

Inspection report for children's home

Unique reference number	SC031490
Inspector	Kevin Whatley
Type of inspection	Full
Provision subtype	Secure Unit

Registered person	East Sussex County Council
Registered person address	County Hall St. Annes Crescent LEWES East Sussex BN7 1UE
Responsible individual	Elizabeth Rugg
Registered manager	Nigel Richard Hewitt
Date of last inspection	24/06/2014

Inspection date	13/10/2014
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Previous inspection	sustained effectiveness
Enforcement action since last inspection	none

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

Overall effectiveness

Judgement outcome	adequate
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Young people receive a good level of care, support and guidance leading to improved behaviour, education and personal development. In a number of instances this progress is significant. The standard of education is outstanding. There is a cohesive approach ensuring care and education staff work closely together for the benefit of supporting young people in their learning.

Young people say that they feel safe and looked after and that they have benefitted from living at the home. Positive and meaningful relationships between the young people and staff are a key strength. As a result young people feel able to address their issues appropriately and in doing so improve self-esteem and self-worth, acknowledge their vulnerabilities and move forward.

A comprehensive approach to care planning, assessment and review culminates in individualised care programmes which meet the specific, and often complex, needs of each young person. Young people say they are listened to and are given every opportunity to participate in decisions which affect them.

The management team are aware of the strengths and weaknesses of the home and display appropriate aspirations to improve further. Monitoring processes are in place, both internally and externally, however they lack sufficient rigour in identifying and addressing shortfalls. In general, staff ensure young people are cared for in line with agreed protocols; however on some occasions practice has not been in keeping with such guidance.

Young people live in a home that offers them a high standard of accommodation and security. The new building has been operational for 12 months and generally fulfils its function of providing a safe and secure environment. A safety and security issue was identified. The Registered Manager and external managers are taking appropriate action to rectify this and to ensure the continued safety of young people.

One of the two recommendations made at the last inspection have been met; three requirements and eight recommendations are made as a result of this inspection.

Full report

Information about this children's home

This secure children's home is managed by a local authority. It is approved by the Department for Education to restrict young people's liberty. As well as the living accommodation, there are facilities for administration and education provided on the site.

The children's home can accommodate up to seven young people who are aged between 10 and 17 years and subject to Section 25 of The Children Act 1989. Admission of any young person over the age of 10 but under 13 years of age requires the approval of the Secretary of State.

This inspection has the purpose of informing the Secretary of State on the continuing suitability for this provision to operate as a secure unit to restrict children's liberty.

Recent inspection history

Inspection date	Inspection type	Inspection judgement
24/06/2014	Interim	sustained effectiveness
11/02/2014	Interim	good progress
09/09/2013	Full	good
26/09/2012	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
11 (2001)	ensure the children's home is conducted so as to make proper provision for the care and appropriate	17/11/2014

	treatment of children accommodated; specifically, ensure young people are only placed in single separation when the criteria in the home's policy and government guidance is met (Regulation 11(b))	
17B (2001)	ensure that sanction records include the effectiveness and consequence of the use of the measure (Regulation 17B (3)(f))	17/11/2014
34 (2001)	maintain the system for monitoring the matters set out in Schedule 6 and improving the quality of care provided; specifically, ensure monitoring is rigorous and robust, identifies any shortfalls in records and/or practices and that action is taken as appropriate. (Regulation 34(1))	17/11/2014

