

Inspection report for children's home

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Inspector	Paul Scott / Linda Christie
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Service information

Brief description of the service

This secure children's home is operated by a local authority and is approved by the Secretary of State to restrict young people's liberty. Education is provided on site within purpose-built classrooms.

The children's home can accommodate up to 20 young people, who are aged between 10 and 17 years. The admission of any young person over the age of 10 but under 13 years of age requires the approval of the Secretary of State.

Facilities available for young people's use include a sports hall, fitness suite, music studio, vocational skills zone and outdoor play areas.

The inspection judgements and what they mean

Outstanding: a service of exceptional quality that significantly exceeds minimum requirements

Good: a service of high quality that exceeds minimum requirements

Adequate: a service that only meets minimum requirements

Inadequate: a service that does not meet minimum requirements

Overall effectiveness

The overall effectiveness is judged to be **outstanding**.

This was an unannounced, full inspection of both the residential and education provision of this centre. The centre's fitness to continue to offer secure accommodation to young people was also assessed. A recommendation will be made to the Secretary of State for a three year approval to be given for the centre to continue to operate as a secure unit.

Young people are making excellent progress from their starting points and are thriving as a result of the quality of care and education they receive. Care planning and care practices are highly individualised. Staff work in a coordinated way with young people, their families and other important people involved in their lives. This ensures young people get the right support and guidance to help them address their offending and risk taking behaviour. As a result, young people achieve some outstanding outcomes with their confidence, resilience, health, self-responsibility and behaviour management.

Young people confirm this is a good place to be. One young person said, 'This is children's home first and a secure unit second.' Relationships between staff and

young people are a major strength. Staff take every opportunity to involve young people in all aspects of their care, listen to their opinions, suggestions and complaints, and where appropriate take action. As a result, young people feel valued and respected as individuals and take ownership of their lives.

Young people are kept safe and made to feel safe. Robust systems and excellent care practice ensure the welfare of young people is promoted at all times. Risk management is integral to all aspects of practice. Staff are skilful at balancing risk and vulnerabilities to minimise the negative impact of being in a secure setting.

Provision of education is good. The links between residential care and education are notably strong. Attendance is high and young people make good, sometimes outstanding progress with their academic studies. The headteacher has a clear focus on improving further the educational provision and opportunities for young people, with clear aspirations to be outstanding. Four recommendations are made. These relate to: further improving teaching, embedding functional skills across the curriculum, strengthening education support provided by care staff and improving planning for resettlement.

The centre is effectively and efficiently managed in the best interest of young people. There is a strong emphasis on providing a high standard of care for young people. Excellent use is made of a wide range of quality assurance and monitoring processes to ensure continuous improvement and development is maintained. Two further recommendations are made. These relate to notification of significant events and Regulation 33 monitoring.

Areas for improvement

Recommendations

To improve the quality and standards of care further the service should take account of the following recommendation(s):

- ensure that within 24 hours, Ofsted are notified of the occurrence of significant events in accordance with Regulation 30 (NMS 24.1)
- improve the system for Regulation 33 monitoring, in particular ensure visits and reports are of a consistently high quality and routinely include the views of children and where appropriate, children's parents and relatives (Volume 5, statutory guidance paragraph, 3.13)
- ensure children are supported to achieve their educational potential, in particular improve the quality of teaching and learning by building on best practice to ensure that all lessons are pitched appropriately to meet the needs of all learners (NMS 8)
- ensure the education and achievement of children is actively promoted, in particular further embed and integrate functional skills English and mathematics across the whole curriculum including vocational subject areas (NMS 8)

- ensure children are helped by staff to achieve their educational goals by developing further opportunities to involve care staff on the residential units in improving reading and writing skills among the least confident learners (NMS 8.4)
- ensure children receive educational opportunities which helps them prepare for and supports them into adulthood, in particular improve the provision of information, advice and guidance to support transition arrangements in collaboration with the resettlement team (NMS 12).

Outcomes for children and young people

Outcomes for young people are **outstanding**.

Young people enjoy excellent relationships with staff which are based on mutual respect and consideration. Staff provide a caring and nurturing environment for young people with clear expectations for behaviour. As a result, young people make significant progress during their stay at the centre. Several young people describe how they have changed their behaviour and the way they socially interact with each other since they came to the centre. One young person said he had previously struggled in group discussions but now he is more able to make his point with confidence. Another young man said he was very difficult when he first came to the centre and appreciates what staff have done and to help him to deal with his anger and achieve in a number of areas. He was particularly proud of his progress in education. One young person said, 'Staff at the centre are like an extra family.'

