

## Children's homes inspection - Full

<b>Inspection date</b>	<b>05/10/2015</b>
<b>Unique reference number</b>	<b>SC031490</b>
<b>Type of inspection</b>	<b>Full</b>
<b>Provision subtype</b>	<b>Secure Unit</b>
<b>Registered person</b>	<b>East Sussex County Council</b>
<b>Registered person address</b>	<b>County Hall, St. Annes Crescent, LEWES, East Sussex, BN7 1UE</b>

<b>Responsible individual</b>	<b>Ms Elizabeth Rugg</b>
<b>Registered manager</b>	<b>Mr Nigel Hewitt</b>
<b>Inspector</b>	<b>Mr Whatley</b>

<b>Inspection date</b>	<b>06/10/2015</b>
<b>Previous inspection judgement</b>	<b>Requires Improvement</b>
<b>Enforcement action since last inspection</b>	<b>None</b>
<b>This inspection</b>	
<b>The overall experiences and progress of children and young people living in the home are</b>	<b>Good</b>
The children's home provides effective services that meet the requirements for good.	
<b>how well children and young people are helped and protected</b>	<b>Good</b>
<b>the impact and effectiveness of leaders and managers</b>	<b>Good</b>
<b>outcomes in education and related learning activities</b>	<b>Outstanding</b>

**SC031490**

## **Summary of findings**

### **The children's home provision is good because:**

- Young people say they benefit from living in a home that helps them settle, reduce their risks and assists them to make progress.
- A cohesive multi-disciplinary approach meet the complex physical, educational, behavioural and emotional needs of young people in a holistic fashion.
- The quality of relationships between staff and young people is core strength of the home. Staff provide a fine balance between consistent boundaries reminding young people of the expectations of the home and nurturing them.
- The provision of education is outstanding. The prominence of learning results in an environment where young people make considerable progress.
- This is a home that has made considerable progress since the last inspection. As a result the setting has a clear direction with high quality care the bedrock of how young people are looked after.

## 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
The registered person must notify Ofsted and each other relevant person without delay if there is an allegation of abuse against the home or a person working there (Regulation 40 (4) (c))	30/11/2015

### Recommendations

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

- consider how young people can be supported to sustain the friendships they already have outside of the home; in particular upgrade the telephone system so young people can key in their own permitted numbers (The Guide to the Children's Homes Regulations including the quality standards, page 40 paragraph 8.19)
- ensure the necessary support is given to young people to enable them to access their education or training; in particular, develop additional accreditation options to provide opportunities for young people to gain qualifications in English and mathematics where appropriate (The Guide to the Quality Standards, page 280, paragraph 5.13)
- ensure the necessary support is given to young people to enable them to access their education or training; in particular, consolidate work with social workers and virtual schools to ensure the home receives feedback on the educational progress and achievements of young people after they leave the home (The Guide to the Quality Standards, Page 280, paragraph 5.13)
- ensure the design of the home includes any necessary adaptations to meet the needs of young people; in particular that bedrooms are upgraded to a common standard with regard to fixed furniture (The Guide to the Quality Standards, page 17 paragraph 3.24)



## 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 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
20/05/2015	CH – Full	Requires improvement
13/10/2014	CH - Full	Adequate
24/06/2014	CH - Interim	Sustained effectiveness
11/02/2014	CH - Interim	Good progress

