

Inspection report for children's home

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<b>Unique reference number</b>	SC036740
<b>Inspector</b>	Ann-Marie Born
<b>Type of inspection</b>	Full
<b>Provision subtype</b>	Secure Unit

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<b>Registered person</b>	Nottinghamshire County Council
<b>Registered person address</b>	Nottinghamshire County Council, County Hall Loughborough Road, West Bridgford NOTTINGHAM NG2 7QP
<b>Responsible individual</b>	Rachel Coombs
<b>Registered manager</b>	Thirza Smith
<b>Date of last inspection</b>	26/02/2014

<b>Inspection date</b>	17/06/2014
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Previous inspection	good
Enforcement action since last inspection	none

<b>This inspection</b>	
<b>Overall effectiveness</b>	<b>good</b>
Outcomes for children and young people	outstanding
Quality of care	outstanding
Keeping children and young people safe	outstanding
Leadership and management	good
Outcomes in education and related learning activities	outstanding

## Overall effectiveness

Judgement outcome	<b>good</b>
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The majority of young people in this home make exceptional progress as a result of the care provided in line with excellent, proactive care planning. Young people's individual, holistic and diverse needs are formally identified through extensive risk assessment and planning processes and met in their day-to-day care. As a result young people develop an understanding of their backgrounds, offending behaviour and cultural heritage. The resultant growth in self-confidence and self-esteem empowers young people to have aspirations for their future and reduce self-harm and offending behaviours. A social worker said: 'he has made massive improvements since he has been here, especially in education. I can't believe it's the same boy. He's made massive inroads in his therapy. His co-worker and I have to remind ourselves what he actually did. I do think he's learnt a lot having been here and he has a chance of a life'.

Young people and professionals report very positively about the care provided. In the majority of cases young people have exceptional trusting relationships with staff who know them well, are committed to them being safe, achieving to the best of their ability and being happy. As a result young people thrive and their sense of self

and being valued are enhanced. This in turn enables young people to build sustainable, positive relationships with their peers. A young person said she was 'so happy here, I trust staff and there is always someone there to listen' and a social worker stated; 'he's got a good network of staff round him that he can talk to. He's got some very good relationships and very good peer relationships'.

Young people report that they are, and feel, safe in this home. This is corroborated by professionals, 'I do think he's safe here'. Young people use the trusting relationships they have with staff to safely address painful past experiences. This effectively enables young people to return home or to move forward in to further placements or semi-independent living. A young person said, 'I feel I really have got a future now'.

Robust monitoring procedures enable managers to identify positive areas for development in this home. Opportunities for young people to progress to independence while in the home are enabled by the innovative, proactive practice. For example, providing an apprentice position in the kitchen and the on-going development of the new vocational centre. However, there are still areas where the management have not been rigorous enough in ensuring recording processes are comprehensive. These include ensuring all significant events are notified to Ofsted and that young people's complaints are always addressed swiftly.

## Full report

### Information about this children's home

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.

The children's home can accommodate up to 18 young people, who are aged between 10 and 17 years. Up to 14 young people who have received a custodial sentence can be placed at this home by the Youth Justice Board. Other young people are the subject of Section 25 of The Children Act 1989 and placed by local authorities. Admission of any young person under section 25 of The Children Act 1989 who is over the age of 10 but under 13 years of age requires the approval of the Secretary of State.

### Recent inspection history

Inspection date	Inspection type	Inspection judgement
26/02/2014	Full	good
25/06/2013	Full	good
15/01/2013	Interim	good progress
04/07/2012	Full	good

### What does the children's home need to do to improve further?

### Statutory Requirements

This section sets out the actions which must be taken so that the registered person/s meets the Care Standards Act 2000, Children's Homes Regulations 2001 and the National Minimum Standards. The registered person(s) must comply with the given timescales.

Reg.	Requirement	Due date
24 (2001)	ensure that the written procedure for complaints provides for an opportunity for informal resolution of the complaint at an early stage (Regulation 24 (2)(9a))	30/07/2014
30	ensure that the registered person, without delay,	30/07/2014

(2001)	notifies Ofsted of all significant events in line with legislation. (Regulation 30 (1))	
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## Recommendations

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

- ensure that the range and quality of information computer technology that bc teachers and young people can use regularly to enhance their technical skills, knowledge and understanding is improved (NMS 23.10)
- ensure that the level of teaching support to ensure teachers and all young pe can maximise the opportunities for learning is increased. (NMS 23.10)

## Inspection judgements

### Outcomes for children and young people **outstanding**

Although at differing stages of their journey through the home, outcomes for young people, based on their starting points are outstanding. This view is supported by the external sources contacted during the inspection. For example, the social worker of a young person who has just left the home said her young person 'was given the best possible chance of success'. The foster carer for the same young person said; 'staff have been amazing with their support and in advice when managing behaviours'.

