidance on how to keep children safe. Staff receive training and have regular discussions in supervision sessions and team meetings about safeguarding children with disabilities.

Staff know and understand their responsibilities in documenting and sharing any concerns relating to safeguarding children. For example, staff work closely with schools in recording on body maps any bruises and marks that may require explanation. Any concerns are thoroughly discussed and shared with relevant professionals when necessary. This practice keeps children safe.

Incidents have been significantly reduced because staff know and understand the children well. They can recognise children's moods and the signs they may be becoming distressed or unwell and intervene using de-escalation and distraction to minimise incidents from occurring. Incidents involving the use of restraint are rare, and there have been no restraints in the last year.

Children are provided with clear and consistent boundaries, structure and routines. This helps children to feel safe and secure, and there have been no complaints, allegations or missing episodes in the last year. Behaviour support plans are individual and contain a range of strategies designed to help staff to effectively support children. Staff are highly skilled at managing complex behaviour.

Staff are recruited using systems designed to protect children. All relevant checks are completed prior to staff working with children. This means that children are cared for by adults who are deemed suitable. New staff complete a probation period, shadow shifts and have regular supervision and mentoring. This allows opportunities to discuss staff working practices and supports staff to develop knowledge and awareness of their roles.

Children are provided with a safe environment. They engage in regular fire drills and are supported by staff to learn how to safely leave the home should there be an emergency that requires this. All of the children have personal evacuation plans in place. These provide staff and other professionals with information about the support that children may need in the event of an emergency.

The effectiveness of leaders and managers: outstanding

The manager is highly organised and efficient and has excellent oversight of the home. They are child-centred in their practice and are a positive role model and mentor to the staff team. They have high aspirations for the children and strongly advocate to ensure that the children's voice is heard and that their rights are upheld. They, alongside the management team, provide exceptional leadership in the home.

The manager knows and understands the children well. They have good awareness of children's needs and an understanding of barriers that may impact on children's progress. They are creative in looking for solutions to improve children's lives and outcomes.

The manager is supported by a stable and committed team. Most of the staff have worked at the home for several years and feel valued and happy in their roles. They trust and respect the manager and appreciate the additional training and information-sharing that help them to develop their knowledge and understanding.

Staff have regular and reflective supervision sessions and appraisals. Feedback from professionals, staff and children and observations of practice help inform supervision and appraisals. This supports staff development and practice. Outcomes from serious case reviews, legislation and guidance are routinely shared in supervision and team meetings. This supports staff to develop a wider understanding of their roles and areas for learning and further discussion.

Staff have completed a wide range of mandatory training and additional training specific to children's needs. Most staff hold a relevant qualification for working with children and are supported and encouraged to further their learning outside of the home. For example, one staff member is undertaking a master's degree in special educational needs. Staff are skilled in their roles, particularly around meeting the communication needs of children. They have all undertaken additional training to ensure that they can effectively communicate and give children a voice.

Staff have a clear vision for the home and look at ways to continuously develop and improve standards. Staff are accountable and are given additional responsibilities to further develop their skills and knowledge. This supports staff to be engaged in the development of the home.

The manager works well with external professionals and is an integral part of a multidisciplinary team. They are well respected by other professionals, with one professional saying that they went 'above and beyond' to ensure that a child's needs were met.

The physical environment of the home provides children with plenty of space to enjoy time on their own or with other children. Children's bedrooms are personalised, and children are helped to decorate and furnish them to their taste. There are photos of staff and children displayed throughout the home, which add to the homely feel. Some areas of the home are looking tired and are in need of some redecoration and deep cleaning. This detracts somewhat from the otherwise lovely presentation of the home.

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

Recommendation

- The registered person should ensure that children are provided with an environment that is well maintained, clean and homely. ('Guide to the Children's Homes Regulations, including the quality standards', page 15, paragraph 3.9).

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: SC062785

Provision sub-type: Children's home

Registered provider: Mig House Residential Care Home Ltd

Registered provider address: 8 Bushwood, London E11 3AY

Responsible individual: Khairoonessah Dustagheer

Registered manager: Nicola Anson

Inspectors

Sarah Orriss, Social Care Inspector

Kristen Judd, Social Care Inspector

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