Young people are encouraged to express their feelings, wishes and concerns, and feel safe in doing so with staff who consistently engage with them in a calm and supportive manner. Clear boundaries are given to behaviour and social interaction. All young people could identify how their behaviour had improved and it was very noticeable how young people interacted courteously with the inspection team, shaking hands and welcoming them on to their living units.

Young people receive an excellent level of primary and mental health care to meet their individual needs. This is provided by a local organisation and is also very successfully supplemented by the work of the interventions team at the centre. Many of the staff in the interventions team are qualified counsellors and are well skilled in working therapeutically with young people. This team, the centre nurse and the mental health specialists work very well together and communication between the groups is excellent. This collaborative approach is highly effective in supporting young people's physical, emotional and psychological development.

Young people are encouraged to improve their lifestyle and consider diet, exercise, and the misuse of substances. They make excellent progress with all aspects of their health, particularly with regard to healthy eating and use of exercise. Young people understand the importance of getting plenty of exercise, eating well and drinking water regularly. Several young people said they realise they need to have a fitness plan as they are weighed monthly and they can quickly see when they are putting on additional weight.

The quality of food provided at the centre is good. None of the young people complained about the food and they ate all the food presented during the inspection. Young people confirm they have opportunities to talk to the chef and give him ideas for meals they would like to have. All special dietary needs are catered for, including for young people who follow a particular eating routine for religious or cultural reasons.

Young people have many excellent opportunities to develop interests and skills. The quality of enrichment activities and personal development is outstanding. A range of external individuals and groups provide activities at the centre, such as a recent drama course. Young people wrote the script, directed, filmed and acted in a short play explaining the life story of a young person who was given a sentence for assault. Inspectors saw the film, which was excellently produced and an outstanding example of collaborative working with all involved. Young people are very proud of the production and one young man now wishes to go to drama school to explore his acting skills further. There is considerable evidence around the centre in the form of displays of the work young people have done to celebrate religious and world events, including some that result in raising funds to improve circumstances for others.

Young people have a number of ways to make restitution both in the community and through raising funds for charitable organisations working with children and families. Two young people are currently working at residential settings in the local community for people living in sheltered accommodation and a short breaks care home for people with disabilities. They are involved in gardening and redecoration of facilities. In the past year young people have collected money for national charities and a school abroad. There are aims to expand even further both the work in the community and the fund raising.

Young people have good contact with family members and other appropriate visitors, including professionals. Parents are encouraged to visit their child and have regular telephone contact with them. A family visiting during the inspection confirmed they are made welcome and young people are encouraged to look after their guests, making them drinks and snacks as appropriate.

The preparation of young people for successful transition and learning practical life-skills is excellent. Young people learn a number of self-care skills, including their personal care, learning to plan, budget and cook meals and doing laundry. Many of the enrichment activities planned and delivered to young people during evenings, weekends and holidays from education include skills that they can use when they return to the community. These activities include work in the 'skills zone' area where young people learn carpentry, plumbing, building skills and welding. They also have numerous opportunities for cooking, learning about kitchen hygiene and food preparation. Many young people enjoy the coaching aspect of sports and several have moved on to related training in colleges upon release. The wide range of enrichment activities also contributes to young people building their self-confidence and improving self-esteem, all of which helps them integrate more effectively into social situations.

Quality of care

The quality of the care is **outstanding**.

The quality of care provided for young people is outstanding. Young people's individual and diverse needs are comprehensively assessed by a range of relevant professionals, including nursing staff, mental health practitioners, teachers and the interventions team, many of whom are trained to an appropriate level to assess substance misuse. The assessment of need and level of functioning leads to highly individualised planning for each young person, which covers all aspects of their physical, emotional and mental health needs. The identified holistic needs of each young person are clear to all staff involved with their care. When discussing young people staff describe them in a way that demonstrates a sound understanding of their needs.

