

## Children's homes inspection - Full

<b>Inspection date</b>	<b>10/11/2015</b>
<b>Unique reference number</b>	<b>SC423606</b>
<b>Type of inspection</b>	<b>Full</b>
<b>Provision subtype</b>	<b>Children's home</b>
<b>Registered person</b>	<b>Reamcare Limited</b>
<b>Registered person address</b>	<b>361 Ewell Road, SURBITON, Surrey, KT6 7BZ</b>

<b>Responsible individual</b>	<b>Younoos Jeetoo</b>
<b>Registered Manager</b>	<b>Jennifer Frogley</b>
<b>Inspector</b>	<b>Juanita Mayers</b>

<b>Inspection date</b>	<b>10/11/2015</b>
<b>Previous inspection judgement</b>	<b>Adequate</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>

## SC423606

### Summary of findings

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

- The home is warm and welcoming and young people's presence is clear throughout the home.
- Young people make good progress in all areas of their development, with staff helping them to develop independent skills appropriate to their understanding.
- Staff communication with young people is effective and they are able to make choices and share their views and wishes on all aspects of their care.
- Young people have innovative and creative plans that reflect their voice and preferences on how they are cared for.
- Staff and young people interact naturally and build trusting and positive relationships.
- Staff are good at engaging young people in meaningful and constructive recreational pastimes which enables them to develop their individual talents and skills.
- A well-resourced environment ensures young people receive safe care.
- Strong working relationships exist between staff and relevant professionals.
- Management of the home is child focused, with strong leadership ensuring good quality care.
- The number of staff qualified to diploma level 3 is below standard.
- External monitoring systems for the service are effective, but are not robust in monitoring the safety of young people and the promotion of their well-being.

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## 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 independent person must produce a report about a visit ("the independent person's report") which sets out, in particular, the independent person's opinion as to whether-</p> <p>(a) children are effectively safeguarded; and</p> <p>(b) the conduct of the home promotes children's well-being. (Regulation 44 (4) (a) (b))</p>	30/12/2015
<p>13. The leadership and management standard:</p> <p>In order to meet the leadership and management standard the registered person must ensure that staff have the experience, qualifications and skills to meet the needs of each child.</p>	30/12/2015

### Recommendations

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

Ensure the policy for the protection of children from abuse and neglect includes arrangements in relation to dealing with allegations involving management in the home. (The Guide to the Quality Standards, page 44 , paragraph 9.19)

## Full report

### Information about this children's home

The home provides care and accommodation for up to seven young people who have a learning disability. A private organisation provides short breaks in addition to longer periods of care.

### Recent inspection history

Inspection date	Inspection type	Inspection judgement
29/01/2015	Full	Adequate
04/09/2014	Full	Good
18/02/2014	Interim	Good Progress

## Inspection Judgements

	Judgement grade
<p><b>The overall experiences and progress of children and young people living in the home are</b></p>	<p><b>Good</b></p>
<p>Young people live in a warm and nurturing home. Staff provide them with clear, consistent and age appropriate boundaries which assist them to develop and reduce levels of challenging behaviours. A committed and enthusiastic staff team provide young people with continuity of care and respond effectively to their diverse and at times complex needs.</p> <p>Young people’s voices are active in all aspects of the care they receive. Regular meetings with keyworkers and the interim manager provide forums for them to contribute to their communication passports and ‘all about me plans’. Achievement folders use young people’s active voice to reflect their wishes, feelings and aspirations for the future. An example of this is a young person who would like to make lasting friendships; the staff have helped him, draw up a visual ladder of steps, each step setting out a goal to achieve to reach his objective.</p> <p>Keywork sessions are at the pace of the individual young person, visual contracts sets out their preferences for frequency and the purpose of the sessions; these can vary with some young people indicating daily and others fortnightly. These times are given a high priority by the staff team together with ensuring all young people have an evolving ‘memories book’ help to build positive relationships with staff and provide evidence that staff support and communicate with young people at their pace.</p> <p>Young people contribute to all aspects of their care and behaviour support plans. Identification of risks, challenges and how best manage these are discussed, together with their aims and aspirations for the future. This ensures that young people are aware of what is expected, can contribute their views and understand how the home plans to support them. An example of this is a young person indicating that following any challenging episode, he would like to have time out on his own to reflect on his behaviour.</p> <p>Young people are very happy in this home. One young person said, ‘The staff are nice and talk to me and have helped me to bake cakes.’ A social worker commented, ‘X has only been in the home for a short time, following a number of placement breakdowns. He now asks to call to let me know how good and well behaved he has been.’ Young people participate and enjoy numerous activities, ranging from membership of youth clubs, dance and music, baking, gym and cultural activities.</p>	

