

# SC357468

Registered provider: Time-Out Children's Homes Limited

Full inspection

Inspected under the social care common inspection framework

## Information about this children's home

The home provides care for one child who has experienced early childhood attachment disruptions, which may have a negative effect on their behaviour.

If required, children can access the organisation's school and therapy department.

The manager registered with Ofsted in July 2019.

### Inspection dates: 7 and 8 June 2022

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

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

The effectiveness of leaders and managers **outstanding**

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:** 24 May 2021

**Overall judgement at last inspection:** outstanding

**Enforcement action since last inspection:** none

## Recent inspection history

| Inspection date | Inspection type | Inspection judgement |
|-----------------|-----------------|----------------------|
| 24/05/2021      | Full            | Outstanding          |
| 29/05/2019      | Full            | Outstanding          |
| 12/06/2018      | Full            | Good                 |
| 11/09/2017      | Full            | Good                 |

## Inspection judgements

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

The child is exceptionally well cared for. The child is supported to build strong and positive relationships with staff. The child has a strong stable team of staff who work with them. Any changes to staffing are managed sensitively, with new staff introduced very gradually. This helps the child to feel safe and secure.

The child has made substantial progress from their starting point. Staff have very high aspirations for the child and support their engagement in education. Staff have regular meetings with teachers to ensure that the child's specific needs are met and challenge the school if they do not feel the right support is in place. As a result, the child is making excellent progress with their learning. A head of education said: '[Name of child] has made phenomenal progress; they are a success story. The difference in their behaviour and academic progress is amazing.'

Staff communicate effectively with each other and are reliable in their approach to caring for the child. There is a strong emphasis on using a 'secure base' model of care. Staff implement this in a consistent way that provides good boundaries and clear routines. This provides the child with a strong sense of safety and stability.

Positive behaviour is encouraged and achieved. Individually tailored and realistic incentives, which are agreed with the child, are in place. The child is helped to understand that they have something positive to aim for daily. Long-term goals are displayed in the home. This is a visual display where children can express what their goals are. As a result, they feel ownership for their own positive behaviour and outcomes.

Staff place a strong emphasis on providing children with opportunities which expand their life experiences. Children have access to a wide variety of different educational and enjoyable activities in the home. In addition to home-based activities, children are encouraged to attend local activities, such as horse riding, swimming and gymnastics. The child has been on holiday and enjoys visiting farms and parks. The new opportunities that the child has been offered have helped them to develop their social skills. Developing these skills will help them communicate and improve their relationships with their peers and adults.

Staff offer genuine warmth and acceptance to the child in their care. Because of this, the child chooses to spend time with staff and enjoy that time having fun. The child has developed strong, trusting relationships with staff, which have helped to increase their feelings of confidence and self-worth. An independent reviewing officer said: 'The home has given [name of child] an anchor. They are in tune with their needs.' The child feels safe and valued. Staff provide the child with effective strategies to help them increase their ability to manage their feelings better, which will help to improve their resilience.

The home is comfortable and homely. The child's bedroom is personalised to their taste. The kitchen is due to be replaced and refreshed. The manager has a plan for when this will take place. Communal areas have photos of the child and staff spending time together and taking part in enjoyable and exciting activities. A significant amount of care and attention has been taken to make this a welcoming home with a family feel.

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

The child is kept safe. The staff understand the child in their care extremely well. There are detailed risk assessments which are regularly updated to reflect any changes for the child. The risk assessments capture all the known risks and identify strategies for staff to follow that are effective in reducing risks.

Staff take a supportive approach to helping the child manage their behaviour and emotions. The child has a clear and simple age-appropriate strategy that helps them bring their emotions to a level where they feel calm and safe. As a result, the need for physical restraint has significantly reduced for this complex and traumatised child.

Managers and staff have a detailed and well-researched understanding of child development and the effects of early life experiences. The model of care provides children with a sense of family membership and belonging.

Staff have a comprehensive understanding of the child, their complex history and their needs. They offer lots of nurture and support to ensure that their emotional needs are met. This has meant that there have been no episodes of going missing from care.

Staff work alongside therapists to understand what the child needs individually, and they put measures in place to support their positive behaviours. The child has regular access to therapeutic support, which builds their self-esteem and helps them manage their feelings.

**The effectiveness of leaders and managers: outstanding**

The registered manager is very passionate about providing an environment which is like a supportive and caring family home. The manager is very child-focused. She knows the children and the staff team extremely well. She is aware of the home's strengths and weaknesses and uses highly effective monitoring systems to identify when change or improvement is needed. The child thrives in this environment and is extremely well supported.

Staff have access to regular, reflective supervision with the manager or senior staff members. They also have access to biannual appraisals to support them to identify any learning needs or development opportunities. The organisation supports staff

development with a structured career pathway. Having this in place motivates staff, keeps them engaged and helps them to remain enthusiastic about their role.

The manager places a strong emphasis on 'psychological safety'. This is a model which encourages and supports staff to communicate effectively with each other and feel safe to raise any issues they may have. The home has a stable, consistent team of staff who communicate very effectively. Staff trust the manager and feel secure in their role and in the excellent quality of care they are offering the child.

Staff express their genuine love for the job and get a great deal of satisfaction in their caring role. They feel that the manager is an organised and supportive leader. A member of staff commented: 'She [the manager] strives for the best from the staff and for the child.' As well as regular supervision, staff have access to regular therapeutic consultations which assist them to offer thoughtful, intelligent and informed care to the child.

Leaders and managers have excellent working relationships with partner agencies. A social worker said: 'They are proactive and well organised. I receive regular updates and I know parents are updated through regular reports.' Agencies who work with the child are kept well informed about their well-being, which contributes to joined-up working and ensuring that all aspects of the child's needs are met.

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

### **Recommendation**

- The registered person should ensure that all areas of the home are homely and in good working order, such as the kitchen and kitchen equipment, which require updating. ('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:** SC357468

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

**Registered provider:** Time-Out Children's Homes Limited

**Registered provider address:** Unit 2, Ripponden Mill, Mill Fold, Ripponden  
Sowerby Bridge, West Yorkshire HX6 4DH

**Responsible individual:** Dominic Macauley

**Registered manager:** Sally Croft

## Inspector

Cathy Wilkins, Social Care Inspector

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