

Children's homes inspection – Full

Inspection date	17 May 2016
Unique reference number	SC040500
Type of inspection	Full
Provision subtype	Secure unit
Registered person	Salford City Council
Registered person address	Civic Centre, Chorley Road, Swinton, Manchester M27 5DA

Responsible individual	Michael Kelly
Registered manager	Michael Lowry MBE
Inspector	Andrew Hewston

Inspection date	17 May 2016
Previous inspection judgement	Outstanding
Enforcement action since last inspection	None
This inspection	
The overall experiences and progress of children and young people living in the home are	Outstanding
The children's home provides highly effective services that consistently exceed the standards of good. The actions of the home contribute to significantly improved outcomes for children and young people who need help, protection and care.	
How well children and young people are helped and protected	Outstanding
The impact and effectiveness of leaders and managers	Good
Outcomes in education and related-learning activities	Good

SC040500

Summary of findings

The children's home provision is outstanding because:

- Relationships between young people and staff are exceptionally positive. These are based on mutual respect, trust and dignity, creating a caring and nurturing environment that ensures that young people feel secure in the home. Young people grow in confidence, because they receive care and support that reflect their individual needs and personal circumstances.
- Intervention programmes encourage young people to take responsibility for their actions and behaviours. This supports their emotional development. Young people are supported through effective behaviour management systems, and staff are skilled in their use.
- Excellent health arrangements allow young people to develop a strong awareness of their own physical and mental health. The staff consistently promote a healthy lifestyle, and young people enjoy a wide range of activities to support this.
- Robust and well-understood child protection procedures ensure that, when staff are concerned about the welfare of young people, this is acted upon both within the home and through external agencies.
- Partnership working with other professionals is excellent, with consistently positive comments made by all spoken to. This helps to ensure that young people receive good-quality, integrated care.
- An exceptionally experienced and knowledgeable management team leads the home. Staff work well together. Training is given a high priority, ensuring that the specific needs of young people are responded to.
- The overall quality of teaching, learning and assessment in education is good, with some outstanding aspects. This leads to excellent progress being made by young people in improving their knowledge of English and mathematics, and achieving their learning goals.
- The education curriculum is appropriate and meets the reasonable needs of young people. A good focus is placed on English and mathematics. Links with the home provide a well-planned personal development programme. Standards of behaviour are very high.

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 'Guide to the children's homes regulations including the quality standards'. The registered person(s) must comply within the given timescales.

Requirement	Due date
<p>7: The children's views, wishes and feelings standard</p> <p>In order to meet the children's views, wishes and feelings standard, the registered person must ensure that staff—</p> <p>(2)(a)(iv) regularly consult children, and seek their feedback, about the quality of the home's care.</p> <p>This specifically relates to the recording of this consultation.</p>	31 July 2016
<p>14: The care planning standard</p> <p>In order to meet the care planning standard, the registered person must ensure that arrangements are in place to—</p> <p>(2)(b)(iii) plan for, and help, each child to prepare to leave the home in a way that is consistent with arrangements agreed with the child's placing authority.</p> <p>This specifically relates to the recording of this information.</p>	31 July 2016

Recommendations

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

- Children in secure children's homes should only be placed in single separation when necessary to prevent injury to any person (including for example, the child who is being restrained) or to prevent serious damage to the property of any person (including the child who is being restrained). A record should be made and kept of all uses of single separation in secure children's homes (regulation 17 of The Children (Secure Accommodation) Regulations 1991).

Specifically, during incidents, observation records must demonstrate that the

criteria for single separation continue to be met, managers' reviews are always be fully and accurately completed, and managers ensure that records and data are kept for the use of elective, directed and enforced single separation ('Guide to the children's homes regulations including the quality standards', page 50, paragraph 9.65).

- Records of restraint must be kept and should enable the registered person and staff to review the use of control, discipline and restraint to identify effective practice and respond promptly where any issues or trends of concern emerge. The review should provide the opportunity for amending practice to ensure it meets the needs of each child.

Specifically, to ensure that recorded debriefings with young people are more detailed to help to identify causes, triggers or what would have helped in order to better inform behaviour management plans ('Guide to the children's homes regulations including the quality standards', page 49, paragraph 9.59).

- Ensure the necessary staffing support is given to children to enable them to access their education or training.

This includes contingency planning for staff absence ('Guide to the children's homes regulations including the quality standards', page 28, paragraph 5.13).