Young people are well supported to settle and make significant progress in all areas of their lives. Their individual needs are quickly identified following admission, with detailed individualised care plans, strategies and assessments of risk put into place. This gives young people the opportunity to reflect on their life and previous lifestyle.

Targeted and supportive individual work programmes assist young people to make changes to their lifestyle and modify their attitude towards themselves and others. As a result, young people develop a greater awareness of themselves and the impact they have on others. Coping skills develop, allowing them to look to the future with greater positivity and ambition.

Young people benefit from living in a caring, structured environment where boundaries are clearly defined. They form strong relationships and attachments with a staff group that is highly motivated towards improving outcomes. Young people confirm that they are involved in planning for their futures and feel their opinions and views are taken seriously and valued. This gives them a clearer perception of themselves and assists them in planning their journey towards transition and greater independence.

The arrangements to promote and support the health needs of young people are outstanding. The home tracks individual young people's health outcomes from admission to discharge. These charts clearly demonstrate the significant improvements achieved. For example, cessation of self-harm behaviours, gaining healthy weight and understanding the negative impact of substance misuse. Everyday health needs, along with more specialised input is available and delivered to young people on site. Health needs are quickly assessed after admission and young people benefit from the excellent wide ranging and well-co-ordinated resources that are available. This includes physical, mental and emotional health needs. As a result, young people experience significant improvement to their health.

Contact arrangements, which are often complex for many, are clearly laid out in young people's planning documentation. They benefit from being able to contact approved family and friends directly using the technology available to them in their bedrooms. Any restrictions of contact or the need for supervised contact is explained

to young people. No issues or concerns about contact were raised by young people during the inspection.

Personalised and ambitious transition and mobility plans provide young people with new experiences and skills, helping them plan for a more acceptable lifestyle. For example, work experience in the home's main kitchen has led to the creation of a catering apprenticeship for one young person. For another, an imaginative transition plan allowed for community based resources to be utilised, which has helped considerably with their recent move back into the community.

## **Quality of care**

## **outstanding**

Young people benefit from receiving an outstanding standard of care from a staff group that has the capabilities, commitment, skills and energy to help them make significant changes to their previous lifestyle. This is recognised by young people, with one saying; 'I don't know what would have become of me if I had not come here. It's changed my life'.

Staff are skilled in developing trust, which leads to the development of strong and sustaining relationships. Staff act as good role models and relationships remain intact even in times of unrest, disruption and challenge. For example, despite one area of the home being unsettled as a new group gels, the existing strong relationships allow for issues and conflict to be dealt with calmly and constructively. This gives young people insight and experience of other techniques they can use to resolve conflict.

The inclusive environment in which young people live is designed to allow them to put forward ideas, thoughts and requests about certain aspects of the homes operation. For example, young people contribute positively through forums such as the homes council meetings where requests and suggestion for change are made. This gives young people a sense of responsibility and a clear message that their views and opinions do matter.

Excellent, high quality planning documentation and risk assessments clearly identify individual need, along with the strategies and plans to address those needs. They are reviewed frequently to keep them current. Young people confirm they have input into their own plans, giving them a clear sense of direction when looking to their future. When all documents are read collectively they give an excellent insight into the areas of work completed with young people and the progress made.

A highly motivated staff group, rich in its own diversity, ethnicity, age and gender has the skills, knowledge, understanding and ability to meet the diverse needs of young people. Individuality, coupled with the will to support this, means that young people are able to retain and celebrate their identity, culture and religious beliefs without prejudice.

Young people are introduced to a range of activities and leisure interests that promote a healthy lifestyle as well as giving them opportunities to explore and develop new skills. This develops self-confidence and gives young people higher expectations and ambitions when planning for their future.

