

## **Children's homes inspection - Full**

|                                |                        |
|--------------------------------|------------------------|
| <b>Inspection date</b>         | <b>29/09/2015</b>      |
| <b>Unique reference number</b> | <b>SC066393</b>        |
| <b>Type of inspection</b>      | <b>Full</b>            |
| <b>Provision subtype</b>       | <b>Children's home</b> |
| <b>Registered manager</b>      | <b>Vacant</b>          |
| <b>Inspector</b>               | <b>Phillip Morris</b>  |

|                                                                                                 |                               |
|-------------------------------------------------------------------------------------------------|-------------------------------|
| <b>Inspection date</b>                                                                          | <b>29/09/2015</b>             |
| <b>Previous inspection judgement</b>                                                            | <b>Improved effectiveness</b> |
| <b>Enforcement action since last inspection</b>                                                 | <b>None</b>                   |
| <b>This inspection</b>                                                                          |                               |
| <b>The overall experiences and progress of children and young people living in the home are</b> | <b>Good</b>                   |
| The children's home provides effective services that meet the requirements for good.            |                               |
| <b>how well children and young people are helped and protected</b>                              | <b>Good</b>                   |
| <b>the impact and effectiveness of leaders and managers</b>                                     | <b>Requires improvement</b>   |

**SC066393**

## **Summary of findings**

### **The children's home provision is good because:**

- High standards of individualised care is provided to young people. This helps them to make sustained progress from difficult starting points.
- Young people have excellent relationships with staff. Nurturance and a family atmosphere in the home enable young people to thrive and progress.
- Young people's need for education and training are met, valued and encouraged. Success is celebrated.
- The Physical and emotional health needs of young people are met through the staff working effectively, in partnership with agencies.
- Relationships between young people and their families are valued. Contact with those important to young people is promoted when in their best interests.
- Young people are safeguarded by good staff practices. Staff understand the risks to young people, they anticipate these risks and take pro-active action.
- Behaviour is managed well. Young people understand what acceptable behaviour is. They respect the staff caring for them. This provides a firm foundation for good behaviour management going forward.
- Some shortfalls have been identified. These include changes to the management of the home in which Ofsted was not notified. Additionally the home is now without a registered manager. The statement of purpose is inaccurate not reflecting changes to management, and staff not receiving training in areas stipulated in the statement of purpose.

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

### Statutory Requirements

This section sets out the actions which must be taken so that the registered person/s meets 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 with the given timescales.

| Requirement                                                                                                                                                                                                                                                        | Due date   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| The registered person must-keep the statement of purpose under review and, where appropriate, revise it; and notify HMCI of any revision and send HMCI a copy of the revised statement within 28 days of the revision. (Regulation 16(3)(a)(b))                    | 30/10/2015 |
| The registered person must appoint a person to manage the children's home if there is no registered manager in respect of the home. (Regulation 27(1))                                                                                                             | 30/10/2015 |
| The registered provider appoints a person to manage the home, the registered provider must, without delay, give notice of-<br><br>(a) the name of the person so appointed; and<br><br>(b) the date on which the appointment takes effect. (Regulation 27(2)(a)(b)) | 30/10/2015 |

## Full report

### Information about this children's home

The home is registered to provide care to young people with emotional and behavioural difficulties aged between 9 and 17 years old at the time of admission of either gender. The home is registered to provide up-to-three placements.

The home is privately owned and managed by a large national organisation and provides services under a contract to one local authority.

### Recent inspection history

| Inspection date | Inspection type | Inspection judgement   |
|-----------------|-----------------|------------------------|
| 26/03/2015      | CH - Interim    | Improved effectiveness |
| 17/12/2014      | CH - Full       | Good                   |
| 17/03/2014      | CH - Interim    | Good progress          |
| 26/09/2013      | CH - Full       | Good                   |