Young people are actively encouraged to contribute to the day-to-day running of the centre through a group meeting which takes place every two weeks. The meeting is chaired by the allocated programmes worker, who provides a positive independent element. The programmes team are all trained and experienced group workers and they manage the process well, providing support to the resident group and staff. Young people are also consulted on a termly basis in education and have one-to-one sessions in tutorials and also with their key-workers. Young people from Ash Unit are being asked for their views on items to be purchased for the new unit which should be completed in September 2013 for them to move in to. Several of the young people have already been given an opportunity to visit the building and have commented on how differently it is designed compared with their current accommodation.

Care planning for young people includes an awareness of their cultural backgrounds and abilities, including learning disabilities, and how best to meet these. Individual and group work programmes effectively confront young people about past behaviour and attitudes and help them find better ways of dealing with stresses in their life. Key-workers and the programmes team work effectively together to ensure the targets set in the individual care plans are systematically and appropriately addressed and all progress is identified and shared with relevant professionals.

There are robust and well-integrated processes in place for staff in all departments working as a team with each individual young person. Communication is excellent with quick and detailed passing of information so all involved are informed of any changes to circumstances or to a plan of approach. For example, key-workers will inform the programmes worker if they feel the sessions planned would be inappropriate for the young person at a particular time. The interventions plan will then be appropriately altered and the more pressing identified needs addressed.

Staff provide good quality reports to the various review and planning meetings, ensuring the placing agencies and parents or carers are well informed of the progress made and the strategies to continue to address targets. There is

considerable evidence of young people's involvement in their care planning. The centre has its own review process in place, with weekly discussions taking place on a surgery basis. This facilitates a review of young people's progress and identifies any issues or necessary changes to the care plan. This reflects a positive process for oversight of young people's care and the targets planned to address issues that brought them to a secure facility.

Young people are appropriately registered with a General Practitioner (GP) and as far as possible all medical needs are addressed, including bringing vaccinations up to date. The centre has a part-time nurse who carries out all primary and initial mental health assessments on young people shortly after admission. The nurse ensures all outstanding or on-going medical treatments are referred to the appropriate community service. The GP, who is based in a local medical practice, visits young people if a medical condition or illness is identified. During their period at the centre young people have good access to other medical services such as dental treatments and checks with opticians. The centre has its own dental suite, which makes it easier for young people to see a dentist.

The GP and nurse work closely with the mental health provider and the local children and adolescent mental health service (CAMHS). This helps to ensure that all relevant medical information is shared regarding a young person's mental health needs, and to ensure identified areas are addressed as far as possible. Referrals are made to CAMHS services in the young person's home area if their stay at the centre is too short for comprehensive therapeutic work to commence.

Young people understand how to make a complaint and are confident to do so. They have free access to complaints forms which are monitored closely by senior staff and managers. Complaints are taken seriously and are responded to in a timely manner. Young people also have access to a grumbles book which is readily available in each unit. This provides an opportunity for young people to raise issues about the running of their unit. Young people have access to an independent advocate who visits weekly. No complaints or serious concerns were raised by young people during the inspection.

The centre is undergoing a major development on the site. This will provide two additional living units, one replacing Ash unit, which does not have en suite facilities for young people. Staff and young people have managed remarkably well considering half of the grounds is a building site. The first phase of the new building should be ready for occupation in late September 2013 with the full re-build completed in June 2014. The current living areas are appropriately maintained and bedrooms are personalised by young people. There is a regular programme of redecoration, but some areas are in need of attention. A decision has been made to redecorate once aspects of the new build are completed. A number of improvements have been made to the existing provision in the past couple of years, all of which have enhanced the quality of accommodation for young people and have improved resources. The standard of maintenance, fixtures, fittings and furniture are of a high quality and are respected by young people with very little damage being reported. Young people welcome the comfortable and relaxing environment in which they live and they take

care of their living areas as well as their bedrooms. The only concern raised by young people was the permanent light glow from the emergency lights in their bedroom and bathroom en suite. This was raised with the facilities manager who confirmed he would see what action could be taken to minimise the light.

Safeguarding children and young people

The service is **outstanding** at keeping children and young people safe and feeling safe.

There are excellent systems in place to help protect and promote young people's welfare with safety and security given a very high priority. Safeguarding procedures are extremely robust and run throughout all aspects of care practice. The Local Authority Designated Officer speaks very positively about how the centre maintains strong and transparent links with safeguarding agencies and professionals. There have been two incidents of a child protection nature since the last inspection. Both matters have been dealt with thoroughly to ensure young people are supported and their welfare protected. This includes making appropriate referrals to the local authority and advocating on young people's behalf to ensure their rights are upheld. Records relating to safeguarding issues are comprehensive. However, Ofsted were not notified of one reportable incident. This is attributed to a recording error as the document had been completed but not sent.