Recommendations

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

- ensure the home provides a comfortable and homely environment and is well maintained and decorated; in particular that outdoor areas have fixtures and fittings that are conducive to a secure setting (NMS 10.3)
- ensure children are provided with appropriate education while in the home; in particular that the more able young people are provided with opportunities in lessons to extend their knowledge and increase the level of personal challenge they can achieve (NMS 23.10)
- ensure that all children and staff are given an opportunity to discuss incidents of restraint they have been involved in, witnessed or been affected by, with a relevant adult; specifically, ensure a formal record is made of such debriefs (NMS 3.17)
- ensure there are clear and appropriate policies and practice, agreed with the Local Safeguarding Children's Board which effectively safeguard children from harm; specifically, ensure that records of searches of communal areas clearly show what specific area(s) have been searched in order to aid monitoring and risk management (NMS 23.3)
- ensure there are clear and appropriate policies and practice, agreed with the Local Safeguarding Children's Board which effectively safeguard children from harm; specifically, ensure that records of individual searches of young people demonstrate that the criteria in the home's policy for carrying out such a search have been met (NMS 23.3)
- ensure the home's policy and procedure relating to absconding has regard to any local authority and police protocol; specifically, the procedure needs to be directly related to absconding and escape and include the matters

set out in statutory guidance about processes and procedures to be followed when a child is found and returned to the home (Volume 5, Statutory Guidance, Paragraph 2.81)

- ensure sanctions used consider the use of restorative practices (Volume 5, Statutory Guidance, Paragraph 2.89)
- ensure the independent visitor carrying out monthly visits assess practices and compliance with regulations, systems and processes; specifically, ensure records and practices are robustly inspected and identify any shortfalls in order to support improvement in the quality of care and practices at the home. (Volume 5, Statutory Guidance, Paragraph 3.12)

Inspection judgements

Outcomes for children and young people **good**

Young people enjoy positive relationships with the staff who look after them and generally make good progress during their stay at the home. Some young people make significant progress in reducing their problematic behaviours, including learning coping strategies so as to deal with their feelings more appropriately. As a result young people develop improved levels of confidence and self-worth and gain greater insight into their own vulnerabilities. Young people said, 'Staff are brilliant and cannot do enough to help...since being here I have calmed down so much.'

Young people have any medical health care needs met well. Young people often arrive at the home presenting with a range of complex health problems or issues. These are assessed and responded to. The availability of psychological support and intervention assists staff to provide a holistic approach to address the emotional well-being of young people.

Young people are supported to maintain contact with families and others of importance to them. This approach ensures young people can continue to build and maintain positive contact with significant people in their lives, and promotes understanding of those important to them. Young people are able to make and receive calls in private and did not raise any concerns about contact arrangements.

Young people are provided with good levels of support and guidance to prepare for life outside of the home. Resettlement needs are considered from the point of admission. Planning involves close liaison with families/carers and social workers with young people supported to develop life-skills which includes personal care and practical tasks. Opportunities are also taken to link life skills to education, for example using some of the education day to assist young people to plan and then shop for a meal on a budget utilising numeracy and practical learning. Mobility is used to good effect to allow young people regular chances to experience community situations, with the home taking a risk aware rather than risk avert approach. This means young people are able to reassure themselves of their own abilities, are enabled to keep in touch with society and to safely explore their own fears and anxieties of moving on.

Quality of care **good**

The quality of relationships between young people and staff is a strength of the home. Staff are mindful of the particular needs of each young person including the reasons for them being there, the aims of placement and how these are to be achieved. Staff display a keen appreciation of the vulnerabilities and emotional well-being of young people and provide care that is sensitive. As a result young people

are able to build meaningful relationships, make progress and in turn improve their self-esteem and self-worth.

Young people have regular opportunities to air their views and wishes and say they are listened to. Independent advocacy services are readily available with a representative visiting the home each week. The regularity of these visits enables young people considerable opportunities to raise concerns should they wish with someone independent to the home and social care services. Young people's meetings occur weekly and provide a useful forum to discuss issues in the home and make requests. Such meetings are facilitated by the young people themselves thus improving their own confidence and promoting the importance of their participation. Matters are responded to in a timely manner with a 'you said, we did' piece of artwork prominently displayed in the home confirming the outcomes of meetings. Recent requests have included the purchasing of new reading books which young people were clearly pleased about.

A suitable complaints procedure is in place which is well known by young people. Details of how to raise concerns or complaints are contained within the young person's guide which includes contact information for other relevant agencies such as independent advocacy services and Ofsted. Since the last inspection a new format for responding to young people has been introduced. This ensures all young people are provided with written responses to their complaints, including clear outcomes. The number of complaints are low with no young person raising issues that they did not feel able to complain should they wish.

