

Children's homes inspection - Full

Inspection date	09/06/2015
Unique reference number	SC033362
Type of inspection	Full
Provision subtype	Secure Unit
Registered person	Peterborough City Council
Registered person address	Peterborough City Council, Chief Executive, Town Hall, Bridge Street, PETERBOROUGH, PE1 1PJ

Responsible individual	Mrs Wendi Ogle-Welbourn
Registered manager	Mrs Jeannette Winson
Inspector	Mr Kevin Whatley

Inspection date	09/06/2015
Previous inspection judgement	Improved Effectiveness
Enforcement action since last inspection	None
This inspection	
The overall experiences and progress of children and young people living in the home are	Good
The children's home provides effective services that meet the requirements for good.	
how well children and young people are helped and protected	Good
the impact and effectiveness of leaders and managers	Requires improvement
outcomes in education and related learning activities	Good

SC033362

Summary of findings

The children's home provision is good because:

- Young people are supported to settle in to the home quickly and make good progress. Plans for transition are detailed and delivered in practice to support reintegration back into the community.
- Young people's views are central to the running of the home. They are empowered and fully involved in decisions that affect their care.
- Multi-disciplinary working leads to innovative practice. For example, how young people are supported to reduce self-harm behaviours.
- Young people make good progress in education. All young people leave the home with at least one accredited qualification and a few leave with higher level qualifications.
- Staff build effective and supportive relationships with young people which forms the foundations for interventions that support young people to make progress.
- Young people are very well supported to develop coping skills and strategies for self-protection and specifically in relation to child sexual exploitation.

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

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 (England) Regulations 2015 and the *Guide to the children's homes regulations including the quality standards*. The registered person(s) must comply with the given timescales.

Requirement	Due date
<p>The registered person must ensure that-</p> <ul style="list-style-type: none"> (a) within 24 hours of the use of a measure of discipline in relation to a child in the home, a record is made which includes- <ul style="list-style-type: none"> (vii) the effectiveness and any consequences of the use of the measure (b) within 48 hours of the measure, the registered person, or a person who is authorised by the registered person to do so ("the authorised person")- <ul style="list-style-type: none"> (i) has spoken to the user about the measure <p>(Regulation 35 (3)(a)(vii) (b)(i))</p>	31/07/2015
<p>6. (1) The quality and purpose of care standard is that children receive care from staff who-</p> <ul style="list-style-type: none"> (a) Understand the children's home's overall aims and the outcomes it seeks to achieve for children; (b) Use this understanding to deliver care that meets children's needs and supports them to fulfil their potential. <p>(2) In particular, the standard in paragraph (1) requires the registered person to-</p> <ul style="list-style-type: none"> (c) ensure that the premises used for the purpose of the home are designed and furnished so as to- <ul style="list-style-type: none"> (i) meet the needs to each child. <p>Specifically, ensure that the programme of refurbishment and redecoration is completed in a timely manner and that repairs are</p>	31/07/2015

<p>completed without delay.</p> <p>(Regulation 6 (2) (c) (i))</p>	
<p>7. (1) The children's views, wishes and feelings standard is that children receive care from staff who-</p> <ul style="list-style-type: none"> (a) develop positive relationships with them; (b) engage with them; and (c) take their views, wishes and feelings into account in relation to matters affecting the children's care and welfare and their lives. <p>(2) In particular, the standard in paragraph (1) requires the registered person to-</p> <ul style="list-style-type: none"> (a) Ensure that staff- <ul style="list-style-type: none"> (ii) help each child to understand how the views, wishes and feelings have been taken into account and give the child reasons for the decisions in relation to the child; <p>Specifically, that records in relation to consultation of children are improved and shared with young people so that they understand that their views have been considered, what decisions have been taken and why.</p> <p>(Regulation 7 (2)(a)(iii))</p>	<p>31/08/2015</p>
<p>9. (1) The enjoyment and achievement standard is that children take part in and benefit from a variety of activities that meet their needs and develop and reflect their creative, cultural, intellectual, physical and social interests and skills.</p> <p>(2) In particular, the standard in paragraph (1) requires the registered person to ensure-</p> <ul style="list-style-type: none"> (a) That staff help each child to- <ul style="list-style-type: none"> (i) Develop the child's interests and hobbies; (ii) Participate in activities that the child enjoys and which meet and expand the child's interests and preferences <p>(Regulation 9 (2)(a))</p>	<p>31/07/2015</p>