### **Keeping children and young people safe**   **outstanding**

Young people do not report any episodes of bullying in this home. Young people report that they are and feel safe. Young people's sense of belonging and being valued are enhanced as they receive the same care, rights and protection in this home as they would in another residential setting. As a result of this sense of well-being and security young people are able to engage with the care provided. This effectively enables the majority of young people to address the issues that have led them to be placed in this home. A young person said, 'I am really happy at the moment and feel safe here'.

Extensive initial assessments are completed on admission. These enable staff to identify young people's individual and diverse vulnerabilities and prepare comprehensive risk assessments. Assessments are complemented by the 'measures of control book' and 'individual risk management plans'. These collectively address concerns relating to self-harm behaviours or where a young person may pose a risk to others. The resultant day-to-day care plans clearly identify the measures necessary to keep young people safe and to encourage them to engage with staff. Plans are reviewed at each staff handover to ensure consistent care is provided by all staff. Consequently young people are safeguarded and develop a sense of security. A social worker stated: 'the staff seem to be quite a stable staff team. The ones I've met have a very measured view of things and are all singing from the same hymn sheet. They are very forthright with him and tell him how it is, which is what he needs'.

Young people report that they like and take pride in earning the privileges that being involved in the home's incentive scheme provides. Engaging with the scheme promotes good behaviours as young people earn points which enable them to progress through the levels. The scheme is well established and young people can advance from bronze level to platinum and then on to graduate status. As a result young people's self-esteem, confidence and understanding of the benefits of positive behaviour increase. A social worker commented that, 'being on graduate and earning that extra money has really worked for him'.

Sanctions are used effectively with young people who are displaying negative behaviours. Any sanction imposed by staff is formally recorded in a volume kept for the purpose. Young people are provided with the opportunity to comment upon the sanction received. As a result young people learn how to reflect on their behaviours and understand the consequences of their actions. Young people are also encouraged to engage in restorative practices where appropriate. For example,



painting the wall in their bedroom to repair damage caused by graffiti. Young people take pride in being able to recompense in this manner and learn new skills while doing so. A young person said, 'I really liked being able to do that'.

Once young people have settled in the home they enjoy caring, trusting relationships with staff and are able to build sustainable friendships with each other. Robust behaviour management plans identify triggers and proactive action is taken to enable young people to learn how to respond positively to negative emotions. Nevertheless there are occasions when appropriate physical restraint is necessary in order to prevent violent incidents and to safeguard young people and staff. Pain compliance methods are not used and only staff who are fully trained in the home's restraint techniques are involved in physical intervention. Young people are further protected by the use of follow up interviews conducted with staff and young people so that all involved can learn from the event. Much improved recording methods ensure that all incidents are recorded in appropriately bound books. In addition, robust monitoring processes ensure that CCTV footage is routinely accessed by management to ensure that all holds and behaviours comply with policy and are appropriate. Young people are safeguarded by these measures.

Comprehensive internal policies relating to the management of appropriate single separation are implemented in conjunction with relevant government guidance. Young people can elect to spend time alone in their rooms playing games, reading or relaxing. In addition young people can be taken to their rooms for their own safety and security. On occasions a number of young people may be singly separated as a result of a security or safety issue. The experienced and robust management team monitor these 'risk' and 'security' episodes to ensure they are appropriate and young people are safe. Much improved recording processes ensures that each event is well managed and reasons for the separation are recorded. Young people are provided with the opportunity to reflect on the consequences of their actions and learn from this time alone as they also record their views. This effectively safeguards young people.

Young people's privacy and dignity is maintained by the appropriate placement of CCTV cameras. Unit bathrooms and the young people's own en-suite facilities do not have CCTV coverage. This provides young people with appropriate privacy in their personal space. Sensitive and discreet observations ensure young people remain safeguarded.

The home maintains up-to-date locally agreed missing protocols with the police and local authority. All staff fully understand how to implement the home's policy if a young person were to abscond while on mobility in the community. There have not been any missing episodes from this home since the last inspection.

There have been two new members of staff appointed since the last inspection. Robust recruitment processes ensure that young people are protected from being cared for by those who may pose a risk to them. Young people are cared for by a

consistent, well trained staff team who are able to anticipate and meet their needs.