## Inspection Judgements

	Judgement grade
<b>The overall experiences and progress of children and young people living in the home are</b>	<b>Good</b>
<p>Young people say they have benefited considerably from their time at the home. They say staff listen, help and really care about them. The support, guidance and understanding shown to young people has allowed them to explore their extremely painful, difficult and self-destructive feelings and behaviours safely. As a result young people have improved their levels of self-esteem and confidence and can reflect on the journeys they have made. In doing so they have gained invaluable insight into their own vulnerabilities and the impact their previous experiences has had on them. Such an approach increases the chances of young people making successful transitions back to the community.</p> <p>Young people make good progress. In a number of instances progress is outstanding. For example in significantly reducing their self-harmful behaviours and developing their personal, social and educational learning. Young people say, 'I have learned lots about my own behaviours and can now control my anger...two months ago I would not have been able to sit with you (the inspector) as I would have lost it'.</p> <p>The quality of relationships between young people and those who care for them is a core strength of the home. This is complimented through care practices that are becoming genuinely holistic. The atmosphere of the home is relaxed with mutual respect and understanding permeating the culture. The behaviour of young people toward staff and each other is very good which results in a home that feels safe and caring. This is signified through events including birthdays. Staff make such occasions important and go out of their way to celebrate them. The way in which a young person's birthday was celebrated during the inspection was thoughtful, sensitive and inclusive.</p> <p>The day to day experiences of young people are extremely good. Staff display confidence, knowledge and understand of the specific needs of young people, both as individuals and as a living group. For example after education and morning meetings takes place each day with all young people and staff sitting together. These meetings set the tone, reward young people for their progress alongside reminding them of the expectations of the home. This means young people receive consistent messages that they are treated the same in an atmosphere where effort and honesty is promoted and respected.</p> <p>Young people live in a home where they have a voice. Regular group meetings ensure they can directly influence the running of the home such as contributing to</p>	

menu planning. In addition young people are involved in discussing and planning the activities programme, for instance during the recent summer holiday. They are then asked to feedback their views and opinions of the quality of the activity after they have participated in it. This approach enables young people to feel a part of the home and in doing so they invest and engage.

A clear process ensures young people understand how to complain. Details are contained within the young person's guide with appropriate comment boxes situated in the home for them to post a concern, complaint or compliment whenever they wish. Young people say they know how to complain and noted, 'we are always asked how we are getting on'. This coupled with the daily meetings, key-work sessions, monthly care questionnaires and weekly independent advocacy visits provides them with considerable opportunities to express how they feel. The large number of avenues available to young people and the quality of open communication in the home is borne out by the fact that no complaints have been made since the last inspection.

Care planning is strong with the individual needs of young people at the forefront of assessment and review. Detailed assessments ensure their physical, behavioural, social and emotional needs are considered in a holistic manner. Expert health, educational and psychological advice and guidance culminate in plans which take account of the complex needs of young people. Staff follow these in practice with regular reviews evaluating their effectiveness and impact. This means the needs of young people are addressed swiftly with a view to establishing plans for their resettlement at the point of admission.

Young people have access to health care services that are well planned and co-ordinated. As managers have become better at organising the various health care professionals, young people receive an improved and more efficient service. The service is increasingly holistic. New systems, such as a monthly review of each young person's health care, mean that all staff have a good understanding of complex health needs. Health professionals say that the new structures have made a, 'real difference'. The role of the key-worker is central to the way that health needs are identified and addressed. Key-workers take a lead in ensuring that all agreed actions are completed in a timely manner. They act as passionate advocates for young people. As such, they drive the progress that young people make in relation to their health.

The support provided to young people to improve their emotional health is very effective. Care staff are well supported by specialist mental health professionals. They develop and implement effective strategies that improve the emotional well-being of each young person. This has led to a reduction in crisis behaviours, self-harm and violence. When young people are distressed staff intervene sensitively and empathetically to help them cope. Because young people recognise that they are valued and cherished by staff they become more emotionally resilient and develop a more positive self-view.



Young people are supported to keep in touch with those are important to them. Contact arrangements are confirmed at the point of admission to ensure any restrictions are known and planned for. Visitor's rooms are comfortable with families/carers encouraged to visit. Young people can easily contact family and friends via the homes telephones. These enable them to speak in private, although the current models mean that staff have to dial the numbers first. No young person raised this as a problem but an improvement in the current system would provide them with greater autonomy to call approved numbers.

