

Inspection report for children's home

Unique reference number	SC035500
Inspector	Kevin Whatley
Type of inspection	Full
Provision subtype	Secure Unit

Registered person	South Gloucestershire Council
Registered person address	Department for Children & Young People PO Box 2082 BRISTOL BS35 9BQ
Responsible individual	Peter Murphy
Registered manager	Keith Paul Smith
Date of last inspection	09/09/2014

Inspection date	02/03/2015
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Previous inspection	good
Enforcement action since last inspection	none

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

Overall effectiveness

Judgement outcome	good
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Young people receive outstanding levels of care, support and guidance leading to them making significant progress in improving their behaviour, education and personal development. Young people say they feel safe and well looked after.

Extremely positive and meaningful relationships are shared between staff and young people. This helps young people to significantly improve levels of self-esteem and self-worth and to move forward in their lives.

A holistic and comprehensive approach to care planning, assessment and review allows for individualised care programmes to be implemented. These meet the specific and changing needs of each young person and are followed by staff in practice. Emotional well-being is at the centre of care planning with young people receiving an excellent standard of health care overall including regular expert advice and guidance.

Young people are kept safe, behave very well and engage fully in intervention programmes to reduce their offending and risk taking behaviours. Staff provide

consistent and committed levels of care within an inclusive approach that allows young people every opportunity to express how they feel.

The home is managed efficiently and effectively with the needs of young people at the forefront of practice and development. Young people are looked after by a stable, motivated and committed staff team who understand their individual needs.

This is a home that maintains high standards of care alongside striving to improve and develop wherever possible. One requirement and eight recommendations were made at the last inspection; a vast majority of these have been addressed. One requirement and three recommendations are made on this occasion; none of these shortfalls posed a risk of harm to young people.

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 24 young people, who are aged up to 17 years. Up to 24 young people who have received a custodial sentence can be placed at this home by the Youth Justice Board. Other young people, subject of Section 25 of The Children Act 1989, can be placed by local authorities, with agreement from the Youth Justice Board. Admission of any young person under 13 years of age subject to Section 25 of The Children Act 1989 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
09/09/2014	Full	good
05/03/2014	Interim	good progress
17/09/2013	Full	good
20/02/2013	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
31	ensure that all parts of the children's home used by	05/05/2015

(2001)	children are-of sound construction and kept in good structural repair externally and internally. (Regulation 31 (2)(d))	
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Recommendations

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

- implement fully the policy relating to the individual searches of young people; specifically, ensure records of all searches demonstrate the risk and justification for such searches (NMS 23.3)
- ensure young people are provided with appropriate education while in the home; in particular, improve the additional learning support in classrooms to ensure that all young people are challenged to progress (NMS 23.11)
- ensure young people are provided with appropriate education while in the home; in particular, develop links with employers to help inform vocational courses taking place in the home and increase the opportunities for work experience. (NMS 23.11)

Inspection judgements

Outcomes for children and young people **outstanding**

Young people receive excellent levels of care and make considerable progress as a result, notably given their starting points. Highly individualised support helps develop their life and social skills with young people significantly improving their behaviour, levels of self-esteem, confidence and general outlook on life.

Young people say they, 'feel cared for' that, 'staff understand' them, and they, 'really enjoy' living at the home. A stable and motivated staff team provide a continuity of care which meets the specific needs of young people. The importance placed on relationships and positive reinforcement enables young people to consider feelings of respect and mutual understanding. As a result they live in an environment that is settled, open and inclusive.

Young people benefit greatly from having their health needs promoted to an excellent standard. In particular their emotional and psychological well-being is met in a holistic fashion that includes direct access to specialist support when needed. Due to the support they receive, young people's awareness of risks associated with certain behaviours is raised; for example, sexual health issues and self-harm.