A robust approach to care planning ensures young people have their care needs assessed at the point of admission and reviewed regularly thereafter. Young people have their cultural needs and backgrounds fully considered as a fundamental part of their care plan. Admission procedures take account of all available information to form a view as to whether the needs of young people can be met; this includes considering the views of young people themselves. The known risks of young people are considered in particular detail to enable the home to appropriately assess how to care for them. Such assessments are incorporated into plans of care which highlight the individual risks and vulnerabilities of young people and how these are to be managed. Care plans focus on areas which require specific intervention and the resources that will be provided to meet them. For example very good links have been established with local agencies providing support and intervention concerning child sexual exploitation. This results in young people receiving specialised intervention swiftly in an environment that promotes risk awareness and the notion that young people must be given the right information so as to make informed choices in the future.

Regular reviews of care ensure the support, guidance and care provided to young people is considered against their progress at the home. The participation of young people in reviews is expected and supported resulting in a good number of them being involved in crucial meetings regarding their time in the home and plans for

their resettlement. The home ensure parents/carers and those responsible for young people are involved in such meetings so as to assist in easing transitions back to the community. Where young people are moving on to other care placements close liaison is sought to ensure plans are put in place in good time. For instance facilitating visits for staff from new placements to meet with the young person concerned and indeed assisting and supporting young people to visit the placement itself as part of a structured moving on strategy. Such an approach allows young people time to build new relationships with adults entrusted with their future care and subsequently reduces the levels of anxiety during periods of transition.

Young people have their health care needs met in a holistic manner which ensures their physical, medical and emotional needs are responded to as part of a joined up approach to looking after them. All young people are registered with the local doctor's surgery with regular visits made to the home by the GP. Health care plans outline the needs of young people and how these are to be met. Where additional support is required, such as with substance misuse the home use established networks to ensure this is provided. Psychological support and intervention is provided through programmes which can include individual therapy and counselling. A clinical psychologist is linked to the home who provides weekly direct work with young people alongside supporting and guiding the staff team in risk reduction strategies, such as self-harm. A suitable medical centre allows young people to receive routine health care without the need to leave the home. A robust process ensures medicines are stored and administered safely and accurately. Part time nursing cover is provided on site which enables a qualified practitioner to be readily available for some of the week. The level of these hours are currently under review with consideration being given as to how the requirements of the Comprehensive Health Assessment Tool (CHAT) can be best met.

Young people benefit from a range of purposeful activities which allows them to experience a variety of meaningful pursuits. The activities programme allows for structure, flexibility and choice. Young people can choose to use the gym, art room and console games on a daily basis, while enrichment opportunities have been further improved with the addition of after school clubs. This allows young people to engage in exciting learning opportunities including music and drama. Young people praised the quality of this initiative and appeared to be fully engaged and thoroughly enjoying the experience.

The routines of the home include regular opportunities for young people to consider life in and outside of the secure environment. Staff facilitate group work sessions where all young people come together to consider a planned theme. This innovative approach has included discussing issues ranging from racism, Islam and bullying to Australia day and visual impairment. Young people appear to participate well in these sessions and engage in thoughtful dialogue with staff and indeed each other. Such sessions allow young people opportunities to think about how they see themselves while being assisted to consider others and value difference.

Young people live in a home that offers them a high standard of accommodation and facilities which balances up the need for security and comfort. Young people are able to personalise their rooms, within individual risk assessments, and do so with posters and pictures. The home is adorned with pictures of the young person group and their achievements which acknowledges the importance of living there. The outdoor areas are well maintained although some of the fixtures are in need of repair/upgrade which the home are in the process of addressing.

Keeping children and young people safe adequate

Young people stated they feel safe at the home. The meaningful relationships shared between staff and young people assist them to consider their thoughts, attitudes and behaviours in a sensitive and supportive manner. This is further supported within an environment where mutual respect and understanding are embedded in the ethos of the home. As a result young people make progress in addressing their challenging and self-harmful behaviours. In a number of cases such progress has been considerable in reducing levels of aggression and violence.

