

SC411616

Registered provider: Calcot Services for Children Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home is privately owned. The provider states in the statement of purpose that the home provides care for up to three young people who have emotional and behavioural difficulties. A therapeutic approach is taken in working with children and young people, with the aim of enabling them to return to their family home, to alternative family placements or to move on to independent living.

Due to COVID-19, at request of the Secretary of State, we suspended all routine inspections of social care providers carried out under the social care common inspection framework (SCCIF) on the 17 March 2020. We returned to routine SCCIF inspections on 12 April 2021.

The Registered Manager was registered with Ofsted in March 2018.

Inspection dates: 8 to 9 December 2021

Overall experiences and progress of children and young people, taking into account	good
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How well children and young people are helped and protected	good
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The effectiveness of leaders and managers	good
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The children's home provides effective services that meet the requirements for good.

Date of last inspection: 26 February 2020

Overall judgement at last inspection: Outstanding

Enforcement action since last inspection: None

Recent inspection history

Inspection date	Inspection type	Inspection judgement
26/02/2020	Full	Outstanding
04/09/2018	Full	Good
05/12/2017	Full	Good
22/03/2017	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: good

Staff provide children with child-centred care. They support children by providing them with positive experiences and fun. When a referral is received, staff work alongside social workers, parents and families to ensure that assessments are thorough. A well-planned introductory process means that the background, experiences and cultural needs of children and families are known and understood.

Children live in an exceptionally well-maintained, homely and nurturing environment. The children are involved in the day-to-day care and decoration of their home. They use the process of decorating and maintaining their personal spaces as a calming experience and one that gives them ownership. One child proudly informed the inspector that she chose all the decorations in her room and helped to decorate it to her liking.

Relationships between the manager, staff, children, parents and other professionals are highly effective. A child's mother described the staff as 'very supportive to her child's needs' and she does not know what she would do without them. The social worker also confirmed this by adding that staff are consistent in their approach; they are firm with boundaries to keep the child safe, and they report any concerns to ensure follow-up. This positive bond between adults and children has been instrumental in helping the children to make significant progress.

Children are encouraged to celebrate different occasions, involving family when possible. In preparation for Christmas, staff have supported children to purchase and prepare gifts for their families. One child said that she had enjoyed these activities and was looking forward to visiting family at Christmas. Another child was pleased to have received a handcrafted advent calendar from a family member and had decorated this in her room. This helps children to feel connected to their families and be part of the festive celebration.

Children enjoy being at school and have made good progress. The manager and staff have actively advocated for children to be placed in suitable schools. For example, one child could not be enrolled in mainstream education due to previous behaviours. The manager challenged this decision effectively, highlighting the child's progress, and this resulted in the child's enrolment at a school that met their needs. As a result of the home's positive attitude and support, children understand the importance of education, and some have made plans to move on to college in the coming year.

Staff communicate effectively with children. They ensure that children are given space and time to reflect on their progress and areas of interest. Children are supported to engage in very sensitive discussion regarding past traumatic experiences and how they wish to be supported to manage their feelings and

emotions. One child described how she had become much more confident and could now talk to someone that she didn't know, such as the inspector.

Children have been encouraged to develop a sense of giving and caring. They have been supported to take part in charity events where they have completed community five kilometre runs, and given clothes and other donations to those in need. This has enabled children to feel part of the wider community and to have a sense of belonging and caring.

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

Safeguarding processes are well managed. Staff use their training, team discussions and other tools, such as individualised assessments and protocols, to ensure that children are safe. As a result, a consistent approach is used across the team.

When children place themselves at risk, such as going missing from the home, the staff respond quickly and work closely with external agencies to safeguard children and reduce risks. The manager and staff team work closely with the police and family members to ensure that children are returned home safely. Further support is provided by the police safeguarding team and the staff, to inform children about the possible risks that they may face when missing from home.

Physical restraints are rarely used. When children experience emotional difficulties, staff respond compassionately. They consistently use a PACE (playfulness, acceptance, curiosity and empathy) approach to help children become calm. This has enabled the children to self-regulate and to make safer choices about how to manage their feelings and emotions. This was acknowledged by one social worker who noted that, even though their child presented with 'excessive' behaviour, staff responded above expectation and worked hard to keep them safe.

