

## Inspection report for Children's Home

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<b>Unique reference number</b>	SC062079
<b>Inspection date</b>	03/02/2011
<b>Inspector</b>	Liz Driver
<b>Type of inspection</b>	Random

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<b>Date of last inspection</b>	24/11/2010
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## About this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004 and the relevant National Minimum Standards for the service.

## The inspection judgements and what they mean

Outstanding:	this aspect of the provision is of exceptionally high quality
Good:	this aspect of the provision is strong
Satisfactory:	this aspect of the provision is sound
Inadequate:	this aspect of the provision is not good enough

## **Service information**

### **Brief description of the service**

This home forms part of the services provided by The Children's Trust. The Children's Trust provides holistic services for children with multiple disabilities and complex health needs.

The school provides 52 week placements for learners and is, therefore, registered as a children's home. This is in addition to being registered with the Department for Education as a non-maintained school for children with profound and multiple learning difficulties with an age range between five to 25 years.

The school has 44 educational placements. The registered children's home accommodates 33 pupils, in single or twin bedrooms. The boarding accommodation comprises three separate houses.

No learners were spoken to at this inspection due to their profound communication difficulties and as they were otherwise engaged in education and social activities. To interrupt their activities was deemed not beneficial for the learner.

## **Summary**

The overall quality rating is outstanding.

This is an overview of what the inspector found during the inspection.

This short-notice announced interim inspection looked at the progress the setting has made with the two recommendations made at the last inspection. These related to fire records and risk assessments. The provision has taken appropriate action to address previous recommendations. Staying safe was looked at.

Being healthy, enjoying and achieving, positive contribution, economic wellbeing and organisation were not looked at.

The provision continues to be outstanding in its practice to keep learners safe. Overall learners benefit from excellent safeguarding arrangements, competent staff and excellent relationships with families/carers and the learners themselves. All areas of the learners' complex needs and the environment they live in are risk- assessed extensively. The setting strives continually for further improvement through evaluative and reflective practice.

For the purpose of this report children and young people will be referred to as learners, the preferred choice of the setting, staff and parents.

## **Improvements since the last inspection**

The Registered Manager was asked to ensure fire records evidenced accurately that all staff have experienced fire evacuations and to ensure all individual risk assessments were up to date. The Registered Manager has introduced a new and improved recording system to ensure all fire evacuations are accurately recorded. All individual risk assessments are now on files and up to date. All risk assessments are of a high standard.

## **Helping children to be healthy**

The provision is not judged.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

The Children's Trust Charter for Children acknowledges all children have a right to privacy, dignity and to individual choice. The setting's mission statement underlines explicitly this ethos. Confidential records and other information are held securely in locked cabinets and drawers within locked offices. Toilet and bathing facilities afford good privacy for intimate care needs to be carried out.

There is a robust complaints procedure in place that parents and others are able to access easily. The home takes any complaint seriously and allows learners, their parents and others unrestricted access to such procedures. Complaints are dealt with in a timely manner with excellent record keeping and good outcomes for all involved. The setting will review and/or enhance procedures if necessary as a result of outcomes following an investigation. The setting invites regular attendance of a local advocacy service with excellent communication practices for learners to access.

The setting's safeguarding policy and procedures continue to be clear and detailed, and support good practice. The school works closely with its local authority designated officer, and the policies and procedures reflect the local authority's own procedures. All staff are trained in safeguarding, and care staff have a good understanding of their roles and responsibilities in keeping children safe. Staff supervise learners closely and often provide one-to-one support in order to meet their needs and keep them safe. There are no current or ongoing child protection issues at the home. The home's arrangements in this area actively promote learners' safety, protection and well-being.

Due to their profound disabilities the learners do not bully intentionally. Any aggressive behaviour that may occur is usually a result of learners' disabilities and frustration rather than malicious or calculated intent. In any event staff are alert to such conduct and deal with behaviours promptly.

Policies and procedures are in place for unauthorised absences. The inclination and likelihood of learners being absent without authority is extremely low due to their profound disabilities and very limited mobility.

The learners' behaviour is managed by positive reinforcement, encouragement and praise given verbally or by pictorial and signing methods. The emphasis is placed on ensuring that the overall environment is one likely to foster development through appropriate behaviour rather than to inadvertently encourage negative ones. Sanctions are not used as they are inappropriate due to profound disabilities of learners. Physical interventions are not used, however, there is a clinical holding policy and procedure which outlines clearly the use of skilled minimum pressure and age-appropriate techniques, including splinting and wrapping, if required for specific interventions. Therapeutic restraint is also used as an intervention which restricts the learner's movements to meet their individual therapeutic safety needs. All restraint and holdings are recorded in individual records and reviewed very regularly.

The home has a comprehensive health and safety policy with representatives on each of the houses and in the school. All areas of health and safety are risk assessed, checked regularly and reported on to the health and safety officer for the site. All staff receive fire awareness and health and safety training, with amended systems recently put in place to ensure consistent and appropriate recording. Each individual house and learner has a comprehensive fire risk assessment in place.

The trust's recruitment procedures continue to be robust ensuring maximum protection for learners. All volunteers undergo the same robust recruitment procedures as employed staff. The setting has taken on board changes in relation to the introduction of the Equalities Act implemented late 2010. Visitors are supervised closely and suitably.

### **Helping children achieve well and enjoy what they do**

The provision is not judged.

### **Helping children make a positive contribution**

The provision is not judged.

### **Achieving economic wellbeing**

The provision is not judged.

## **Organisation**

The organisation is not judged.