<p>13. (1) The leadership and management standard is that the registered person enables, inspires and leads a culture in relation to the children’s home that-</p> <p>(a) Helps children aspire to fulfil their potential; and (b) Promotes their welfare.</p> <p>(2) In particular, the standard in paragraph (1) requires the registered person to-</p> <p>(h) use monitoring and review systems to make continuous improvements in the quality of care provided in the home</p> <p>Specifically, ensure that records are only signed by managers when the information contained in them is accurate and appropriate</p> <p>(Regulation 13 (2)(h))</p>	<p>31/07/2015</p>
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Recommendations

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

- the responsible individual and Registered Manager should formally advise the Local Safeguarding Children Board (LSCB) of its duties as set out in Working Together to Safeguard Children 2015 in reviewing the use of restraint within the secure unit (Working Together to Safeguard Children 2015; Chapter 3, Page 70, Section 18 and Chapter 4, Page 72, Section 9)
- where appropriate, sanctions used to address poor behaviour should be restorative in nature, to help children recognise the impact of their behaviour on themselves, other children, the staff caring for them and the wider community. In some cases it will be important for children to make reparation in some form to anyone hurt by their behaviour and the staff in the home should be skilled to support the child to understand this and carry it out (The Guide to the Quality Standards, Page 46, Section 9.38)
- young people subject to restraint are encouraged to see a healthcare professional as soon as possible after restraint and any injuries sustained are fully documented (Health Care Standards for Young People in Secure Settings 2013; Chapter 3, Page 20, Section 3.7.3)
- the registered person should oversee the welfare of the children in their care through observation and engagement with professionals involved in the care of

each child; specifically that, senior care and education managers should collect and analyse information of late arrival and early departure from education sessions by young people to identify reasons for their partial attendance and reinforce the prioritisation of education (The Guide to the Quality Standards, Page 54, Paragraph 10.23)

- the registered person should support staff to be ambitious for every child in the home and to gain skills and experience that enable them to actively support each child to achieve their potential; specifically, ensure that education staff increase professional development opportunities with local schools and subject communities (The Guide to the Quality Standards, Page 52, Paragraph 10.5)
- the registered person should support staff to be ambitious for every child in the home and to gain skills and experience that enable them to actively support each child to achieve their potential; specifically, ensure that education staff sharpen the focus on quality improvement in relation to teaching and learning by sharing more effectively the best classroom practice (The Guide to the Quality Standards, Page 52, Paragraph 10.5)
- ensure that the ethos of the home supports each child to learn; specifically, that education staff integrate the teaching of functional English and mathematics into lessons more consistently (The Guide to the Quality Standards, Page 29, Paragraph 5.18)
- ensure that the ethos of the home supports each child to learn; specifically, ensure food technology kitchen offers a suitable environment for voice recording, and the entry-level microphones and playback speakers are of sufficient quality to support learning (The Guide to the Quality Standards, Page 29, Paragraph 5.18)

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. Education is provided on site. The children's home can accommodate up to 16 young people who are aged between 10 and 17 years and accommodated under section 25 of the Children Act 1989. Admission of any young person under 13 years of age requires the approval of the Secretary of State.

Recent inspection history

Inspection date	Inspection type	Inspection judgement
03/02/2015	CH - Interim	improved effectiveness
14/05/2014	CH - Full	Good
14/01/2014	CH - Interim	Satisfactory Progress
03/06/2013	CH - Full	Good

Inspection Judgements

	Judgement grade
<p>The overall experiences and progress of children and young people living in the home are</p>	<p>good</p>
<p>Young people are provided with good quality care. Staff create an atmosphere in the home which is supportive and friendly. Young people feel safe and say they 'get along with one another and are able to form friendships.' Relationships between young people and staff are respectful, nurturing and appropriate. Staff promote empathy and tolerance by valuing difference and helping young people understand diversity.</p> <p>Young people's needs are comprehensively assessed by a multi-agency team. This includes care staff, nurses, mental health practitioners, teachers and others as required. The home employs two part-time nurses who complete a full health check on all young people shortly after admission and monitor their health needs throughout their stay. Good links are established and maintained with health care services within the local community. Young people have good access to General Practitioner (GP), dentist and opticians. Specialist needs are reviewed by the home's psychologist who works in partnership with the nursing team. The nursing team provide health care awareness workshops for young people. These include; sexual health, relationships, alcohol and substance misuse and the importance of a healthy diet. Young people actively engage and enjoy these sessions. Completed quizzes and questionnaires demonstrate the young people's increased awareness of their own health needs and wellbeing and what services they can access to seek medical support and advice independently.</p> <p>Care plans are devised and reviewed weekly to ensure that all aspects of the young people's needs are being met. Young people are looked after by a mixed gender staff team who vary in age and ethnicity. Staff treat young people as individuals. They meet young people's daily living needs and support them with their religious and cultural preferences. The progress young people make is carefully assessed so amendments and updates to care planning is undertaken if needed. A social worker commented, 'The young person is provided with a bespoke package of therapy that has been enhanced to meet her changing needs.' Another social worker stated, 'My experience working with this home has been extremely positive; they have delivered everything that they promised. They are very realistic and honest in what they can achieve. Working together has been of real benefit and we consider the results to be good and in the best interests of the young person.'</p> <p>Young people have access to a range of activities though these are not always sufficiently varied and stimulating to support development of their social and life</p>	