The use of mobility allow young people good opportunities to prepare for life outside of a secure environment. Realistic risk assessments balance the need to consider safety and vulnerability alongside supporting and encouraging young people to experience community situations. This helps them to develop practical skills including shopping and visiting the hairdressers while receiving guidance as to how to behave in social situations. Wherever possible mobility opportunities are linked to education and young people's aspirations for the future. The home is also proactive at supporting young people to visit potential placements and to meet the adults who will be looking after them once they leave. This results in young people being better prepared, reduces their anxieties and helps them make successful transitions.

Young people enjoy a wide range of activities which provide excitement, physical challenges and learning. The quality of the activities programme has improved. This was most apparent during the recent summer break. A varied and interesting amount of events took place that young people helped plan with their wholehearted participation confirming the impact this has had. Activities included a Mad Hatter's tea party, building a hovercraft, court room drama and a visiting animal/reptile event. The programme is on-going with young people now involved in considering events for Halloween.

The home provides young people with a good standard of accommodation that is safe and secure. Bedrooms provides them with appropriate furnishings and facilities in keeping with a secure environment. Some bedrooms do not offer exactly the same specifications of fixed furnishings. The building is in a very good condition. Displays of young people's art work and photographs of their involvement in activities provides nice touches. There is no damage or graffiti with young people utilising the facilities to full effect. For example regularly using the sports hall, computer room and art room.

	Judgement grade
<b>How well children and young people are helped and protected</b>	<b>Good</b>
<p>Young people are safe and say that they feel 'very safe' in their home. They become considerably safer following admission to the home. The secure environment shields them from contact with drugs, alcohol, and other harmful substances. Effective search procedures contribute to the fact that there are no contraband items in the home. Routine searches are completed robustly and with sensitivity. Where an assessment of risk means that a personal search is required, this is managed in a way that protects the dignity of young people. Safe recruitment procedures are fully adhered to help ensure young people do not come into contact with unsuitable adults.</p> <p>Safeguarding systems are strong. All staff receive training and guidance which ensures that they respond appropriately to any allegations, disclosures or concerns raised by young people. The home has an open and transparent safeguarding culture. This means that staff and managers take prompt and effective action when concerns arise regarding practice. Good relationships with the Local Authority Designated Officer and other safeguarding agencies, including the police, ensure that all concerns are investigated robustly. Young people report that they have at least one trusted adult in the home that they can talk to if they feel vulnerable or unsafe.</p> <p>A number of specialist commissioned services work directly with young people at risk of sexual exploitation. These services are effective in helping young people to develop an understanding of healthy relationships, and reduce their vulnerability to abuse and exploitation when they return to community settings. Staff are good at undertaking direct work with young people sensitively so that they become better able to reflect on previous experiences, and develop strategies that will improve their ability to recognise risk. By challenging engrained patterns of behaviour, the staff help young people to be safer.</p> <p>The way that the home responds to self-harming behaviour has improved. Most staff now benefit from training in this aspect of their work. This supports them to understand why young people display these behaviours, and enables the implementation of effective strategies to support young people in crisis. The home has adopted some innovative practice to support young people who self-harm. As a result, self-harming behaviours reduce in both scale and frequency over time. The reduction in self-harm also reflects the fact that the home is good at helping young people to become more emotionally resilient.</p> <p>Behaviour management is a strength of the home. Key work sessions are excellent. Young people are able to explore their feelings because they have trusting relationships and feel safe talking to their key worker. Key workers skilfully and sensitively address young people's life experiences including feelings of loss and</p>	

grief, frustration, and anger. As a result young people develop significantly improved emotional resilience and a better understanding their own emotional responses. As they learn better social skills, they grow in confidence. Key-work sessions enable staff to praise young people so that they begin to understand their own strengths and the progress they are making. This is key to the growth of self-esteem experienced by young people.