Young people live in a home where their next steps are considered in detail as a fundamental aspect of care. Discharge planning starts from the point of admission and is exceptionally strong. Young people benefit from programmes of mobility that are relevant to their career ambitions, are interesting and stimulating. This supports them very well as they prepare to move into community settings. Staff enjoy consistently strong relationships with partner organisations. They are highly effective in challenging any shortfalls in service delivery. The home works collaboratively with advocacy groups, solicitors, and statutory bodies to facilitate appropriate transition arrangements. The actions of the home have generated meaningful improvement to pathway and discharge plans. This greatly improves the life chances of young people as they move into community settings. The home continues to support young people when they are discharged. For example, young people are able to return to sit examinations and are supported to revise by education staff. Drug and alcohol misuse workers continue to offer support to young people who have left the home through established arrangements with community based organisations. Where appropriate, a number of young people also benefit from continued input from mental health professionals following discharge.

Young people are fully supported to maintain contact with families/carers and those important to them. Family contact arrangements are significantly improved. The home advocates very effectively for young people who find family contact challenging. Staff are highly skilled at supporting young people before, during and after family contact. This means that young people experience less anxiety around

visits and are able to interact more positively with their families. Where appropriate, family visits are actively encouraged. The home is good at co-ordinating visits where travel arrangements are complex. Visitor's rooms have been re-decorated and furnished so that they are less austere. This means that families enjoy a more welcoming, comfortable, and pleasant environment. Telephone contact arrangements are tailored so that they can respond flexibly to changing family dynamics, and the availability of particular family members.

Young people continue to receive excellent support and guidance regarding learning and developing their independence skills. Self-care programmes are geared to the needs and abilities of young people which helps prepare them for life outside of the home. This can incorporate mobility trips to plan, shop, prepare and cook meals. The life skills lodge is an excellent example of using an innovative approach to allow young people opportunities to experience living on their own in a structured and carefully monitored fashion. The life skills lodge is situated within the secure perimeter and provides single accommodation including bathing and cooking facilities. Only young people who are risk assessed as suitable for this project are allowed to participate. This is seen as an integral part of their learning and transition plan toward living on their own when they leave.

Young people who have left the home speak most positively about the care and advice they received. For example, a young person who had successfully moved from the home to semi-independent living stated, 'The stability in here was really good for me.' Parents/carers were similarly positive stating, 'She is coping now because of the support she got at the home...she made such progress there.'

Quality of care

outstanding

Young people live in an exceptionally nurturing environment. They benefit from a very settled and orderly atmosphere. A young person stated, 'When I am somewhere calm, it keeps me calm.' Young people enjoy strong and constructive relationships with staff. Staff communicate assertively. As a result they set consistently high expectations of conduct and behaviour. However they balance this approach with great warmth and compassion, particularly when young people are distressed. Staff use humour very effectively to support young people who become frustrated or annoyed. Young people say that they are very fond of the staff who care for them. A parent describes the staff as 'firm but friendly', and 'really excellent'.

Young people understand how to make a complaint. They routinely make use of the established complaint process to influence the running of the home. Managers ensure that young people are able to make complaints anonymously. However, young people report that they are comfortable to pass complaints directly to staff. They are very confident that their concerns will be taken seriously and addressed positively. Young people have used the complaints process to generate improvement in group-work and activity provision. Where complaints are not upheld, managers provide a

very clear explanation of their decisions. This helps young people to understand why it is not possible to act on their wishes. Each young person has access to an independent advocate. They are able to escalate concerns externally if young people are dis-satisfied with the response of the home. Although this has not been required, it demonstrates that the home's complaint system is robust and transparent.

Young people's meetings are used very well to consult with and listen to the views of young people. Because these meetings are generally attended by the Registered Manager, young people feel that their views and wishes are taken seriously. Young people's meetings have generated improvements to the home's décor, furnishings, and incentive scheme. In addition, they have contributed to the development of the newly opened tuck shop. Young people say that the tuck shop has improved their experience in the home. An external visitor who attended a recent young people's meeting has written to the manager saying, 'I was impressed with your attitude towards the young people, treating them seriously, with respect and facilitating their views and opinions.'

Care Planning is exceptionally strong. Each young person has a detailed assessment of their care, educational, health and social needs at admission. This leads to the development of clear and measurable plans to address these needs. Staff demonstrate a very strong understanding of each young person's care plan objectives. Staff are highly effective in helping young people to recognise the progress they make. They are quick to praise young people's achievements. For example, a young person was shown a bar chart at their review which provided a visual representation of their improved behaviour and enabled discussion of how improvement could be maintained. Care plans identify particular needs arising from young people's culture, background, religion or individual preference. Consequently, equality and diversity is very well respected in the home. The home's multi-faith room enables young people to meet privately with, and pray with their spiritual advisors.