Young people's needs and vulnerability are assessed on admission. Appropriate measures are put in place to keep them safe. A risk assessment is devised, which is individualised and clearly determines the actions to be taken to promote young people's safety and wellbeing. Regular reviews are conducted of risk assessments to ensure they are up-to-date and that staff understand the measures to be taken to safeguard young people.

There have been no child protection concerns since the last inspection. The home has an adequate policy and procedure in place that sets out the steps to be taken should an incident occur. All staff understand the procedure and the actions required to address any child protection issue in order to help keep young people safe.

There are good links with the Local Safeguarding Children Board (LSCB). The Registered Manager is a member of an advisory committee of the LSCB raising relevant issues, themes or trends and sharing best practice. The home has good links with the local authority designated officer (LADO) and the LSCB manager, who provide good oversight of practices at the home.

There have been no absconding incidents since the last inspection. Staff have access to and refer to the local authority and police protocols and procedures where required. There is a mobility policy that determines for staff the action they should take should a young person abscond when on an approved visit to the local community. However, there is not a specific absconding procedure that sets out all the matters in statutory guidance, such as what actions to take when the young person returns to the home.

There are policies and procedures for the different types of searches undertaken.

Room and communal area searches are carried out randomly and regularly to ensure the safety of all living at the home. These searches are recorded to show anything found and action taken as appropriate. Records are not clear in all cases as to what and where has been searched, as some entries use generic phrases such as 'communal area searched'. Individual searches of young people follow a risk-led approach that balances well the promotion of young people's dignity with the security of the home. The home has two levels of searching. One level is a pat down and use of an electronic wand and the other is a full search. A full search involves young people removing clothing out of view of staff. The home's procedure is that any full search must be authorised by a senior manager. Records are kept of these searches, showing what was found if anything, and whether any action is needed. Although full searches are carried out appropriately and with a manager's authorisation, records do not always show that the criteria in the home's policy have been met to justify the level of search undertaken.

The home has a bullying policy that sets out a clear approach to challenging and minimising bullying. Staff are aware of their responsibilities and young people stated that they have not witnessed or been subjected to any bullying. They have confidence that staff would challenge and deal with any matters.

The home promotes and encourages positive behaviour. There is an incentive scheme that supports young people to develop positive social skills and behaviour through increasing rewards that positively reinforce good progress. A new scheme was brought into being at the time of the inspection and young people have been fully involved and consulted about how this works. They understand the scheme and can talk to managers and staff about it at any time. Young people achieve higher rewards by earning points for good behaviour and progressing through the levels.

The use of sanctions for inappropriate behaviour is low. Sanctions used are appropriate to the misdemeanour. All sanctions used are recorded and young people can have their views recorded, which helps them to develop understanding and responsibility. Although records contain a range of information, the effectiveness of the measure is not recorded accurately to show whether the sanction is having the desired effect of stopping inappropriate behaviour. Young people gave an example of how restorative practices are used at the home. The home's records do not evidence that restorative practice is routinely used and embedded in day-to-day routines.

The use of physical restraint is low. The home has a policy and procedure for staff to follow that sets out clear expectations and guidance for the use of physical intervention. This is in line with regulations. Staff have up-to-date training to use the home's agreed methods which state that no pain compliance methods are to be used. Refresher training has been undertaken to support staff with specific scenarios. Young people are always offered the opportunity to see a health professional following a restraint. Staff and young people are involved in a debriefing following any physical intervention incident. However, these are not formally recorded and therefore do not demonstrate the levels of support provided and any learning to

improve practice. Managers review all physical restraint records and view all incidents on closed circuit television (CCTV). This provides good monitoring to ensure young people are managed in line with policy and best practice.