Care practice is supported by comprehensive risk assessments that staff use as working documents. Managers expect staff to keep their knowledge about young people up to date. Excellent use is made of formal supervision, scheduled handovers and staff meetings to discuss young people's needs, their behaviour and any areas of concern. This helps to ensure staff are aware of young people's known risks and vulnerabilities, and that arising concerns are quickly identified and managed in the best interest of young people. As a result, staff are able to adapt their practice to counteract concerns and to provide appropriate supervision, support and guidance to protect young people from harm.

Young people confirm that they feel safe and well protected. No concerns were raised by young people. Staff are acutely aware of the potential for bullying and the impact bullying can have on young people. They effectively manage the environment and group dynamics. This helps to ensure bullying, such as name calling, is promptly addressed with those involved in a supportive manner.

There have been three incidents of young people going missing since the last inspection, all occurring while young people were on mobility and preparing for release. The missing from home guidance has been updated to highlight the differences between the management of young people on welfare orders and those who are there on remand or sentence. Staff meticulously follow the missing from home guidance, including liaising with the police and relevant professionals to ensure a multi-disciplinary approach based on status, level of concern and risk. As a result, young people's risks are safely managed to secure a quick return to the centre, where they are seen as soon as possible by an independent advocate.

Young people benefit from staff who are well trained and have expertise in behaviour management. This enables them to deliver a consistent response when young people's behaviour is at its most challenging. Staff encourage acceptable behaviour using praise and encouragement. This is reinforced using the system for rewards and incentives, which is well embedded in unit life. Young people speak very positively about this system and strive to move from the lower level of bronze to the higher level of gold. A data collection system for tracking young people's behaviour is effectively used to monitor progress and identify trends and areas for concern. For example, staff score young people in terms of moods and emotions. Consistently low scores trigger a response for further assessment of the cause and the introduction of appropriate behaviour and risk management strategies.

The use of sanctions and separations are extremely low. Staff use relationships to good effect to manage situations of conflict and challenging behaviour. This is an indication of the patient, child-centred approach taken towards behaviour management. Restraint has been used on occasions, but only where necessary and as a last resort to prevent young people putting themselves or others at risk. All incidents of restraint are subject to rigorous scrutiny, including reviewing incidents using closed circuit television. This has proven highly effective in reducing the number of incidents and improving practice as part of the centre's commitment to restraint minimisation.

Processes for recruiting staff are extremely robust. All staff are thoroughly vetted and undergo a rigorous assessment process to ensure they have the right skills and competencies to work with vulnerable young people.

Young people benefit from living in a safe and secure environment. They are protected by an extensive range of health and safety procedures, risk assessments and routine checks. Young people and staff are regularly involved in fire drills to ensure they know how to safely evacuate the building in the event of a fire.

Leadership and management

The leadership and management of the children's home are **outstanding**.

Leadership and management are outstanding. Managers are highly motivated and enthusiastically drive a strong, child-focused approach across all aspects of care and education. They have high expectations of staff to provide young people with a positive care experience that improves their future prospects and outcomes. Strong links are maintained with the education headteacher and external professionals. This ensures young people receive the right services and support to meet their individual needs. The effectiveness of this approach is evident in the progress young people make in all aspects of their lives, including emotional stability, resilience, personal growth, education, behaviour management and relationships.

The centre meets the aims of objectives of its Statement of purpose that is comprehensive and regularly updated. A user-friendly version of this document is

available for young people, carers and parents. Additional information in the form of the children's guide provides young people with good information; not only about the service, but also who they can talk to if they have a concern or need advice. Young people, parents, carers and stakeholders confirm that they are clear about the purpose of the unit and the service and support provided.

The manager has effectively addressed the recommendation from the previous inspection. Improvements to the centre's missing from home procedures has resulted in clearer reporting protocols and ensures young people have access to an independent visitor upon their return.

There is a commitment to developing the service and securing future improvement. Managers and staff are aspirational and continue to work very hard to maintain their outstanding status. A comprehensive and detailed development and business plan is in place. This plan identifies areas for development over a two year period. Progress is regularly reviewed, including annual evaluation by the local authority scrutiny and strategy board. This helps to ensure planning and development are firmly underpinned by a sound, professional business base.