Direct, individual work is undertaken with young people in a wide variety of areas including, victim awareness, weapons and gangs, female focused offending, thinking skills, self-esteem, self-harm, independence skills and alcohol awareness. Direct work is undertaken by staff who are qualified to do so. For example, as well as the young person's key worker, the home's psychologist, nurse, and resettlement co-ordinator all undertake direct work with young people. Staff demonstrate high levels of empathy. As a result, they are very effective in addressing sensitive issues with young people and supporting them to make positive changes. Young people confirm that staff are, 'well suited to their jobs'.

The provision of structured group-work is a key strength of the home. Group-work sessions are tailored to reflect any issues within the home as well as addressing wider themes affecting young people in society. For example, young people have recently undertaken work on child sexual exploitation, on-line abuse, racist and religious hate crime, healthy eating, life skills, sexual health and drug awareness.

Care staff show great skill in delivering the sessions. Good use is made of DVDs and creative activity to ensure that young people are engaged well. Where young people and staff report that sessions are not sufficiently engaging to young people, they are quickly improved. As a result, young people make constructive use of group-work time. In addition, group work time is used well to provide young people with practical skills. For example, many young people are undertaking a first aid qualification.

Health care arrangements are excellent. A very strong, multi-disciplinary, team ensures that the physical, mental and emotional health needs of young people are fully addressed. The home's nurse effectively co-ordinates the provision of treatment, advice and therapeutic services to young people. Because he takes a holistic approach, the home is a very healthy environment. Young people are supported to make good choices in relation to sexual health, diet, exercise and lifestyle because they receive excellent advice and guidance from health specialists. For example, a regular clinic is provided so that young people can return to community settings with appropriate contraception already arranged. Obesity has effectively been eradicated because the nurse, managers, care staff and catering staff have agreed changes to meal time procedures.

The home is clean and well-decorated. It is a bright and spacious environment. Young people say that the home is 'a nice place'. Because their creative work is prominently displayed, they contribute positively to their home. The health and well-being of young people is significantly improved because they have regular access to high quality outside play facilities and pleasant garden areas. A number of animals are kept on site. This is a distinctive feature of the home. Young people are able to care for pets and livestock including chickens, goats, rabbits, guinea pigs, and a bearded dragon. Many young people feel that access to pets significantly improves their experience in the home. A young person stated, 'They trust me and give me responsibility for the animals...this really helps me.'

In addition to caring for the animals, a wide range of interesting and stimulating activities are provided for young people. They become fitter following admission to the home because they regularly take part in sporting activities and exercise classes. They also develop their creative talents because they take part in art and craft, baking, photography, and creative writing activities. Staff work innovatively with education to provide extra-curricular learning opportunities. For example, several young people enjoy learning French in the evenings and have the opportunity to gain a qualification in the subject.

Keeping children and young people safe good

There are strong systems in place to help protect and promote young people's welfare and safety. Safeguarding procedures are robust and run throughout all aspects of care practice. Feedback from safeguarding professionals is extremely positive and confirms that the home has strong links with the Local Safeguarding

Children's Board (LSCB), which includes the Local Authority Designated Officer (LADO). A representative of the LSCB said, 'The home feels like a very integrated part of my world. They have a good professional relationship with safeguarding agencies and are open and transparent in their practice.'

Young people's safety and welfare are integral to all aspects of care practice. Staff are trained in safeguarding and have a clear understanding about their roles and responsibilities to keep young people safe. This means they know how to identify and manage any safeguarding concerns and understand their responsibility in escalating these concerns to senior managers. Managers have taken swift action when safeguarding issues have been raised, regardless of how insignificant these may appear to be. This includes making appropriate referrals and sharing information with safeguarding professionals.