- Ensure that the planned increase in the variety and range of accredited vocational training available takes place. Whilst the duty is on the young person themselves, it is important that children's homes' staff encourage the young person to continue their education or training and support them to develop the skills necessary to succeed in the option they choose ('Guide to the children's homes regulations including the quality standards', page 28, paragraph 5.16).
- Ensure that the home makes best use of information from independent and internal monitoring (including under regulations 44 and 45) to ensure continuous improvement ('Guide to the children's homes regulations including the quality standards', page 55, paragraph 10.24).
- Ensure that all managers working in a children's home must have the qualification in regulation 28(2) within the relevant timescales listed in regulation 28(3) ('Guide to the children's homes regulations including the quality standards', page 53, paragraph 10.12).
- Ensure that there are enough suitably trained staff (including someone in a management role) on duty to meet the assessed needs of all children in the home, and that those staff are able to respond to emergency placements, where accepted ('Guide to the children's homes regulations including the quality standards', page 51, paragraph 10.1).

Full report

Information about this children's home

The children's home can accommodate up to 24 young people aged between 10 and 17 years. These are young people who have received a custodial sentence and are placed at this home by the Youth Justice Board. Education is provided on-site.

Recent inspection history

Inspection date	Inspection type	Inspection judgement
12 May 2015	SCH – Full	Outstanding
26 November 2014	Interim	Improved effectiveness
30 April 2014	Full	Outstanding
26 November 2013	Interim	Good progress

Inspection judgements

	Judgement grade
<p>The overall experiences and progress of children and young people living in the home are</p>	<p>Outstanding</p>
<p>Young people make outstanding progress in all aspects of their development. They receive extremely personalised care and support. These focus on their personal circumstances, individual needs and complex behaviours. The multidisciplinary team approach to meeting the young people’s needs includes input from specialist health agencies, education services and experienced social care professionals. The dedicated team of intervention practitioners delivers bespoke support programmes. These challenge young people’s perceptions, behaviours and consequential thinking processes effectively, encouraging them to take responsibility for their actions. Staff ensure that they examine and take into consideration young people’s background, culture and religious beliefs during these sessions. This increases the success of these interventions. Young people say that these programmes are ‘helpful’ and ‘informative’. One young person said, ‘I like the intervention stuff, because I’ve learnt to look and see things differently. You can see things from a different angle and see what you did wrong, but staff don’t judge, they just help.’ This promotes young people’s confidence and self-esteem, and enables them to learn alternative ways of managing their frustrations, feelings and emotions.</p> <p>Relationships between young people and the staff focus on mutual respect, trust and nurture. They define the culture of the home and are exceptionally positive. Young people feel comfortable and secure in the company of staff. This enables them to explore their backgrounds and circumstances. In addition to formal intervention programmes, young people participate in one-to-one key-work sessions with allocated staff. These support young people to consider their overall progress and development, including their educational achievements, social interactions and family relationships. One young person said, ‘Being here isn’t just about what you’ve done in the past, it’s about going forward and seeing how things could be in the future. That’s how staff have really, really helped me.’ These exceptionally strong relationships mean that staff understand young people well. They are able to identify and respond quickly to changes in young people’s behaviours and risk factors. This supports young people’s self-awareness and personal development.</p> <p>Partnership working between professionals is a considerable strength of the service. This is especially evident in relation to identifying and meeting young people’s physical, emotional and psychological health needs. The health team incorporates primary nursing services, with input from specialist mental health and learning disability nurses, speech and language therapists, drug and substance misuse practitioners, and psychological and psychiatric professionals. This integrated and holistic approach ensures that young people benefit from</p>	

comprehensive health assessments and a fast response to securing access to the services that they need. Furthermore, health promotion in the home combines physical health, diet and exercise with emotional well-being and relaxation. It is tailored to young people's individual needs, and creates a healthy living environment in which they prosper.

Young people's day-to-day experience of the home is exceptionally positive. This is because care planning systems are effective and robust. Regular care planning meetings include contributions from managers, case supervisors, the interventions team, health professionals, education staff and allocated key workers. This inclusive approach ensures that young people's wide-ranging and complex needs are not addressed in isolation. These are considered as part of a rounded attitude to consistently supporting and prompting young people's development. Furthermore, daily routines in the home provide stability and structure. Young people benefit from diverse enrichment, social and leisure activities. These teach them social interaction skills, and develop their hobbies and interests. One young person said, 'Time goes really fast, because we are always on the go. I was worried I'd be bored all the time, but I never get bored, really.'