Staff are good at managing group dynamics. They carry out a detailed and effective debrief with young people following incidents of poor behaviour. This enables young people to reflect on their conduct, recognise the impact of their actions on others, and develop strategies that help them behave better in the future. Young people receive support to engage in restorative processes following incidents. For example, they write letters of apology to staff members. This is a positive way of helping young people to take responsibility without adopting a punitive approach. Incentive and reward programmes motivate young people to behave. Good use of rewards also helps young people to understand the benefits of courtesy and good manners. Staff are quick to recognise and praise improvements and progress. This instant recognition helps to embed good behaviour.

Because staff have very high expectations of young people, the home is a settled, calm and nurturing environment. For example, young people rarely use inappropriate language. Young people make a conscious effort not to swear. When such language is used, staff take prompt action to address it. Consequently, young people understand the expectation to communicate in a socially acceptable manner. As young people develop improved social skills, and the ability to cope in group situations, their life chances are better. High expectations also generate a culture where bullying is understood by all to be unacceptable. Young people, many of whom have a history of bullying and being the victim of bullying, all report that there is no bullying. This is a key strength of the home. One young person says that there are, 'too many staff here to let bullying happen. When some people say things that are not right, staff put a stop to it straight away.'

The number of incidents that result in single separation or restraint has markedly reduced in recent months. This reflects stronger behaviour management strategies and the fact that young people become more stable as they settle into the routines and structures of the home. Where restraint and single separation are required managers undertake a careful review, using CCTV where appropriate, to ensure that the actions of staff are proportionate, appropriate and necessary. Improvements in the standard of record keeping better support this monitoring.

The physical environment is safe and protects young people from accidental injury. Health and safety processes are robust. Each young person has a detailed individual risk assessment that staff understand. As a result, the home is able to take all necessary steps to reduce the likelihood of young people being at risk of harm. Effective risk assessment contributes to the success of mobility programmes.

No young person has absconded while on mobility. Environmental risk assessments accurately reflect identified risks and potential hazards. Young people and staff understand fire safety systems and to respond if emergencies occur. The safety of young people is promoted further through good environmental health and food safety processes.

	Judgement grade
<b>The impact and effectiveness of leaders and managers</b>	<b>Good</b>
<p>The impact and effectiveness of leadership and management ensures the needs of young people remain the guiding principle of practice and development. The registered manager has been in post almost two years. He holds the level 5 Diploma in Leadership and Management for Residential Childcare and has a good level of experience within secure settings. His determination to improve and consolidate practice is enhanced through an experienced senior management team. Together they provide a cohesive and consistent approach to running the home where expectations of practice are appropriately high. Where necessary partner agencies are challenged to ensure young people receive the services they require and deserve.</p> <p>The homes statement of purpose provides a defined level of information that confirms the services on offer and how they work in practice. The aims and objectives of the home are met in practice. Stakeholders comment positively on the care provided to young people. Social workers say, 'young people make very good progress...the quality of care is excellent...staff are fantastic'.</p> <p>The requirements and recommendations from the previous inspection have been met. This includes ensuring staff receive training to match the complex needs of young people and improvements to the physical environment. The use of staff communications around the building has improved resulting in a more conducive atmosphere where radio chatter is kept to a minimum.</p> <p>Managers have a clear appreciation of the strengths and weaknesses of the home and the areas to consolidate and improve upon. Managers ensure routine monitoring procedures are completed which take a full account of how well the home is functioning. This enables them to highlight patterns and trends in the behaviour of young people and the practice of adults who care for them. The local authority have recently acquired the services of a new independent person to undertake the monthly monitoring inspections of the home. As a result the quality of external monitoring has improved and provides a greater critique of the quality of care provided.</p>	

In a vast majority of cases the management team ensure that events which require notification to Ofsted are reported in good time. However on one occasion this did not occur until some two months after the issue arose. All other partner agencies were informed immediately at the time and the matter itself was addressed swiftly and appropriately. The management team acknowledge this was an error on their part. This shortfall did not cause any harm to young people.