Young people confirm that they feel safe and well protected. Although not commonplace, bullying does occur but young people do not see this as an issue. This is because they have confidence in the staff to address tension within the group and to ensure that incidents of bullying or aggression are dealt with swiftly and effectively. This includes undertaking focused intervention work with the perpetrator to help them understand the impact of their behaviour on others.

Care practice is supported by detailed risk assessments that staff use as working documents. These are formulated at the point of admission and formally reviewed each week by a multi-disciplinary team. Good use is made of scheduled handovers and staff meetings to share information and discuss young people's needs, behaviour and areas of concern. This helps ensure staff are aware of young people's known and emerging risks and vulnerabilities and are clear about risk management strategies. These processes are embedded into practice and have proven highly effective in supporting young people who are at risk of self-harm for example.

Young people receive good levels of support and interventions to address problematic or offending behaviour. A skilled team of staff oversee individual and group work programmes that are linked to general and specific issues. This can include interventions that consider child sexual exploitation, gang culture and violence, the impact of peer pressure and drug dependency. Young people engage positively with these programmes and learn how they can keep themselves safe and make improved choices when out in the community.

There have been no incidents of absconding since the last inspection. Missing from home policies and protocols are in place. These clearly outline what action staff should take in the event of a young person going missing, including the expectation to maintain comprehensive records of the incident. This ensures the right action will be taken to secure a quick return to the home in the event of a young person absconding.

Staff take a positive approach to behaviour management. Rules and expectations are

fully understood by young people. Young people talk positively about how the incentive and reward scheme motivates them to behave well. They value the fact that positive behaviour results in increased privileges such as later bedtimes, increased pocket money, games consoles in their rooms and takeaways at the weekend. Responses to negative behaviour are proportionate. When sanctions are given young people have the option of engaging in some form of restorative justice as an alternative or to reduce the punishment. The effectiveness of each sanction is considered and young people are routinely encouraged to reflect on their behaviour. This helps them develop a better understanding of, and modify their own behaviour. This positive ethos has resulted in a significant reduction in the use of sanctions.

Physical intervention is only used to manage behaviour where young people put themselves or others at serious risk. All staff are trained in behaviour management and the use of restraint. Staff are clear about their responsibilities in the application of restraint and only use this as a last resort. They make good use of their knowledge of young people, positive relationships and de-escalation techniques to avoid physical intervention wherever possible. When restraint has been used it has been used sensitively and professionally. Young people's views are routinely gathered and there is a genuine emphasis on rebuilding positive relationships between staff and young people. Detailed records are maintained and all incidents of restraint are reviewed by senior managers using closed-circuit television (CCTV) to ensure practice is appropriate. An additional layer of scrutiny is applied by the LADO, who visits the home each month and undertakes an independent review of all incidents.

The use of single separation is appropriate and is always fully and accurately recorded to show the reasons for its use and justification for its continuation. All incidents of single separation are periodically reviewed by the duty manager. Staff demonstrate an increased focus of reintegrating young people as quickly as possible, which means that the majority of incidents are for a relatively short duration.

The policy relating to searches has been reviewed and appraised by the LSCB. Types of searches include routine and risk-led searches of communal areas and bedrooms, and risk-led personal searches. Personal searches range from level 1, which is turning out pockets, to level 3, where young people put on a dressing gown and are scanned using electronic monitoring devices. All personal searches are authorised by the duty manager and the level is based on the known intelligence and risk. Records do not always demonstrate the rationale that led to the decision to undertake any level of personal search. However, young people confirm that they are not subjected to unnecessary searching and that when searches are undertaken, they are not intrusive and staff respect their dignity.

All staff are thoroughly vetted and undergo a rigorous assessment process. This ensures they have the right skills and competencies to work with vulnerable young people in a secure environment.

Young people live in a safe environment. This is because they are protected by a

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

good

A highly effective approach ensures the home continues to be managed to high standards. The Registered Manager has a wealth of experience having been registered with Ofsted in 2007. He is suitably qualified and displays a vast and comprehensive understanding of the needs of young people within a secure setting and how best to meet their needs. The Registered Manager has appropriately high expectations of staff practice and leads by example in setting the bar high. The management team provide significant strength in depth with managers bringing considerable expertise to assist in the smooth running of the home. Feedback from social workers and parents/carers confirmed the home is run in a way that consistently places the individual needs of young people as the paramount concern. Comments included, 'Management and leadership are extremely good...young people have their needs placed first'. The Youth Justice Board confirmed there were no performance issues with the home.