The home has a policy for the use of single separation that is commensurate with government guidance. Most use of single separation is appropriate. However, there have been some occasions when single separation is not used in accordance with the home's policy. Staff have on occasion, used single separation when the criteria for its use have not clearly been met. Additionally, monitoring by managers has not been sufficiently robust to identify this occasional shortfall in practice. Where observation levels of young people placed in single separation or in their rooms after normal bedtime have fallen below expected levels, managers have identified this through monitoring and have taken action to ensure the safety and appropriate care of young people.

Robust recruitment and vetting procedures are in place to ensure new staff are suitable to work with vulnerable young people. No new staff have been employed since the last inspection.

Health and safety matters are managed well to ensure the home is well maintained and provides an appropriate environment for young people. A safety and security issue was identified. The Registered Manager and external managers are aware of the issue and are taking appropriate action to rectify this and ensure the continued safety of young people.

Leadership and management

adequate

The home is led by a Registered Manager who has appropriate relevant experience and qualifications. Feedback from placing authorities, including social workers, noted the home is run appropriately with praise given for the high levels of communication and the young person focused approach of the home.

An up-to-date Statement of Purpose is in place and available that sets out clearly the aims and objectives of the home and the services provided to young people. A children's guide is also available for young people that is suitable to their needs. This is a booklet with an audio format also being available. The guide contains good information for young people about what the home is like and what to expect. The guide was produced with the help and input of young people. Both the Statement of Purpose and children's guide can be translated into different languages as needed.

There are a sufficient number of staff on duty at all times to meet the needs of young people. Staff are experienced, qualified and have a good level of training in order to provide good quality care. Recent training has included child protection, child sexual exploitation and equality and diversity. Staff receive appropriate levels of supervision from their line manager, which supports them in their role of caring for

vulnerable young people.

External monitoring of the home takes place via monthly visits by an independent person. Generally, reports are detailed and support managers to improve the quality of care provided to young people. However, monitoring lacks rigour as shortfalls are not always identified, for example in single separation and sanction records.

Internal monitoring of the home is mostly good and helps to drive improvement in practices. However, some aspects of monitoring are not robust with shortfalls in recording systems and some practices not being identified and acted upon to secure improvement; for example, in sanction records, search records and single separation.

There is a clear commitment from external managers from the local authority to support staff and the Registered Manager in improving practice and the quality of care provided. This is recognised as an important factor in the development of the secure children's home. The home has a development plan in place. This sets out clearly how managers intend to improve service provision to young people going forward. Of the two recommendations made at the last inspection, one has been fully addressed and one remains outstanding and has been revised to a statutory requirement in this report. The recommendation addressed means that young people now receive written responses to any complaints made. The new statutory requirement is raised as monitoring of records is not robust.

Outcomes in education and related learning activities

outstanding

Education is outstanding. Young people arrive at Lansdowne often after long spells of chaotic and unstable periods. In most cases their attendance in mainstream education has been disruptive and infrequent. To attend education on a daily basis is challenging for some and it can take a more intensive approach to encourage their participation. For most however they come to education soon after their arrival. From the outset the education team has high expectations of each young person and as a result they respond positively to the carefully structured and purposeful learning environment.

Young people enjoy their time in education and gain rapidly in self-confidence, self-esteem and ability because of the high quality support, instruction and guidance they receive. When ready, usually within the first few days, each young person completes a comprehensive initial assessment for reading, spelling and numeracy. They sometimes arrive with very little information about their educational background so the assessment helps determine the most appropriate ability levels they can achieve from the start. Diagnostic assessment for dyslexia, for example will be organised through the local authority if required. English and mathematics are central features of the curriculum and all subject areas give focused attention to developing these skills. Extra support is provided with the

support of two teaching assistants who work alongside those who are less confident or who struggle with reading and numeracy.

Nearly all young people make good or outstanding progress from their starting points during their relatively short stays. The very small minority who make less progress academically have highly complex personal, social and emotional needs requiring holistic therapeutic approaches, which may or may not include a focus on developing their reading and writing skills. Each programme of learning is closely matched to meet young people's specific needs and progress, however small, is measured carefully and systematically.