Young people play an active part in the running and development of the home. They participate in the recruitment and interviewing of new staff, they take responsibility for the content of residents meetings and weekly one to one discussions with the interim manager. These sessions have significant influence in the shaping of the service.

Education has a high priority in this home, with the majority of young people attending schools and local colleges. For those young people not in receipt of mandatory education the home operates an education school day system. To this end young people engage in maths, english, science, IT and geography at key stage 2. Staff support young people to plan menus, shop and make a meal to develop practical skills. Trips to the local gym, activities in the large garden and walks in the community promote health living.

Staff actively promotes young people's physical and emotional well-being. There is routine monitoring of health needs and staff provide young people with appropriate support to ensure that appointments kept. They work closely with child and adolescent mental health services (CAMHS) to develop strategies and expertise in behaviour management. A health professional commented, 'This home is very committed to the care of its young people, they work with us to ensure strategies for managing behaviours are appropriate and relevant for the individual need. I am very pleased at how they will check things out with us and fully implement plans made.'

Staff pay good attention to equality and diversity issues. For example young people are encouraged to practice their faith. They attend mosques and are able pray through the day should they wish. Meals are culturally prepared as required. Young people are encouraged to have an understanding of differing faiths and cultures. A visual noticeboard indicates religious and cultural festivals on a monthly basis. This has encouraged young people to be curious and express a wish to take part in activities and festivals new to them.

Young people learn appropriate skills for independence. For example, to do laundry, cooking and baking skills, budgeting, shopping, and keeping their personal rooms neat and tidy. Staff respect young people's need for age appropriate independence to promote their growth. For example a young person who travels independently to and from college and community based activities has a key to the front door. This promotes his confidence, self-esteem and enhances his relationship with the staff who have shown confidence in him to behave as any other teenager.

	Judgement grade
<b>How well children and young people are helped and protected</b>	<b>Good</b>
<p>High levels of staff means the care team are able to focus on developing positive and respectful relationship with young people. These relationships underpin the culture and ethos of the home. All young people are on a minimum of one to one staffing levels.</p> <p>Staff demonstrate a strong commitment to overcoming difficult and challenging behaviours. Clear, consistent and appropriate boundaries provide stability and contribute to young people’s well-being and security. With the assistance and expertise of health professionals staff gain good insight into their emotional needs and develop individual communication passport strategies in conjunction with young people.</p> <p>For example following any incident young people are supported to reflect on their behaviour, what they did, how it made them feel and its impact on others. This information is recorded by the young person in written or visual form. These creative support plans are visual and start from the point of reflection and choices made to improve future behaviour. This has been particular relevant for some young people in helping them to understand their behaviour and make significant changes. A social worker commented, ‘The home has been brilliant, in a short space of time X challenging behaviour has been significantly reduced. He is more relaxed, engaging and happy. I feel this is due to positive boundaries, staff interaction with him and his involvement and investment in his support plan.’</p> <p>During the inspection a young person had received a one day exclusion from school. He was observed discussing with his keyworker, what had happened, the choices he had made and how he would apologise once he returned to school</p> <p>Young people say they feel safe in the home and are able to confidently express their feelings and emotions to the staff team and on how the home is run. This means young people are gradually developing better coping strategies to manage any anxieties, frustrations and at times unpredictable behaviour.</p> <p>Young people rarely go out in the community unsupervised. For those young people on an independence programme, comprehensive risk assessments are in place. Young people appreciate the trust staff have in them; they do not go missing and are aware of the procedures to stay safe.</p> <p>Physical intervention is rarely used in the home; a high level of staffing together with the homes ethos of pre-empting challenging behaviours before it happens enables staff to quickly manage disruptions.</p> <p>Reward systems are in place to encourage positive behaviour and effective</p>	