The Registered Manager and his leadership team appreciate the strengths and weaknesses of the home and aspire to be the best they can in all aspects of care provision. The one requirement made at the last inspection has been met, while a vast majority of the recommendations have been fully addressed. This includes amendments being made to policies, procedures and records regarding missing persons, sanctions, restraints, single separation and formal supervision. These changes have been implemented in practice and have brought about improvements. For example in reducing the number of sanctions given. One recommendation has been partially addressed as despite changes being made to the searching policy a few records continue to lack detail in the reason for their use. This shortfall does not pose a risk to young people as practice is appropriate.

A rigorous process of monitoring ensures all aspects of the home are routinely assessed, reviewed and evaluated. The Registered Manager completes regular reviews of care that are both comprehensive and objective. The subsequent reports provide an in depth evaluation of the standards of care provision and in particular the progress of young people. Such thorough analysis enables patterns or trends in behaviour, attitude to be fully considered against care plans and the overall aims of the sentence/placement. This means the impact of intervention strategies are continually examined to ensure they meet the needs of young people and supports their progress. External monitoring occurs monthly which result in routine assessments of the home being completed. Such a process includes gathering the views of parents/carers, staff, placing authorities and indeed the young people themselves. These visits are carried out by an independent charitable organisation

with reports providing a subjective critique of the quality of care on offer.

Young people live in an environment that provides them with a good standard of accommodation which is safe and secure. The home is generally well maintained although an incident occurred during the inspection regarding a mechanical fault. This issue was responded to swiftly and did not place the well-being of young people or the safety and security of the building at risk.

A highly motivated staff team deliver outstanding levels of care, support and guidance to young people. Good numbers of staff are deployed night and day who have a keen understanding of the specific needs of young people in their care. This stable, experienced, committed and skilled group of staff are well supported to undertake their roles. Staff say they receive extremely good levels of supervision which is professional, empowering and developmental. Since the last inspection new formats have been introduced to better guide leaders and managers in addressing any concerns regarding the quality of staff practice. This now enables staff to receive very clear written guidance of shortfalls in their practice linked to a tangible improvement plan. Comments from staff included, 'morale is really good...I get great support and encouragement...I love working here.'

Staff receive extremely good levels of training that supports them in providing high quality care, develops their skills and promotes the importance of qualifications. A majority of staff either hold the required qualification in care, are undertaking it or are enrolled to do so. An in depth induction programme provides new staff with relevant information, shadowing opportunities and essential training. This includes physical intervention, child protection and the complexities of working within a secure environment. Staff are assisted to further their learning and career developments; for example by undertaking specific training and gaining qualifications in working with young people with sexually harmful behaviours and in management. On-going training takes a full account of how best to look after vulnerable young people which has included staff completing courses in sexual exploitation and self-harmful behaviours. Staff praised the quality of training and spoke with knowledge and appreciation of how their learning had impacted positively on their practice and indeed had enhanced their abilities to care for young people.

Records are stored securely and maintained accurately. This ensures young people have their lives at the home, their particular progress and plans for their future, captured in a comprehensive manner.

Outcomes in education and related learning activities

good

Initial assessment of young people takes place soon after arrival and correctly identifies the individual support needed to help improve English and mathematics. The home is proactive at locating previous assessments and special education needs requirements, which help plan learning for young people. Assessment is good and accurately identifies the previous attainment of young people. Re-assessments take place frequently to monitor improvement and progress made.

Outcomes are good for young people and have successfully been maintained since the last inspection. Most young people achieve their learning goals. Young people make excellent progress given their starting point. Where appropriate progress is mapped to the national curriculum sub-levels which indicate that average improvements in English is just under three levels and in mathematics at two and a half level for the average length of time spent at the home. The number of young people achieving qualifications at level 2 has increased, with better progression between levels. Achievements of accredited qualifications remain mostly high. Data indicated no significant gaps in achievement between different groups of young people.