skills. Staffing vacancies contribute to this shortfall as those doing additional hours to support the running of the home are sometimes tired and lack motivation. Young people say they are sometimes bored with what is on offer. The head of education has a clear plan to shortly implement an enrichment programme that will enhance current activity provision.

Young people are supported in contact with family members via visits and through having regular telephone calls. Families and professionals are provided with weekly updates so that they are aware of the progress being made by young people or any particular difficulties they are facing and how these are being addressed.

Admission and transition planning is a strength. Young people are supported to settle in to the home quickly and make good progress. Staff advocate strongly for young people where required. For example, staff confidently challenge local authorities to ensure young people who are moving on from the home are placed appropriately in a service that can meet their identified needs.

Managers and staff place consultation at the centre of their practice. They provide regular opportunities for young people to express their views and feelings and to get involved in the running of the home. For example, young people have recently been involved in choosing colours and soft furnishings for the lounges that are being refurbished. However, case records do not always evidence the good work being undertaken.

The home is looking tired and worn. A full refurbishment programme has commenced but this is moving slowly and therefore the environment provided for young people is not currently to the expected standards. Managers are aware of the need to progress this quickly to ensure a timely programme is delivered to bring the home back up to good standards.

	Judgement grade
How well children and young people are helped and protected	good
<p>Young people said they feel safe at the home and they did not raise any concerns about bullying. Security systems and procedures at the home provide an environment that is appropriate for young people and promotes a sense of safety.</p> <p>Any risks and vulnerability, including risk of suicide and self-harm and child sexual exploitation are assessed when young people are admitted to the home. A risk assessment and relevant plans are developed, shared with all staff and implemented by them to help keep young people safe. Risk assessments are</p>	

routinely regularly reviewed and updated quickly when new information comes to light. Implementation of care plans ensures young people are supported to develop coping skills and strategies for self-protection and safety generally and specifically in relation to child sexual exploitation. There are good and innovative examples of how young people are supported to reduce self-harm behaviours through multi-disciplinary working and practices. A placing social worker spoke highly of the work undertaken with a young person by staff and relevant professionals.

There are links and liaison with the Local Authority and the Local Authority Designated Officer (LADO). Any safeguarding concerns are shared and relevant actions taken. Staff have undertaken child protection training. They fully understand how to follow and implement the home's procedure should they have any concerns or suspicions a young person is at risk of harm. Child protection matters that have arisen since the last inspection have all been managed effectively, promptly, referred to relevant agencies and records kept that show the progress and outcome.

There have been no incidents of absconding since the last inspection. The home has a protocol in place that has been developed, recently reviewed and agreed with the local authority and local police service. Staff understand the absconding procedure and how this needs to be implemented where appropriate to help keep young people safe.

Young people's rooms and communal areas are regularly searched and checked. This is to ensure the safety of young people and staff, and to maintain the security of the home. Individual searches of young people are carried out using a risk-led approach. The home has two levels of search. These are a pat-down with the use of electronic wand and a 'clothing' search. A clothing search involves a young person removing their clothes while behind a screen and putting on a dressing gown. Clothing is then searched and returned. This type of search is used only with the authorisation of a senior manager and where evident risks determine this is required. A record is always made of any search and young people are able to add their comments to the records.

Positive behaviour is very well promoted. Staff are good role models. They address and challenge negative behaviours and develop positive relationships with young people. There is an incentive scheme to support young people to develop positive social skills and behaviour. The scheme has levels that go from one to five. The higher the level, the increased rewards and incentives young people receive. Young people understand the system, have been involved in reviewing it with managers and can progress up the levels through improved behaviours.