Quality assurance is an integral part of all aspects of operation. The centre's performance is scrutinised by the Youth Justice Board and records confirm that the centre is performing well. Internal management monitoring is rigorous and the systems for analysing data and information are extremely robust. Information is utilised well to identify the centre's strengths and areas for improvement. When shortfalls are identified, action is taken quickly to address these. This ensures a high quality of care is consistently maintained for young people. The centre is independently visited each month and a written report is prepared in relation to the conduct and operation of each of the three units individually. These reports are inconsistent in their quality, particularly in relation to the level of evaluation by the visitor and the extent to which the views of young people and their parents are reflected.

Young people benefit from care delivered by a stable, suitably qualified and experienced staff team who place young people's needs at the centre of their work. New staff are thoroughly inducted to the home and are expected to complete the Children's Workforce Development Council's induction standards within six month of employment. Staff are well supported both in daily practice and through formal supervision and performance management that clearly focuses on professional development and improving practice. Managers and senior staff are aware of the pressures of working in a secure environment and provide excellent personal support for their staff. Training needs are well met and there are good systems in place to ensure mandatory training is updated within timescales. As a result, young people are cared for by committed and competent staff who have a clear understanding of their roles and responsibilities.

Young people's records are of a good standard with some minor inconsistencies in the detail provided. All documents, including those held electronically, clearly identify young people's needs, how these needs are to be met and the progress young

people are making. Information is stored securely and shared confidentially to protect young people's privacy.

Outcomes in education and related learning activities

The outcomes in education and related learning activities are **good**.

Education outcomes for young people are good. They make good and sometimes good progress from a low starting point during their time at the unit. Almost all young people have low literacy and numeracy skills, many having a history of poor attendance at mainstream school. They make excellent progress in both English and mathematics narrowing the gap with pupils in mainstream schools. Most young people resident at the unit for over two years make particularly good and sustained progress establishing a firm foundation for further learning.

Standards of behaviour are excellent and contribute significantly to the progress they make. Attendance rates are high. Young people settle down quickly at the start of lessons and by far the majority are interested in their work most of the time. They are respectful of their teachers and each other which results in a relaxed and purposeful atmosphere in most lessons. Teachers celebrate young people's success and achievement well during lessons, at weekly assemblies and at the end of each term.

Young people develop good practical skills. In carpentry, for example, young people use hand and power tools well developing skills upon which they can build further to gain employment on release. They are proud of their achievements; one young person for example explained the purpose of joints he had learnt in woodwork lessons while another explained how he had helped re-furbish the workshop. Many boys discover hitherto unknown talents in art which help them relax and spend their time creatively.

Almost all young people are successful in achieving qualifications which are appropriate to their ability and the length of their stay at the unit. The range of qualifications available to young people is improving and the introduction of science is relatively new. There are insufficient opportunities for learners to gain accreditation in physical education (PE) and there are no opportunities for learning and accreditation in music other than recently introduced guitar lessons which young people enjoy. Increasingly, young people are successful in gaining foundation and intermediate level qualifications including GCSE with over 70 entries for summer 2013 examinations.

The academic progress of pupils is tracked carefully. Subject based improvement targets are set for each pupil which are linked to e-ASSET targets and recorded on the same system. The approach adopted is a significant improvement on the previous individual learning plans prepared for each pupil and ensures key education related information is easily available to other institutions when pupils move.

Teaching and learning is good overall. Observation of teaching practice has been

established and plans are on-going to further embed this work. Teachers have received regular and structured feedback to support their continuous improvement. Schemes of work and lesson plans are mostly thorough and demonstrate good attention to specific and timely objectives and target setting.

In most lessons work is carefully matched to the individual needs within the learning group and well-focused. However, in the least successful lessons the range of work covered is too complicated or too confusing to enable all learners across the ability range to gain knowledge or understanding from the learning experience. In these instances insufficient attention is given to planning appropriately for the diverse range of needs within the class.