Robust safeguarding policies and procedures are fully understood by staff. These are coupled with excellent partnership working with the Local Authority Designated Officer (LADO) and Local Safeguarding Children Board (LSCB). This effectively helps to ensure young people are protected. There has been one referral for a child protection concern since the last inspection. This was in relation to an allegation against a staff member. The matter has been swiftly addressed and all relevant authorities informed. This proactive management approach ensures that any allegations are handled quickly and appropriately thereby protecting young people and staff.

Any patterns, themes or trends in behaviour management issues or safeguarding concerns are identified by the management team's consistent overview of records and CCTV recordings. As a result, excellent safe practice is maintained and plans and day-to-day care updated to reflect young people's individual, holistic needs.

Young people are safeguarded by the stringent attention to detail which ensures that all health and safety needs are robustly met. This includes strong partnership working with local police and fire departments. The home is as 'homely' as is possible. Young people enjoy spending time together in shared living spaces that are comfortably furnished and decorated to reflect the season and young people's interests. For example, World Cup football charts. The home is physically safe and appropriately secure to meet young people's needs.

## **Leadership and management**

**good**

The home has an experienced and well qualified manager who has been in post for a number of years. She is supported by an established and experienced management team who have a breadth of experience and qualifications. This ensures that the home is effectively managed and that there are clear lines of delegation and responsibility.

The management of the home is reflective of practice. It is clear that monitoring of the provision identifies areas to develop and how to address any weaknesses. A comprehensive business plan clearly identifies where improvements have been made and what aspirations and outcomes the home wishes to achieve. This ensures that there is no complacency. Examples of improvements and future planning include medication training for all members of staff and the development of a vocational workshop, which is due to open shortly.

All requirements and recommendations made at the last inspection have been addressed. An appropriately bound restraint log has been developed and implemented. The recording of single separation incidents are reviewed and monitored by managers to ensure that their use is effective and timely. This has been

further supported by the prompt review of individual risk management plans. These effectively address concerns, and put in place control measures, to address certain behaviours such as self-harm and aggressive and challenging behaviour. Additionally the policy regarding the use of CCTV has been updated to ensure members of staff do not use footage as an aide memoire to write up incident reports.

The medication procedure has also been reviewed and this now enables young people to self-administer medication if they have been assessed as safe to do so. Clear procedures, which are effectively followed, ensure that young people's dignity and privacy are respected and promoted when they take their medication. A young person, who has been assessed as safe to administer his own medication, said: 'It makes me feel more adult. All of the other medication is given out properly which is more respectful and maintains everybody's confidentiality'.

There is a clear statement of purpose which describes what the home intends to achieve and what service it provides. All young people and professionals are clear about the aims and objectives of their placements and what a placement in secure accommodation could achieve.

Regular auditing of systems and care plans ensures that progress and effectiveness of interventions is assessed. This ensures that young people receive bespoke packages of care and support. Young people also have an active role in voicing their thoughts and opinions about how they feel they are being cared for.

Excellent records give a thorough history of each young person's stay at the home and how they have progressed and benefitted. In some cases progress has been remarkable especially when bearing in mind the starting points of the young people.

The home is well maintained and kept tidy and comfortable. A team of maintenance staff ensure that any repairs are addressed swiftly. Robust systems ensure that appropriate security is maintained.

There are sufficient numbers of staff to ensure that young people are supported to a very good standard. Training is varied and ensures that all members of staff have the skills and competencies to offer support to the young people who often have complex and varied needs. The staff team is recruited from a wide range of cultures and backgrounds and this adds to their experience and knowledge.

The home actively advocates on behalf of the young people if reviews are delayed and if they are not being visited by their placing social workers. This ensures that placing authorities are made aware of their obligations towards the young people and that care plans can be implemented effectively.

While complaints made by the young people are investigated and resolved, this is not always done in a prompt and timely manner. This delay is not in line with the home's own complaints process and could lead to young people feeling that their complaint

has not been heeded or treated seriously.

On the whole, the home is good at keeping placing authorities aware of specific incidents and issues concerning young people. This has not always been effective with regards to updating Ofsted in line with regulatory obligations. For example, if the police have had to attend the home after an incident. While young people's safety has not been compromised, this has not enabled Ofsted to monitor all significant events occurring at the home.

### **Outcomes in education and related learning activities**

### **outstanding**

The quality of young people's education has been maintained since the last inspection and is outstanding. In nearly all cases young people make very good progress during their stay and often from an educational background of poor attendance and disengagement. High expectations of each young person from the moment they arrive promote quick gains in developing positive attitudes to education and in building personal confidence and self-esteem. Young people respond well to the structured learning environment. They enjoy their time in education and benefit greatly from the focused support and guidance they receive from the teaching staff, all leaving with at least one but generally more nationally recognised qualifications.