Where behaviours are negative, staff can and do use approved sanctions. Sanctions are appropriate and are always recorded with young people able to add their comments. This ensures young people understand what they have done wrong and are supported to develop responsibility. Managers and staff talked

about the use of restorative practices. This approach is used by staff but not well evidenced. Sanction records do not accurately contain the effectiveness of the measure. Staff are recording different information about effectiveness. Managers have oversight of this and do fully assess the effectiveness of measures imposed so that they can guide staff in appropriate use focused on supporting young people to develop positive behaviour. The recording shortfalls therefore have limited impact.

Single separation is used in line with government guidance. Incidents are managed effectively to keep young people and others safe. Records are kept of each incident and young people are able to comment on these records.

Physical restraint does occur and is used in line with regulations. Incidents are always recorded and reviewed by a senior manager using closed-circuit television (CCTV). Scrutiny of all incidents with the Registered Manager's oversight ensures that any learning points are identified and taken forward. Records made include young people's comments. Staff that spoke with inspectors reported for the most part that they do receive support, though there are indications accepted by managers that debriefs are not consistently undertaken. The Registered Manager confirmed that the Local Safeguarding Children Board (LSCB) has not established regular independent oversight and scrutiny of restraint practices in order to formulate an annual report in line with the duties set out in Working Together to Safeguard Children 2015. However, internal monitoring procedures are robust in scrutinising restraint practices and therefore the impact of this matter is limited.

A nurse is on-site five days-a-week. Young people get to see a nurse following any incident of physical intervention, which is good practice and ensures young people's wellbeing and safety. There are rare occasions when nurses are not told about an incident due to mis-communication and records are not always completed to show that young people are always offered the opportunity to see a health professional after any incident. Young people did not raise any concerns about physical restraint and the records seen do not indicate any concerns that would impact upon a young person's health or wellbeing, therefore these shortfalls have limited impact.

	Judgement grade
The impact and effectiveness of leaders and managers	requires improvement
The home is run in the best interests of young people by a Registered Manager who is qualified and experienced. She has an understanding of the strengths and weaknesses of the home and acknowledges that improvements need to be made	

to ensure the home prospers fully. Where standards fall below those expected, actions are taken to address any shortfalls and improve practice.

The Registered Manager is proactive in advocating on the behalf of young people. Where necessary appropriately challenging agencies, professionals and others to ensure young people receive the services they require to meet their needs and make progress.

The home has a suitable Statement of Purpose that was reviewed and amended in May 2015. This provides sufficient information regarding the home and the services it offers. The aims and objectives of the home are met in practice.

A suitable complaints procedure enables young people to raise concerns easily. When issues arise they receive swift responses including outcomes to their complaints. Young people said they knew how to complain and felt they could freely raise matters. Young people have regular access to advocacy services which allows them opportunities to express their views without fear or prejudice.

The quality of care is monitored through a routine process of internal and external assessment. Monthly visits are carried out by an independent person and culminate in reports that are detailed, identify any areas of weakness and set recommendations for the ongoing improvement of the home. For the most part, internal monitoring by the Registered Manager is thorough, although on occasion lacks rigour. The Registered Manager carries out regular audits and uses data gathered on key themes, such as restraints, to review patterns and trends and produce regular and detailed reports. Development plans assist in linking current legislation to practice and provide a further mechanism for identifying progress in meeting shortfalls. Team managers also review and sign off records. However on some occasions records were signed off when they did not accurately describe the reasoning behind the actions taken by staff, or were not yet fully completed. For example, in the effectiveness of the measure not being described in sanction records or debriefs being completed with staff following physical restraint incidents. The Registered Manager accepted that improvements are required to a number of records.

Maintenance of the environment is suitable for the most part. In some instances facilities that require repair or replacement have not been identified or addressed by managers. For example, some bedroom viewing panels, although not causing a risk, were in need of replacing but had not been reported or identified through routine checks.

An appropriate number of staff look after young people. The turnover and some lack of retention of staff is an issue which consequently places pressures on existing staff. Managers have taken action to change the recruitment process. For instance, open events have been held at the home to allow prospective employees to meet current staff and find out the realities of working within a secure setting.