In most lessons teaching aids and resources are used effectively to encourage participation and stimulate discussion. For example, in an English lesson young people were developing their speaking and listening skills and making good progress through research, analysis and preparation for a group debate on the use of performance drug enhancers in competitive sport. Personalised learning is prioritised and in the best lessons work is skilfully planned to ensure that each young person makes at least the level of progress expected of them, and offers extension activities to encourage greater challenge and improvement. Young people receive good verbal encouragement and feedback during lessons, and work is regularly marked and provides useful suggestions for further improvement. Good examples of this were seen in Art, English, design technology, cookery and mathematics.

The range of subjects provided by education is appropriate and the vocational opportunities though limited are improving. The introduction of science is relatively new and under developed. A well-equipped music studio has been established and interest in developing music activities is high.

Good attention has been given to enhance functional English and mathematics and this has become well integrated across nearly all subject areas. Literacy support is provided on a regular basis to those learners with low literacy levels and appropriate resources including dyslexia support are well targeted to improve individuals reading and writing skills. Work to further promote literacy support by residential staff is on-going.

Space is used well to maximise learning opportunities. Classrooms and vocational work rooms are spacious, well equipped and well maintained. Highly attractive and interesting displays support learning and effectively showcase young people's work. The library has a good range of books for all reading ability levels and to help young people with research and general knowledge. Access to information communication technology is good and the use of white boards has been recently enhanced by specialised in-service training. Young people studying for GCSE English have Kindles to support their learning. Attention to equality and diversity is appropriately integrated across the subject areas, developed in displays and explored in activities such as assemblies, holiday programmes and at celebration events.

Young people receive good support with their learning. Initial assessments of their

literacy and numeracy skills are completed promptly and information is mostly well used to set personal learning targets, in preparing lessons and in meeting the individual needs of learners. Individual reviews take place on a half-termly basis. The assessment procedures currently used by the centre are paper based and cumbersome however and were in the process of being replaced with a more appropriate and user friendly system at the time of the inspection. Young people with specific educational needs such as dyslexia receive structured additional learning support. High Level Teaching Assistants (HLTAs) provide very good support to teaching staff in both practical and class based lessons and ensure young people receive appropriate help in completing tasks towards accreditation for example. They are a valuable and valued asset within education and additionally provide important practical help alongside residential staff during holiday weeks which have a vocational focus.

Information, advice and guidance are satisfactory and there is now good liaison between education and the centre's programmes team which is responsible for resettlement. The headteacher attends all formal review meetings where education reports are discussed and used to inform planning for transition. The centre has made appropriate arrangements to ensure information and guidance services previously provided by Connexions staff to help young people prepare for the future continue. Learners are helped prepare for progression to further education, training or employment. Help with considering vocational options, preparation of CVs and mock interviews are effective in this respect. Further development in this area will be required as the vocational facilities increase after completion of the new building.

Leadership and management arrangements are good. The headteacher has driven significant and important changes to the staffing team, timetable and to working practices since the last inspection. Very good progress has been made. She has established good systems to improve the quality of teaching and learning and to embed a robust performance management system. Outcomes of these processes are beginning to positively influence and inform planning and have considerably enhanced provision and improved outcomes for young people. Communication and relationships within the education team and between the residential and education staff are good.

Data collation and analysis relating to the performance of young people are regularly monitored and reviewed to ensure progress is on track and to enable action to be taken when necessary. Staff development and training opportunities are good; they reflect the training needs of the staff as well as the learners and are popular. Joint lesson observations and observing good and outstanding practice in the mainstream sector are improving the quality and consistency of teaching in most subject areas. The voice of young people is used effectively and systematically to inform timetabling and curriculum planning decisions; take account of personal interests and their thoughts and attitudes about school and learning.

Good and increasing collaboration with the residential team ensures that education is extended beyond the education day to evening, weekends and during holiday periods. HLTAs provide substantial support and expertise to planning and delivery

during the holiday weeks. This further enhances positive working relationships while increasing the learning offered through enrichment and leisure activities. Teachers and residential staff work well together to ensure mobility arrangements are appropriately targeted and linked closely to learning objectives for each young person. For example one young person currently taking GCSE Art is planning to visit a local Art Gallery to research for his project work. There continues to be good work with external agencies and organisations to provide a range of alternative activities including drama, dance and music.

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 main strengths, any areas for improvement, including any breaches of regulation, and any failure to meet national minimum standards. The judgements included in the report are made against the *Inspections of children's homes – framework for inspection* and the evaluation schedule for the inspection of children's homes.