

## Inspection report for children's home

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<b>Unique reference number</b>	SC361167
<b>Inspection date</b>	19/01/2012
<b>Inspector</b>	Julian Parker
<b>Type of inspection</b>	Interim
<b>Provision subtype</b>	Residential special school (>295 days/year)

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<b>Date of last inspection</b>	04/08/2011
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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 to assess the effectiveness of the service and to consider how well it complies with the relevant regulations and meets the national minimum standards.

The report details the progress made by the provider since the last full inspection, identifies any further strengths, any areas for improvement and makes judgements as outlined in the *Inspection of children's homes – framework for inspection (March 2011)*.

### The inspection judgements and what they mean

<b>Good progress</b>	The children's home has demonstrated continued improvement in quality of care and outcomes for children and young people and where appropriate has addressed all requirements and the large majority of recommendations that were raised at the previous inspection.
<b>Satisfactory progress</b>	The children's home has maintained quality of care and outcomes for children and young people and where appropriate has addressed all requirements and the majority of recommendations that were raised at the previous inspection.
<b>Inadequate progress</b>	The children's home has failed to address one or more requirements and/or has not met the majority of recommendations and/or the quality of care and outcomes for children and young people have declined since the last full inspection.

## Service information

### Brief description of the service

This setting is an independent residential special school registered as a children's home. The service offers a comprehensive, integrated, specialised education and care package for up to 20 children aged between eight and 18 years who are diagnosed with an autistic spectrum disorder that usually includes associated complex needs. The service is provided for both full-time and respite care of students who are not permanently looked after.

The school has a wide range of on-site facilities, and children and young people are provided with access to educational, psychiatric and paediatric consultants for professional care, advice and support.

### Progress

Since their previous inspection the service is judged to be making **good** progress.

This school is registered as a children's home that is currently judged as outstanding following its last full inspection in August 2011. As a result of this interim inspection, the home is judged to be making good progress. Although no requirement or recommendations were made at the previous inspection, the provider has continued to develop and improve the service across several outcome areas. Notably, the living environment has been restructured throughout the main house to differentiate clearly between the three discrete units and to promote autonomy within staff teams. The service is also developing a small, short-breaks unit designed to address the needs of any child who may be accessing school education facilities but who is not, as yet, in need of being a 'looked after child'.

The deployment of staffing has been improved further. This has established closer working relationships between the education, medical and care teams, enabling an improved consistency of care for young people. The quality of this service has been commented upon positively by placing authority social workers.

Management monitoring of the service is dynamic, responding constructively to feedback from all sources, particularly the young people and their advocates. The manager actively monitors individual records and logbooks. This is alongside maintaining an active presence within the home to ensure that every aspect of practice is compliant with the required standards. This vigilance and direct feedback informs in a practical way the ongoing and ambitious development plans for the service.

Where young people live permanently in the home, they make noteworthy progress. When asked about what was good about the placement in a survey, one parent replied: 'everything! They meet my child's needs to the highest standard and are

always at the end of the phone if I need them and are happy and helpful. I couldn't ask for my child to be in a better placement.' Staff are committed to providing a consistent, nurturing base and positive, enriching experiences for young people. Parents feel they are kept well informed about the progress and safety of their child in the home.

Staff are supported with regular training opportunities that maintain and update their skills. The training available meets the statutory requirements and enhances staff's understanding of the complexity of learning disabilities, including autism, as this is specific to young people's needs. The staff team's stability, alongside training opportunities, ensures that they remain well equipped to meet the individual needs of the children and young people in this placement and to provide them with consistent care.