In addition new staff will be allocated an experienced member of staff who will act as their mentor through their probationary period. It is hoped that such an approach will slow down the turnover of staff and lessen the burden on the rest of the team. To their credit the staff team have met shortfalls by working additional hours so as to ensure consistency of care. The levels of agency and casual staffing is reasonable and wherever possible the same staff are utilised. Although this situation continues a number of new staff have been appointed to start work at the home very shortly.

Staff are provided with appropriate induction and training opportunities. They complete core training before they commence direct work with young people that includes child protection and the use of physical intervention. Staff are expected to attain formal qualifications and are well supported to achieve this. A large majority of staff hold a relevant award. On-going training addresses specific areas of intervention such as working with young people who self-harm or who are at risk from sexual exploitation. Subsequently staff have a better understanding of young people's needs and as a result provide good quality care.

Managers and staff receive regular supervision and appraisal. Staff say they receive good levels of informal support from their managers and each other. Formal supervision allows staff opportunities to discuss the needs of young people and their own development. The addition of a further team manager has enabled staff to receive formal supervision more readily and consistently.

The Registered Manager has acted to address the recommendations made at the previous inspection and has demonstrated commitment to improvement. Aside from addressing the issue of staff recruitment and retention, a number of policies and procedures have been amended. Complaints are now responded to consistently with young people receiving written feedback in a style and detail that is easy to understand and which fully answers their issues.

Comments from stakeholders, including social workers, praise the running of the home and the efforts of staff in supporting the progress of young people. They said that good communication allows for high levels of joint working where the needs of young people come first.

	Judgement grade
Outcomes in education and related learning activities	good
The leadership and management of the education provision are outstanding. Well-established communication and quality improvement procedures support the	

teaching staff very well and maintain the highly effective provision despite the prolonged absence of key senior staff. The strong leadership ensures that the high quality of young people's education and good outcomes have been maintained since the previous inspection. Advanced plans are in place to increase the range of strategic partnerships and further develop the range of activities for young people to improve their employability and life-long learning.

Young people make good progress during their time in education, often from a very low starting point. Most arrive with few qualifications and with reading and numeracy skills well below those expected for their chronological age.

Initial assessment is effective and carried out promptly so that programmes of learning match young people's needs well. Education staff use the results of initial assessment very skilfully to plan learning and anticipate areas of challenge for each young person. Many young people arrive with complex behavioural, emotional and mental health needs and staff develop personalised support plans to maximise their attainment within the home. As a result young people become well-motivated to progress.

All young people leave the home with at least one accredited qualification and a few leave with higher level qualifications. This prepares them well for moving on to further education or training. The large majority of young people make good progress in English and mathematics relative to their starting points. In English young people make better progress than their peers in mainstream schools. Young people clearly understand the relevance of these subjects to their future employability, education and learning.

Young people's personal and social skills, self-esteem and confidence grow as they take part in a good range of activities. They develop good practical skills in art, cookery, child care and hospitality. Most prefer the more practical aspects of learning such as learning hair care and beauty techniques and caring for animals. A very useful Lifeskills project is being piloted in partnership with a local special school, to prepare young people to live independently when they leave the home.

Teaching staff are very skilled at helping young people overcome barriers to learning and motivating them to study. Three quarters of young people who left the home in the six months prior to inspection progressed into other education, training or employment.

Teaching, learning and assessment are good. Young people are enthusiastic about their learning as work is carefully matched to their ability, learning needs and individual circumstances. A variety of teaching styles are used in each lesson to help groups of learners of very mixed abilities increase their skills and knowledge and gain in confidence. Staff regularly praise young people for their effort. The education rewards scheme is effective and recognition of learners' participation, effort and behaviour helps them to focus on their work.

In the large majority of lessons young people participate well and complete appropriately challenging tasks. This contributes to the good and often very good progress being made relative to their starting points and length of stay. Teachers make appropriate use of information computer technology (ICT) to enliven learning, where it is available. In better sessions teachers make clear links between the learning taking place and future employability. Teaching assistants provide highly valued personal and learning support to young people during lessons. On a few occasions the pace of delivery is too fast and young people are not given enough opportunity to consider their responses to questions.

All young people have individual education plans that are sufficiently detailed and clearly explain how learning targets are going to be monitored and achieved. Group tutorials and individual progress reviews are used very effectively to agree challenging progress targets, particularly for the more-able learners. Young people are clear about how well they are progressing with all aspects of their education.