Staff receive clear guidance and encouragement to meet the needs of young people to a high standard. Staff say they receive extremely good support which culminates in raising expectations of practice, improving consistency and encouraging innovation. This is supported through good training and regular qualitative supervision. Recent training has included child sexual exploitation and self-harm. Staff are also encouraged to take on additional specialist training with a view to disseminating their learning into practice. For example a member of staff is completing a course on the impact of childhood events on neurological development. The intention is to provide an increase in knowledge and theory across the team of why young people may behave as they do.

Good numbers of staff look after young people night and day. Staff practice provide a good balance between imposing consistent boundaries, encouraging participation and delivering nurture and emotional warmth. Young people say, 'staff are really caring...they are always there for me...I will miss them'.

	Judgement grade
<b>Outcomes in education and related learning activities</b>	<b>Outstanding</b>
<p>Young people arrive at the home with complex emotional and behavioural needs having often experienced significant periods of instability and chaos in their lives. Their engagement in mainstream education has often been poor with attendance as low as 10-15%. Education staff have high expectations of young people and by far the majority settle into school life quickly and benefit from the order this brings.</p> <p>The leadership and planning of education is excellent as is the integration with other activities within the home. Performance management of teachers and other education staff is highly effective and staff benefit from being part of a multi-academy trust and line management arrangements by a head teacher from one of trusts schools. Education staff have access to a wide range of training and development opportunities as well as the knowledge and expertise of trust staff in working with challenging young people with emotional and behavioural difficulties. The head of education and teaching staff are constantly looking for ways of developing opportunities for young people to improve their self-esteem, confidence and learning.</p>	

Education staff receive little information about young people's attainment and support needs on arrival at the home. Initial assessments of young people's reading, spelling and numeracy levels are comprehensive and are carried out sensitively with due regard to the emotional state of young people during their early days at the home. Assessments are used well by teachers to plan lessons for individual young people. Where necessary further diagnostic assessment of specific needs such as dyslexia are completed and appropriate additional support provided. Whenever possible, the head of education secures pupil premium funding from the placing local authority.

As a result of the quality of support provided by education staff and consistently good and often outstanding teaching, young people enjoy their time in education. Their self-confidence and self-esteem improve rapidly and young people benefit from the high expectations of teaching staff and the clear boundaries they set. Nearly all young people make outstanding progress from their starting points during their short time at the home. Teachers monitor and track both the academic progress of young people and the development of their emotional, behavioural, social and learning skills carefully. Young people contribute well to reviews of their progress which helps them understand and take responsibility for their own development. Half term reports provide young people with a clear overview of their progress and detailed assessments completed prior to leaving the home record their achievements and overall progress during their stay.

Because young people are typically resident at the home for relatively short periods of three to four months education accredits learning and achievement through unit awards. Teachers identify key aspects of the secondary school curriculum including English, mathematics and science and evidence this and other learning and achievements through carefully selected awards. The approach adopted is effective in ensuring young people achieve a good range of awards. The head of education has identified the need to develop further accreditation opportunities where appropriate for young people to gain qualifications in English and mathematics during their time at the home.

Teaching and learning are outstanding and the excellent resources at the home are used very well to promote learning. Lessons start promptly and teaching materials produced by staff are consistently good and motivate young people to learn. Teachers plan lessons carefully to meet the needs of individual pupils. Because teaching groups are small teachers are able to maintain a continuous dialogue with young people during lessons which is very effective in keeping them focused on their work. Teaching rooms are fitted with the latest smart boards which are used skilfully by teachers and, together with the many opportunities teachers provide for stimulating practical and written work, help develop and maintain young people's interest in their work.

In almost all lessons young people are stretched and challenged to achieve their

personal learning goals. Teachers make full use of opportunities to reinforce and develop young people's skills in English and mathematics across the curriculum. Where young people have covered aspects of the GCSE syllabus previously, teachers help them consolidate and extend their learning and encourage them to continue to work towards gaining GCSE qualifications after they leave the home. Lessons are observed regularly by the head of education, the head of the trust school and local authority advisers that help maintain the high quality of teaching.