Care plans and assessments are well documented and indicate an individualised approach to the support given to children. In addition, they describe types of de-escalation processes and restraints, and how these could have an effect on the child and staff. They also provide an excellent reflection on the physical and emotional healing process for children and staff. However, assessments are not always reviewed when incidents occur.

Staff challenge any bullying or aggressive behaviours displayed by children to their peers. They ensure that this is done in a safe environment, as, in some cases, these behaviours are presented when out in the community. Children are reminded of home boundaries and how these are to be adhered to. Children are also encouraged to engage in restorative discussions. They are able to challenge each other's behaviours safely and explore friendlier and more respectful ways of living together.

The effectiveness of leaders and managers: good

The registered manager is child-centred, determined and motivational. She knows the children and adults well. Her support and guidance inspire her team of staff,

who appreciate her coaching skills and modelling of good practice. One member of staff said, 'The support and care that I receive from my manager have been endless throughout my time at this home. I have been made to feel so welcome and have been taught so much.'

The registered manager ensures that effective processes are in place to monitor the progress made by children. She has implemented new systems that give clear timelines and measure trends in children's safety and progress. She also makes good use of guidance from the reviews and reports provided by the independent visitor, to improve the service. Nevertheless, some of the information provided by the independent visitor has been insufficient and at times omits details about incidents that have occurred in the home.

Staff accurately record incidents. The manager's oversight clearly guides staff on the use of expected practice, and information is shared in a timely way with parents and social workers. However, on some occasions, leaders and managers have not notified Ofsted of serious events. The failure to report these events meant that Ofsted could not review the safeguarding practice in the home to ensure children's safety and welfare.

Staff, including the registered manager, receive regular and effective supervision. Staff are also provided with space to debrief and to have one-to-one discussions with the registered manager after serious incidents occur. Team meetings are facilitated by the registered manager and have a focus on developing skills; they also provide a safe space to reflect on care practice. One member of staff added, 'I am always made to feel comfortable, and my personal views and opinions are heard. This is done daily, but also through my supervisions too.'

High-quality training is provided to staff. Leaders and managers ensure that staff use the knowledge acquired to improve their practice and the care given to children. Additional training is provided to staff when there is a need to develop specific skills to meet a child's needs. This helps staff with their professional development and skills to support children to manage their complex needs.

The registered manager and staff promote equality and diversity effectively. Children are encouraged to value each other's cultural backgrounds through engaging in discussions, celebrating different cultures and sharing their life experiences. Children are supported with their religious beliefs and encouraged to add personal effects in their bedroom in line with these. For example, staff have offered to take one child to church and given her access to online church services during the COVID-19 restrictions. Staff have also supported children to obtain suitable hair and skin products.

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
The leadership and management standard is that the registered person enables, inspires and leads a culture in relation to the children's home that— In particular, the standard in paragraph (1) requires the registered person to— demonstrate that practice in the home is informed and improved by taking into account and acting on— use monitoring and review systems to make continuous improvements in the quality of care provided in the home. (Regulation 13 (1) (2)(g)(h))	31 January 2022
The registered person must notify HMCI and each other relevant person without delay if— a child is involved in or subject to, or is suspected of being involved in or subject to, sexual exploitation; an incident requiring police involvement occurs in relation to a child which the registered person considers to be serious; there is any other incident relating to a child which the registered person considers to be serious. (Regulation 40 (4)(a)(b)(e))	31 January 2022
The independent person must produce a report about a visit ("the independent person's report") which sets out, in particular, the independent person's opinion as to whether— children are effectively safeguarded; and the conduct of the home promotes children's well-being. The independent person's report may recommend actions that the registered person may take in relation to the home	31 January 2022

and timescales within which the registered person must consider whether or not to take those actions. (Regulation 44 (4)(a)(b)(5))	
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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: SC411616

Provision sub-type: Children's home

Registered provider: Calcot Services for Children Limited

Registered provider address: Advantage, 87 Castle Street, Reading, Berkshire
RG1 7SN

Responsible individual: Harvinder Singh

Registered manager: Karen Hatch

Inspector

Alphie Khumalo, Social Care Inspector

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