The rigorous observation of teaching practice has recently been improved through the external scrutiny provided by the school improvement advisor. The results of learning walks are used to inform performance management and identify staff training needs. However, it is too soon to judge the effectiveness of these new arrangements in supporting further improvement across all of the provision. Young people are routinely involved in discussions about their progress in education and are confident in raising issues and concerns as they arise. The head teacher has developed useful links with a number of local schools to help review and improve the quality of the provision. Arrangements to further strengthen the level of professional support and challenge from the local authority have yet to be fully implemented.

Good attention is given to equality and diversity during lessons with frequent, interesting discussions on current affairs or topics of personal interest which help young people consider their personal prejudices and understanding of significant subjects.

The curriculum is good. Teachers work well together to coordinate a diverse range of subjects and activities to meet the needs of individual young people, including supporting a few learners to complete their GCSE and A level studies. The range of accredited courses is good and the curriculum now provides good opportunities for young people to achieve awards in subjects including: food technology, child care, hospitality, media studies, hair and beauty and animal care.

Young people enjoy a good range of educational and leisure sports, games and physical activities. The range of work experience opportunities includes appropriate external placements in a local hair salon, pre-school and commercial kitchens. Learning resources are good in most areas, with the exception of media studies, and support learners to develop relevant vocational skills or to research future

education and employment opportunities. All classrooms have interactive whiteboards and access to personal computers. Teachers make appropriate use of wall displays to support learning and to share young people's work, particularly in food technology. Media studies lessons are delivered in the food technology kitchen which does not offer a suitable environment for voice recording, and the entry-level microphones and playback speakers are of insufficient quality to support learning. The kitchen used to teach food technology is not included in the routine cleaning arrangements used for the main kitchen.

A varied enrichment programme is offered across the home, after school hours and during school holidays, which reflects the needs and interests of young people and enhances the education programme. This includes a variety of activities such as healthy eating, alcohol and substance misuse awareness and flower arranging. Plans are in place to introduce more activities in the next few months. Education staff take an active part in informing and influencing young people's care plans and contribute fully to transition planning. Teachers provide young people with useful informal careers advice during lessons and tutorials. Individual advice and guidance from a specialist agency is arranged, if required.

Behaviour is generally good. Most relationships between staff and young people are mutually respectful and trusting. Young people get on well with their teachers and peers which results in a relaxed and purposeful atmosphere in most lessons. Incidences of inappropriate behaviour are infrequent. Staff offer consistent, considered challenge to examples of poor behaviour and most are dealt with effectively.

Attendance is very high. Lessons start punctually and movements at break times throughout the day are managed efficiently. However, the disruption to learning through young people arriving late or leaving lessons early is insufficiently recorded, monitored and analysed to identify trends. A small number of lessons are disrupted by the need for young people to attend meetings and appointments. Teachers are not always informed of these events in good time and as a result are unable to plan all learning effectively.

Young people work safely in classes and in practical activities. They learn about and demonstrate safe working practices, including the use of personal protective equipment within all activities.

Briefings from care staff at the start of each day identify any concerns that need to be shared about individual young people and are used to help plan education activities well.

What the inspection judgements mean

The experiences and progress of children and young people are at the centre of the inspection. Inspectors will use their professional judgement to determine the weight and significance of their findings in this respect. The judgements included in the report are made against *Inspection of children's homes: framework for inspection*.

An **outstanding** children's home provides highly effective services that contribute to significantly improved outcomes for children and young people who need help and protection and care. Their progress exceeds expectations and is sustained over time.

A **good** children's home provides effective services that help, protect and care for children and young people and have their welfare safeguarded and promoted.

In a children's home that **requires improvement**, there are no widespread or serious failures that create or leave children being harmed or at risk of harm. The welfare of looked after children is safeguarded and promoted. Minimum requirements are in place, however, the children's home is not yet delivering good protection, help and care for children and young people.

A children's home that is **inadequate** is providing services where there are widespread or serious failures that create or leave children and young people being harmed or at risk of harm or result in children looked after not having their welfare safeguarded and promoted.

Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people living in the children's home. Inspectors considered the quality of work and the difference adults make to the lives of children and young people. They read case files, watched how professional staff work with children, young people and each other and discussed the effectiveness of help and care given to children and young people. Wherever possible, they talked to children, young people and their families. In addition the inspectors have tried to understand what the children's home knows about how well it is performing, how well it is doing and what difference it is making for the children and young people who it is trying to help, protect and look after.

This 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 Children's Homes (England) Regulations 2015 and the *Guide to the children's homes regulations including the quality standards*.

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