

Inspection report for children's home

Unique reference number	SC361167
Inspection date	12/03/2013
Inspector	Elizabeth Barrett
Type of inspection	Interim
Provision subtype	Residential special school (>295 days/year)

Date of last inspection	28/11/2012
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Service information

Brief description of the service

This setting is an independent residential special school registered as a children's home. The school offers specialised education and care for up to 20 children on a full-time basis, and two children under short-break arrangements. The school cares for children who are diagnosed with an autistic spectrum disorder and associated complex needs.

The inspection judgements and what they mean

Good progress	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.
Satisfactory progress	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.
Inadequate progress	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.

Progress

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

At the last inspection in November 2012 the overall quality rating of the service was judged as good, with two requirements and one recommendation made to improve the provision. This home has met the requirements and recommendation set; and has continued to demonstrate good progress.

Young people with autism and learning disabilities continue to make good personal progress living in this school. Progress is made in improving educational achievement, developing communication skills and making positive behavioural choices. For example, young people are developing their literacy and numeracy skills and learning to express feelings and emotions in an appropriate manner. As a result young people are building in confidence and self-esteem and improving their relationships with the adults who care for them.

The school is developing a new process for evaluating and evidencing key areas of progress for young people. Learning objectives are identified in relation to placement

aims for example promoting independence, with opportunities for young people to participate in life skills development in preparation for adulthood. Evidence of progress is captured through direct observations and one to one participation in activities with outcomes recorded on personal electronic plans. Consequently young people are fully supported to achieve progressive and measurable outcomes.

Significant improvements have been made to young people's case files since the last visit. Care planning frameworks are well organised and provide clear details in relation to individual care and support needs, with records of actions made following placement reviews. Individual files contain letters from the Registered Manager requesting placing authority documents and all records are monitored in line with internal quality assurance processes. This ensures placement information is up to date with appropriate action taken to address any shortfalls. Following the last inspection the school has forwarded a copy of the Regulation 34 monitoring report to the regulatory body in line with requirements.

The manager has further developed quality assurance and monitoring processes to ensure the effective evaluation of day-to-day practices. Changes to the staff handover process now include the delegation of specific tasks and responsibilities on a shift-by-shift basis. The shift leader is responsible for ensuring tasks are appropriately evaluated and signed off whereby staff are more accountable for completing areas of work effectively and efficiently.

The provider recently held a very successful recruitment day resulting in several appointments to new roles within the school. New staff are undertaking induction and mandatory training, and refresher courses have been held on safeguarding and fire safety awareness. The schools policies and procedures are under review with orientation processes taking place to ensure staff are fully conversant with the changes in relation to staff practice. The school is rolling out an internal development programme including a level 3 award in supporting individuals with learning disabilities. This means staff are supported to understand the specific needs of young people and to deliver positive care and transitions across the school.

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*.