## Inspection Judgements

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Judgement grade |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <b>The overall experiences and progress of children and young people living in the home are</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>good</b>     |
| <p>Young people are happy, content and make good progress in all areas of their lives. The staff provide a high standard of individual care for them. The environment is homely, calm and reflects the young people living there. Key-carers provide a great deal of care and support. This care can be likened to that of a good parent. They attend parents evenings, sports days and celebrate special occasions. A member of staff said: 'All the young people are different, you have to really get to know them and understand them'. Young people as a result have grown in confidence and self-esteem and see the home as theirs.</p> <p>Insightful and devoted staff members are committed to providing high quality care. The young people living at the home have remained a stable group with no admissions or discharges since the last inspection. They are supported by good care planning that is regularly reviewed in line with their developing needs. The staff set realistic, achievable goals for them to achieve, with support. For example, one young person when starting at the home struggled to speak the English language. This impacted upon his confidence. Through support in the home and at school he is now fluent in English, has just completed the National Citizenship scheme. With increased confidence, improved self-esteem he is making excellent progress.</p> <p>Education and training are valued by the staff. They understand the crucial importance of educational or vocational attainment for young people's futures. As a result all of them are either in education or attending college. The barriers to education and learning are well understood by the staff team. Practical and emotional support is provided to young people, ensuring they maintain education placements. Positive relationships with schools are maintained and young people are helped with homework, projects and additional studies. This enables them to make progress.</p> <p>Health needs of young people are met. Staff ensure all primary health care appointment such as dental and optician's appointments are kept. Additionally, annual health care reviews are undertaken and these measures ensure they remain in good health. Emotional health and well-being is promoted, those young people requiring additional mental health and therapeutic services receive them. Staff members advocate on their behalf to ensure they receive services they need in a timely manner.</p> <p>Young people eat a balanced and nutritional diet and take regular exercise. For</p> |                 |

example, one young person attends the local gym three times per week. As a result, losing weight and feeling better about himself. Smoking is actively discouraged, currently one young person smokes. To his credit there is a marked reduction in his smoking. This has been supported by regular attendance at a smoking cessation clinic and additional support from staff members through individual work.

Young people receive the support they need to move forward with their lives. Staff work in a coordinated manner with other professionals. This includes social workers and specialist health care professionals. This helps them to understand the reasons they are in care, their backgrounds and experiences. They understand who is responsible and reasons for decisions being made about their care. Such as contact with family members, for some the reasons why this is not possible. As a result the young people have invested in their placements and are confident to voice their opinions.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Judgement grade |
| <b>How well children and young people are helped and protected</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>good</b>     |
| <p>Young people are safe and kept safe through robust safeguarding practice by the staff group. The staff group are knowledgeable, skilled in identifying risk to young people and what constitutes to risk taking behaviour. This is supported through the development of comprehensive risk assessments and plans. These cover areas such as: behaviour, friendship networks and risk of exploitation. They are reviewed regularly and in line with changing needs and circumstances. Risk management plans incorporate actions from a multi-agency perspective. Good coordination and cooperation between agencies. This keeps young people safe.</p> <p>Nurturing, caring and respected relationships exist between staff and young people. These relationships have created an atmosphere where behaviour is managed through dialogue, compromise and negotiation. There is no need to revert to punitive measures of behaviour management. This has resulted in no physical intervention having taken place. Young people are able to voice their frustrations with the knowledge they are listened to and understood by staff.</p> <p>The young people are increasingly safe. Staff have helped them understand the harmful effects of drug, alcohol and legal highs. As a result, these risk factors are not currently a concern. The young people, to their credit do not engage in these behaviours and are safer and healthier as a result.</p> <p>Episodes of young people going missing from care are rare. There has been a significant reduction of incidents over the past three months. The staff have</p> |                 |

managed these incidents through following procedures correctly. They have notified the appropriate agencies quickly, searched for the young person concerned, including going to known addresses. Upon young people returning home they are greeted warmly. They are encouraged to explore the reasons they went missing to prevent further reoccurrence.

There has been one allegation made against a staff member since the last inspection. This allegation was investigated in accordance with policy, procedure and guidance. This was resolved satisfactorily. There are detailed procedures in place relating to safeguarding children. These are reviewed and updated regularly. Staff members are well versed and trained in child protection. This is regularly updated. They understand procedures and what actions to take to safeguard young people.