Initial assessments of young people's learning needs are undertaken within forty eight hours of their arrival. These provide clear and detailed information about current levels of attainment and identify any additional or special educational needs which may require support. The process is thorough and carried out sensitively by the designated special educational needs coordinator. Assessments include literacy and numeracy assessments, reading tests, learning style analysis and determination of young people's views of themselves as learners. Where appropriate, further assessments are completed promptly by dyslexia specialists, educational psychologists and speech and language therapists.

Young people settle into education quickly. They make significant progress in English and mathematics from mostly a very low base even if staying for only relatively short periods of time. Those taught for twelve months or more do particularly well in these subjects and likewise in science, art and technology. Progress is equally good for those from minority ethnic groups and young people with statements of special educational needs also do well. The home now places more emphasis on GCSE qualifications with a range of other accreditation opportunities enriching young people's learning and helping them progress. Much improved attainment and nationally recognised qualifications are enabling young people to progress to other educational and training settings on release. A slowly increasing number of young people are now securing apprenticeships. For example, one young person was about to start an apprenticeship in hospitality and

catering.

Strategic planning and oversight by the education manager is excellent. Education is very much at the heart of the home and regarded by all staff as central to the successful outcomes for the children who are placed here. Attention to progression and achievement is rigorous. Performance management assessments and target setting for staff are well-established and identify clear areas of strength and issues for development. This ensures training needs of staff are identified and actions reviewed at appraisal and staff meetings. Partnership working with the local authority is effective and there is good access to subject specific and curriculum training for staff.

Teaching and learning are very good. Nearly all teaching in lessons observed during this inspection was judged to be good and a minority was outstanding. Learning walks undertaken by the education manager and deputy manager have ensured they have an excellent grasp on the quality of teaching and learning and are able to intervene and provide guidance when it is necessary. Teachers have high expectations of young people and help them to achieve well. Programmes are personalised as far as the curriculum will allow. The flexibility of the curriculum, together with small teaching groups ensures teachers can respond swiftly and appropriately to the needs of individual learners. Outcomes of initial assessments are used effectively to inform lesson planning and the learning of individual young people. Carefully prepared materials and resources are used well by teachers when planning lessons to match each young person's ability and in most instances provide further extension activities to encourage progression. Good use of power point presentations, for example in science, helps individuals learn. Lessons start promptly and have a purposeful atmosphere. They are well paced and achieve a good mix of discussion, working with peers and written tasks. Learning objectives are clearly stated at the start of each lesson and each young person is made aware of the focus for work.

Young people respond extremely well to positive feedback from teachers which often recognise achievements which have previously been rare in these young people's lives. They develop excellent relationships with teaching staff and the teaching assistants which they clearly value. Work is marked regularly and in most instances shows clearly what young people have done well and how they could further improve, setting succinct and realistic targets. Success is regularly celebrated in weekly assemblies and through the awards and incentive scheme which young people consider to be fairly administered and a good 'behaviour checker'. Exceptional art and design work is displayed in corridors and some classrooms and showcases effectively the talents, cultural diversity and interests of the young people who live there.

Careful monitoring and tracking of young people's progress and setting of improvement targets by education staff contribute significantly to the progress and outcomes achieved by young people. This is outstanding and used as an exemplar

across the secure children's home estate. The progress made during lessons is monitored carefully by teachers and learners are encouraged well. Targets and additional support needs are discussed and amended with young people in weekly tutorial meetings and monthly reports on progress and attainment are recorded in individual learning plans (ILP). These are up-to-date and show very clearly how each young person is meeting their specific learning targets and making progress across each of the subject areas. The ILP is a 'live' and comprehensive account of the young person's educational journey while staying at the unit and goes with them when a young person moves on.