The monitoring and tracking of pupil progress are exemplary and include robust recordings of academic progress as well as observations regarding the development of softer skills such as emotional stability, interpersonal skills, self-confidence and self-esteem. This is a powerful tool which helps to capture how young people are developing their emotional strength and coping strategies during their stay. Each young person is involved in reviewing progress every half term and record for themselves their own views and comments about how well they are doing. They are provided with an accurate and up-to-date assessment of the levels they are working at and the progress they are making. Immediately prior to leaving the home an exit assessment is completed, providing every young person with an accurate representation of their attendance, achievements and progression throughout their stay.

Young people are expected to achieve accreditation and everyone leaves with a good range of awards. Assessment and Qualifications Alliance (AQA) unit awards have been chosen as the best option given the short lengths of stay which may be of two to three months duration or less and it is not unusual for young people to leave at short notice. Longer courses of study are very difficult to maintain and the education manager is constantly searching for credit worthy programmes of study which could be achieved in shorter timeframes.

Strategic planning and oversight is outstanding. The education manager has a firm grasp on managerial tasks, responsibilities and priorities and has demonstrated sound performance in developing a balanced education programme for young people with highly complex needs. Performance appraisal for all education staff is now well established and is used effectively to identify areas of strength and development. As a direct consequence the training needs are identified swiftly and actions taken to fill gaps in skills and expertise.

Strategic overview and shared working across the local federation of schools within the local authority are highly effective and supportive. Leadership and governance arrangements provide robust challenge, frequent oversight and expertise from which the education manager can draw. All staff, including the teachers, instructors and teaching assistants, benefit from very good access to training and staff development opportunities across the federation. This has significantly

increased the skills, capacity and knowledge base of the staff team. All of which benefit the educational experiences for the young people.

Teaching and learning are outstanding. All teaching observed during this inspection was judged to be good or outstanding. This profile is in line with a comprehensive lesson observation programme. Learning walks are undertaken regularly by the education manager and regular practice observations are carried out in-house and by external partners from the federation and the local authority. Such rigorous attention to quality assurance ensures that consistency of practice and continuous improvement are key drivers for development.

Lesson planning is of a consistently high standard. It is well matched to national curriculum stages and is appropriately differentiated to ensure individual needs are met. Each lesson is planned to make sure all learners can achieve their personal learning targets. However, for a small minority opportunities to extend their learning and stretch their understanding were under-developed. There was insufficiently challenging work for the more able young people to achieve at a level within and beyond their scope and ability range. Lessons start promptly and with clear purpose. Learning objectives are stated clearly and young people are reminded of their individual goals for each lesson. Lessons are well paced and provide young people with a range of opportunities for discussion, practical exercises, written tasks and group activities. Staff prepare good materials and utilise excellent resources to engage and motivate young people's involvement.

Marking is frequent, regularly completed and provides learners with very clear guidance and comments to help them improve. The standard of work young people produce is high and this is expected of them. They are encouraged to work carefully and creatively, and they are proud to show and share the work they are doing. They are constantly encouraged to think for themselves, give their opinions and to be curious about their learning. This provides teachers with a rich source of information about the quality of young people's understanding and progression.

The curriculum is broad ensuring young people receive a diverse range of specialist subjects as well as core instruction in English, science and mathematics. Part-time tutors confidently deliver a good range of practical and technical subjects such as citizenship, child development, home economics, design technology, art, physical education and music. Personal, social and health education is planned carefully and sensitively to ensure all young people can take part in themed activities and focused discussions about topics that may impact on their lives. Careful planning is undertaken to ensure young people are able to take part in more generic subjects. There is very good attention to functional skills development in English and mathematics. Information communication technology (ICT) is used confidently by each young person, each having a personal lap top and access to state-of-the-art equipment in nearly all rooms. The opportunity for young people to achieve accredited learning in ICT is lacking however. Teaching staff use the high quality ICT imaginatively and skilfully. This encourages young people to do the same and

helps them to learn.