Teaching learning and assessment are good with some outstanding which reflects the findings from the homes internal observation process. Teachers are well qualified and skilled at engaging learners who have difficult challenging behaviour. The best lessons challenge young people to progress and work is individualised to meet their needs. In the weaker sessions young people dis-engaged with their work while they wait for individual support from the teacher, this is particularly the case where groups have a wide range of different abilities. In most cases, teachers make good links with English and mathematics to re-enforce learning.

Care staff support learning well in lessons by helping manage behaviour to ensure a positive learning environment. Additional learning support to support less able young people is insufficient and reduces the quality of learning. In groups where the range of ability is wide, not all young people are sufficiently challenged. Young people who have special educational needs receive a high level of targeted support.

Most young people are interested and engaged in their learning activities. They gain in self-confidence and improve their self-esteem. Assessment is generally good with good feedback provided to young people on what they need to do to progress. Teachers provide good feedback on the progress young people are making during lessons. Tutorials are well-planned providing good opportunities for young people to work with tutors to develop individual targets for improvement.

The curriculum is good and appropriate for young people of this age group. English maths, science, information technology, art, design technology, physical education, print technology, food technology, humanities and music technology is available at the home. Education is operational for 50 weeks of the year. Accommodation is generally good and most rooms have access to information learning technology,

although this is not always fully utilised by teachers to support learning.

Throughout the year education run themed weeks which focus on developing young people's understanding of substance misuse, equality and diversity, parenting, healthy eating and cyber bullying. Very effective enterprise projects have been introduced which have included a young person, planning and running a breakfast bar, another project involved growing flower bulbs and selling them to staff. Enterprise projects integrate English and mathematics well. Some productive links had been made between art and the motor vehicle workshop; several projects produced in the metal workshop were embellished during art sessions. The printing and design course has successfully undertaken community based projects, which have been successfully planned and managed by young people. A good focus is on health and safety and young people follow safe working practices.

Opportunities are available for young people to engage with vocational training in motor vehicle maintenance, brickwork, animal care, gardens and hair and beauty. Accommodation is generally good. Opportunities for young people to engage with work experience in the kitchens at the home are good.

Enrichment activities are good with opportunities for young people to take part in a variety of leisure activities to extend their knowledge and understanding helping develop their personal development. Many of the activities are accredited. Participation is good with most young people engaging in activities throughout the week. A good range of sporting activities are in place which include football, table tennis, cricket, circuit training, badminton, basketball, volleyball and cycling. Throughout the year, activities are available in art and craft helping young people develop skills in cake decorating, hair and makeup, nail art, photography, woodwork, jewellery making and model making. Young people quickly build confidence and self-esteem in their new skills.

Careers advice has improved since the last inspection with a designated worker to provide advice and guidance on a weekly basis. This development coupled with the resettlement co-ordinator helps prepare young people for transition. The resettlement co-ordinator has built good links with youth offending services, colleges, and external providers to help young people progress into education training on release. Good use is made of the resettlement lodge to help young people develop independent living skills such as food preparation, budgeting and cleaning in preparation for release. Mobility is being used well to enable young people to attend college interviews and engage with a small amount of work experience. However, opportunities for work experience or taster days linked to training taking place at the home is limited. The progress of young people after leaving the home is monitored at two weeks and two months; this helps measure impact and inform the provision provided at the home. On leaving the home young people are encouraged to contact the home for advice if they feel it is required.

Behaviour management is good. The introduction of a designated inclusion

classroom is working well in helping maintain learning for young people who become disruptive in lessons. Young people are managed back into learning quickly usually by the next lesson. The number of young people who are returned to their accommodation block has significantly reduced and now rarely happens. Care staff are utilised well in lessons to manage poor behaviour and maintain a positive learning environment. Standards of behaviour are generally good and a harmonious relationship is in place between young people and education staff. Attendance has improved and is now excellent.

The leadership and management of education and related learning activities is very good. Systems to track and monitor young people's progress are well developed and provide information to help plan the provision. Staff qualifications are good. A well-developed system for the observation of teaching and learning effectively identifies areas for improvement in the quality of teaching. Regular meetings take place to share good practice and develop teaching strategies.

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.

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