Teachers mark young people's work carefully and regularly and provide clear comments and guidance to help them improve. Teachers consistently provide a high level of encouragement and the Tell Ask Goal system developed by the school encourages young people to evaluate their own work and efforts well. The quality of assessment and the encouragement provided by teachers together with high expectations contribute significantly to the high standard of work produced by young people. Young people's work is displayed purposefully and attractively in all areas of the school and their achievements are celebrated in the foyer. Young people are very positive about the support provided by education staff and the individual attention they receive.

The curriculum is broad and well-designed providing young people with excellent opportunities to sample practical and work related subjects such as child development, home economics and design technology whilst maintaining a clear focus on English, mathematics and science and developing their understanding of citizenship and diversity. Young people produce work of a high standard in ceramics and photography for example and enjoy the different physical education activities provided. Personal, social and health education is planned carefully and sensitively to ensure all young people can take part in themed activities and discussions about topics that impact on their lives. Young people have excellent opportunities to use and develop their information and communication technology skills. Each pupil is allocated a laptop for use at school and they use information technology safely and confidently. Good attention is paid to health and safety particularly in practical subjects and there are well designed wall displays to help young people identify risks and work safely. Young people are continuously encouraged to observe safe practice.

Morning assemblies are a particular strength of the school and are carefully planned to cover topics such as historical events, problem solving, world religions, diversity and citizenship. Young people share their opinions and ideas readily and assemblies start the day on a positive note. The weekly celebration assemblies are enjoyed by young people, school and residential staff. The celebration of shared and individual successes is a very effective aspect of the school's strategy for motivating young people and encouraging and maintaining high standards of behaviour.

A broad range of after school and enrichment activities are provided jointly by education and residential staff and extend schoolwork. Recreational, sports and

leisure activities provided during the evening and weekend and are popular with young people. Young people enjoy the extensive and well planned range of activities provided during holiday periods. These include learning opportunities, fun experiences and opportunities for young people to build relationships with each other. The daily routine of 'drop everything and read' time where young people are supported by their key worker continues through holiday periods and is very effective in encouraging young people to read and develop their enjoyment of reading. A local library visit as part of mobility provides further encouragement.

Visiting external organisations, such as the local fire service bring a broad range of careers information and expertise and encourage young people to consider work options for the future. A careers adviser attends education three times a year and conducts one to one interviews with all 14-16 year-olds encouraging them to consider career choices and opportunities for progressing their learning when they leave the home. Similarly young people are provided with advice on searching for jobs, planning for interviews and building curriculum vitae. The head of education attends care reviews and personal education planning meetings regularly. This is helping improve transition planning through informing social workers of the educational needs, wishes and requirements of young people when they leave. However, practical considerations regarding placements and safety frequently override educational needs. The head of education follows up each young person once they have moved on to ascertain whether they have progressed to appropriate education or training placements. Tracking has been successful in a minority of cases and indicates individuals to have maintained a college or school placement. However responses to requests for information about young people's progress are seldom forthcoming once a young person has left the home.

Young people arrive in education promptly and demonstrate excellent behaviour. They are almost always respectful of staff and each other. The level of absence from education due to refusal to engage is low. All authorised absences due to the need for young people to attend a court hearing, review, health appointment or therapeutic intervention are recorded carefully. The education and residential staff work to minimise the time young people are absent from class but young people's support and therapeutic intervention needs at times make absence unavoidable. The movement of young people to and from lessons is managed well with minimum disruption. Young people leave quietly and usually settle into their work quickly when they return.

Handover arrangement to residential staff at the start and end of education are well managed. Education and residential staff review the behaviour and engagement of each young person in detail identifying improvements or concerns as well as the causes or reasons. Both residential and education staff are very supportive of young people and are very careful to identify small improvements upon which they can build ensuring a high level of care, support and learning.





## 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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