The learning environment is of a very high standard, as are materials, resources and equipment utilised by staff and young people. In most learning areas young people's work is displayed purposefully and attractively to reflect the work they have been completing but there is still room to develop the use of display particularly in the art and design technology rooms. Individual cabinets in the education entrance lobby showcase young people's work and achievements very effectively.

Two highly skilled and experienced teaching assistants provide excellent support to both teaching staff and young people. In addition they will work with young people individually on the residential unit as required, will lead on specialist activities each afternoon such as spelling tests and reading time, and contribute fully to additional activities during after the education day and in the holiday periods.

Opportunities to extend the vocational offer have been explored but space to develop a full vocational programme is limited. To fill this gap a rolling programme of taster sessions and activities take place throughout the education term. Bite-size opportunities to explore skill development in, for example design technology, home economics and graphic art, match well with the average length of stay. These opportunities are also scheduled into enrichment programmes during holiday periods. Good attention is paid to health and safety particularly in practical subjects. Young people are taught to think carefully about their safety in practical activities and are encouraged to observe safe practice at all times.

There is excellent attention paid throughout the curriculum and during enrichment time to recognising difference and celebrating cultural diversity. Assemblies serve a clear purpose to start each day positively by encouraging participation and working together and by bringing the real world in to young people's lives. For example, the Thursday celebration assembly drew young people's attention to Malala, the young Pakistani girl fighting for the rights of girls to receive an education, who had very recently achieved the Nobel Prize for Peace. A celebration of young people's achievements and successes followed and awards for the week's work were presented with good humour and praise.

The links between education and the residential unit have strengthened significantly since the last inspection. The shared responsibility across education and the residential unit to provide afterschool activities and enrichment is working well. Music and drama are popular afterschool activities and residential staff provide a range of recreational, sports and leisure activities during the evenings and at weekends. A fully planned summer holiday programme was developed collaboratively this year providing young people with a good variety of, for example, games, group work, art, craft, cookery, dance and drama. Currently young people arriving during the summer holiday period have a long wait to receive an educational assessment and before they can attend education formally.

The education manager has encouraged residential workers to support reading on the unit as part of the 'drop everything and read' initiative and each evening young people are expected to read for at least thirty minutes with the support of their key workers. This has become embedded within evening routines and is an excellent development which is increasing young people's interest and skills in reading. One young person was thrilled to have finished reading a complete book for the first time ever that she could remember.

Mobility is well established at Lansdowne and young people are encouraged to aim for this privilege as part of their preparation for moving on. This activity serves well in developing young people's self-confidence and interpersonal skills. Work is on-going to link more directly these mobility opportunities to education and to aspirations for the future. Staff are already gathering evidence to show how young people are using functional skills they have learnt in education more confidently when they go out on a shopping trip or visit.

Visiting external organisations, such as the local fire service bring a broad range of careers information and expertise to stimulate and encourage young people to consider work options for the future. A careers adviser attends the education unit on a termly basis and provides advice on job searching, planning for job interviews and building curriculum vitae. The education manager attends care reviews regularly and Personal Education Planning meetings when they take place. This intervention is improving the transition planning process by advising key partners, such as social workers, of the educational needs, wishes and requirements of young people when they leave. As far as possible the education manager follows up each young person once they have moved on to ascertain whether on-going placements are appropriate and have been sustained. This has borne fruit in one or two cases and individuals have maintained a college or school placement. However tracking this information is generally very difficult once a young person has left the home.

Attendance to education continues to be excellent. The number of authorised absences is recorded each time a young people attends for example, a court hearing, review and health appointment. These can at times be frequent but moving back and forth between lessons is managed quietly and with minimum disruption. Young people arrive to education promptly and ready to learn. They demonstrate exemplary behaviour and engagement in lessons and work well together showing respect to each other and to staff. Very supportive relationships between staff and between young people are the norm. There are good working relationships between residential staff and the education team which ensures that the continuity of care, learning and support is sustained throughout the day.

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.