The environment is clean, suitable furnished and homely. There is evidence throughout the building of the home being personalised by young people. Their rooms are well furnished and comfortable. They take an active part in making decisions regarding the home, especially furnishings. There are photos of the young people with staff and during the inspection one young person, with support from staff potted decorative outdoor plants. This denotes a home they are proud to live in and make their own.

Young people have adults they can turn to for help and support. Social workers, independent reviewing officers and other professionals keep in regular contact with them. They have access to independent means of communication. Young people know how to complain. They receive the services of an independent advocacy scheme. This means that young people receive constant oversight from professionals outside of the home. This provides additional safeguards.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Judgement grade             |
| <b>The impact and effectiveness of leaders and managers</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>requires improvement</b> |
| <p>The registered manager left the home in September 2015, moving to manage other homes within the organisation. There is a newly appointed manager in post. She has transferred from a senior position in another home. Ofsted have not received notice of the changes to the management arrangements. This hinders the regulator between inspections being kept informed of changes in management. As a result of these recent changes to management, the home does not have a registered manager in post. The new manager does have a significant amount of experience of working in children's residential care, although does not have previous management experience. She has an NVQ level 3 in care and has enrolled onto the level 5 diploma in residential management. The transitional arrangements</p> |                             |

in the management of the home were poor. The new manager was provided with an insufficient handover. She did not know where key documents were kept such as incident reports and information pertaining to young people. There were no handover of staff members through joint supervisions. This poorly managed transition led to young people and staff being vulnerable to poor and uninformed decision making.

Key stakeholders, parents and Ofsted have inaccurate information in the statement of purpose. The recent changes of management, changes in the wider staff team have not been incorporated. Also the statement of purpose reports that staff undertake training courses in managing harmful behaviours. This is inaccurate with not all staff receiving this training.

Good communication across the staff group takes place. Effective team meetings are well attended and provide the opportunity to share ideas and approaches. Staff members are mutually respectful and value each other. Action plans arise from these meetings are incorporated into young people's placement plans. This ensures that young people benefit from a staff team that communicate well and seek to continually update plans.

Expert consultation is provided to members of staff. Regular meetings take place with a psychologist who provides guidance and support. This benefits young people as staff members develop further insight and understanding of the difficulties facing young people.

The welfare of young people is a priority to staff and partner agencies. The staff work effectively with agencies and professionals such as social workers, health professionals, schools and others. They share information, coordinate responses to young people and secure resources to meet their needs.

Systems are in place to effectively monitor the quality of care being provided. The manager uses reports from the independent visitor, feedback from professionals and young people to consistently monitor the services. The manager uses this information to plan for ongoing improvement.

Previous requirements and recommendations have been met.

## What the inspection judgements mean

The experiences and progress of children and young people are at the centre of the inspection. Inspectors will use their professional judgement to determine the weight and significance of their findings in this respect. The judgements included in the report are made against *Inspection of children's homes: framework for inspection*.

An **outstanding** children's home provides highly effective services that contribute to significantly improved outcomes for children and young people who need help and protection and care. Their progress exceeds expectations and is sustained over time.

A **good** children's home provides effective services that help, protect and care for children and young people and have their welfare safeguarded and promoted.

In a children's home that **requires improvement**, there are no widespread or serious failures that create or leave children being harmed or at risk of harm. The welfare of looked after children is safeguarded and promoted. Minimum requirements are in place, however, the children's home is not yet delivering good protection, help and care for children and young people.

A children's home that is **inadequate** is providing services where there are widespread or serious failures that create or leave children and young people being harmed or at risk of harm or result in children looked after not having their welfare safeguarded and promoted.

## **Information about this inspection**

Inspectors have looked closely at the experiences and progress of children and young people living in the children's home. Inspectors considered the quality of work and the difference adults make to the lives of children and young people. They read case files, watched how professional staff work with children, young people and each other and discussed the effectiveness of help and care given to children and young people. Wherever possible, they talked to children, 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.

This 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 Children's Homes (England) Regulations 2015 and the *Guide to the children's homes regulations including the quality standards*.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, workbased learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It inspects services for looked after children and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015