sanctions deter difficult behaviour. Young people are accepting and in the main respect the rules of the house, they contribute to the setting of rewards and any sanctions put in place.

Policies and procedures are in place to identify risks of child sexual exploitation, e-safety and radicalisation among others. The completion of mandatory safeguarding training is part of the induction process and this is built on and increased over the year. Additional training to meet the specific needs of young people is planned and put in place as required.

Vetting of staff meets the safer recruitment standards and there are good practices in place.

Young people live in a safe environment, Regular fire tests and routine health and safety servicing arrangements are undertaken. These procedures assist to safeguard young people and staff in emergencies.

	Judgement grade
<b>The impact and effectiveness of leaders and managers</b>	<b>Good</b>
<p>Since October 2014 an interim manager has been in post, this was initially to cover the maternity leave of the Registered Manager in December 2014. On return from maternity leave in May 2015, the Registered Manager was promoted to service manager; however she has retained oversight of the home to enable the interim manager to proceed through her probation period. This has enabled a smooth transition of leadership in the home. The interim manager is in the process of making an application to Ofsted. She is suitably qualified with a level 5 in leadership and management and is experienced in working with young people with learning disabilities.</p> <p>The changes in the management of the home has been well managed. Staff report positively on the new arrangements. A member of staff commented, 'The manger is excellent, her focus is on developing and improving the skills of the team. She praises and acknowledges the positive work that we do.' Another member of staff said, 'She fully support us and maintains an open door policy, she is approachable and welcomes new ideas.'</p> <p>The interim manager is child-focused and effectively prioritises young people's needs. They are at the forefront and play a crucial role in the development of the service. Her commitment to providing a high standard of care for all young people together with her enthusiasm and vision motivates the staff who say, the support</p>	

they receive is excellent. A member of staff commented, 'There have been a lot of changes, all positive, the home is now more child focused with the emphasis on progress.' Another member of staff said, 'Young people are included in all aspect of their care and consulted on all matters. The home is now a more positive place to work.'

Young people continue to make good progress from their starting points across all aspects of their development. This is due to the interim manager having a clear understanding of the progress young people make in respect of their individual plans. She ensures that care plans are detailed, realistic and updated to effectively address individual needs. The interim manager and staff make every effort to promote permanence, drive achievement and prepare young people for their future. She monitors progress and can demonstrate the positive impact that living in the home has for young people.

Feedback from social workers and other professionals indicate how pleased there are on the progress young people make, the commitment of the staff team and the positive partnership working with the home.

Induction for new staff is robust and fully co-ordinated and supported by senior staff. Effectiveness opportunities are available to develop full understanding and knowledge and apply this to their day-to-day care of young people. The induction process is detailed, with new staff having to complete mandatory training and learning objectives to complete the probation period. Training for staff is individualised with clear goals and objectives. However the majority of main grade residential staff do not yet hold a level 3 diploma qualification.

Supervision is regular, recorded and focuses on professional development and the progress young people make. Staff say this is helpful in assisting them to develop their knowledge, skills and practice. Mandatory training is up to date and staff have completed additional courses in relation to safeguarding young people with disabilities.

Policies and procedures are in place to reflect new regulations. Training for staff is in place and they have a good understanding on the implications for the care provided to young people. However the homes safeguarding policy needs revision to reflect procedures in regards to allegations made against senior management.

Independent monthly monitoring of the home is robust; however it does not record the independent person's views on the effectiveness of safeguarding young people and the promotion of their well-being.



## 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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