Behaviour is generally good and very well managed. Teachers work hard to keep learners attention and focus on their work. The spate of poor behaviour experienced at the time of the inspection was unusual in its intensity and in the learning environment that is mostly calm and purposeful. The three teacher assistants (TA) provide excellent support; their quiet and reassuring presence in those classes fortunate to have the allocation, make sure young people receive timely, skilful support so that attention is sustained and learning is achieved. These resources however are stretched and there is too little additional support in the classroom to deal with the highly complex, behavioural and emotional needs experienced by a growing number of young people. For example in a minority of lessons observed the use of inappropriate language and poor behaviour meant that opportunities for learning were impaired despite being consistently challenged by teachers. In these lessons the need for TA support for individual learners was very evident.

The curriculum is appropriate to the young people's needs and interests. The introduction of music and drama therapy into the weekly timetable has been a very popular and welcome development. English, mathematics and science are prioritised so that young people can improve their levels of attainment and strive to achieve qualifications that are more appropriate to their age and future training and employability needs. This has been a highly effective strategy over time. Young people can now achieve functional skills qualifications at level 1 and 2 in literacy and mathematics which are becoming embedded into subject areas. This has improved since the last inspection. The quality of practical work in art and design technology is consistently high and young people enjoy their practical work in science. The well-equipped technology room continues to generate consistently high standards of work. The use of information computer technology is limited and this has not changed significantly since the last inspection. Plans are in place to address this but progress has been slow. Laptops are outdated and unreliable so young people are not learning computer skills as deftly as they should. The newly introduced interactive board in the mathematics classroom is not yet in routine use to encourage learning.

Work experience continues to be of a wide range and imaginatively used to extend a young person's experience of the world of work. The range of work experience opportunities has increased since the last inspection both on site in the kitchen,

general areas and grounds, and externally. These continue to provide excellent opportunities for young people to learn new work based skills while developing their personal and social interaction with people in the local community. Each young person involved works to an 'employee' contract and receives pay. The home works diligently to prepare young people for their eventual independence and positive working life. Transition planning is outstanding with education and care professionals working effectively with the young person and other agencies to facilitate a positive and appropriate move. Careers advice and guidance is delivered in-house by teaching staff during tutorial sessions and in personal, social, careers, health education (PSCHE) classes.

The education manager has been the key driving force in developing the vocational offer to young people. A highly effective partnership with an industry based educational provider has seen the development of an on-site vocational training centre in mechanics and construction, to be operational in July 2014. Five young people have been achieving a number of appropriate awards such as health and safety in the workplace in preparation for their move to start practical, employer-based qualifications in construction and mechanics. This is an important and exciting new development.

Emphasis is placed on developing young peoples' personal, social and emotional skills and resilience through a range of activities across the curriculum, specifically through the PSCHE programme. These are extended into the enrichment programme and during holiday activities. Teachers work closely with residential staff to plan programmes which draw on a range of voluntary and external partnerships. For example, art, drama, theatre workshops, dance, and singing encourage full participation and extend young people's learning experiences. Much focus is placed on topical issues affecting young people's lives, such as drugs and sex education, child sexual exploitation, hate crime and gang culture. All young people take part in activities in the evening and at weekends and some are linked to awards such as 'ArtsMark', which is popular and highly successful. Space for recreational activities is limited across the establishment and some classrooms are used which has had an adverse impact on the resources and equipment available during the teaching day. For example the English room is used for table tennis in the evenings and there is an understandable reluctance by teachers and the education manager to leave anything of value such as resource materials, reading books, or technology on view or accessible. This has meant the learning area does not readily reflect the range and quality of work achieved in this subject area.

Resources are generally of a high standard and classrooms though small are well managed and equipped. Young people are often consulted and two are currently involved in purchasing new reading books and materials. Display is used effectively in most spaces and young people's work prioritised to show the quality and range of work they achieve, both in the classroom and during enrichment sessions.

Attendance continues to be outstanding. Tutorial sessions are held daily and used

effectively to cover target setting, PSCH topics and issues and concerns relating to young people's lives. For example, immediately prior to the inspection two young women had been moved to different living units to address behavioural issues and this provided ample content for discussion during PSCH. Disruption during classes to attend other meetings has been reduced significantly and communication between care staff and the education manager regarding daily changes has improved. Handover meetings are thorough and the 'impact to education' is a feature of every meeting. Personalised learning programmes provide different challenges for teaching staff, particularly when examinations have been completed and mobility timetables increase. Considerable work is done on a daily basis to ensure teachers know the groups they will be working with and so that appropriate work is prepared and implemented.



## What inspection judgements mean

Judgement	Description
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.

## Information 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 framework of inspection for children's homes.