Consultation is central to the ethos of the home. Young people are fully aware of their care plans, risk assessments and sentence plans, and their comments are incorporated into these documents. Staff encourage young people to attend their placement and review meetings, and to express their views and wishes relating to their care. Young people participate in regular meetings with external advocates. They facilitate discussions relating to any group concerns that the young people have, and raise these with managers when appropriate. Although staff seek young people's opinions and thoughts regarding the quality of care provided by the home, and the further development of the service, these records lack detail in parts. This does not impact negatively on young people's progress.

Resettlement and transition are well planned and managed, although on a few occasions records of decision-making processes relating to mobility risk assessments are identified as requiring more detail. Case supervisors work in effective partnership with other agencies, such as local authorities and youth offending services. This ensures that young people experience a smooth transition from the home. One youth offending officer said, 'The planning that goes into supporting young people, both in the home and as they get ready to leave, is amazing. It's second to none. The staff do all they can to make sure young people get their fresh start.'

Staff encourage young people to maintain regular contact with their families. Young people say that their families are welcomed into the home when they visit. One young person said, 'This place treats families with respect. They don't judge or blame. They listen to what my mom has to say and how she feels. We both appreciate that.' Parents and families agree with this statement. One parent commented, 'I travel a long way to see my son and, to start with, I wanted him

closer to home, but the staff are so accommodating, helpful and caring to him and me, I just want him to be able to stay here.’ This means that young people are not isolated from their families, and this enhances their sense of well-being.

	Judgement grade
How well children and young people are helped and protected	Outstanding
<p>Young people say that they feel safe, and that there is ‘always someone they can talk to’ if they are worried about anything, speaking highly of staff support. Incidents of bullying are rare. Records show that thorough investigations are carried out and robust actions are taken in response to such events.</p> <p>Information technology and electronic recording systems are comprehensive, and assist in the protection and safety of young people. A good proportion of the home’s records are electronic, with a clearly referenced paper-based process for young people to be able to write their views and comments about any matter. The electronic systems always ask staff, when they are making entries, about whether there have been any safeguarding concerns. This ensures that the safety of young people underpins everything that staff and managers do. When an entry is made on the system about a safeguarding matter, it automatically notifies relevant managers so that they are aware of the issue and can take relevant actions to help to keep young people safe. The records assist managers and staff to shape practices and interventions, as the system generates trends, themes, patterns and outcomes about matters such as physical restraint, the incentive scheme and single separation incidents.</p> <p>There have been 18 incidents of self-harm over the past year. This is a low number in the context of the setting, with none of these being assessed as serious and all responded to swiftly. A comprehensive assessment of needs is carried out at admission, including examination of vulnerability. If any concerns are prevalent or develop, staff are fully aware of the measures to be taken to help to keep young people safe.</p> <p>The home has a multi-disciplinary approach to risk management. Key professionals meet at least weekly to review any concerns, to discuss and agree how best to manage any issues. Plans are then updated. Plans are immediately available to all staff via the home’s electronic systems. Staff know and understand these, and implement them to help keep young people safe.</p> <p>There are excellent arrangements in place for safeguarding young people. There have been four incidents of a child protection nature since the last inspection. Two of these matters relate to before young people were admitted to the home. All have been dealt with robustly, in line with the home’s procedures. Incidents are referred without delay to the local authority child protection team, relevant</p>	

professionals and the designated officer. Records are kept securely and show all relevant information with the action taken to help to keep young people safe. There are strong links with the Local Safeguarding Children Board (LSCB) and the local authority designated officer. The registered manager provides a quarterly report to the local authority on physical restraint incidents. He also attends a scrutiny board twice per year, when physical restraint is closely examined and assessed by external managers. The designated officer confirms that there are both a safe and open culture, and positive professional working relationships, that referrals are timely, and that investigations are prompt and appear to be thorough. The designated officer stated that she has confidence that senior staff at the secure children's home are clear in the way that they work and focus on young people, and that there is a positive approach to learning from any incident.

There have been no incidents of absconding since the last inspection. Both the procedure and the protocol devised by the local authority and local police force are up to date and accessible. Should an incident occur, staff are aware of their roles and responsibilities in helping to keep young people safe.

Staff are excellent role models for young people. They promote and encourage positive social skills and behaviour. An incentive scheme is in place that young people know and understand. There are various levels, and young people can progress through these by achieving points, personal targets and goals. There are increased rewards that provide encouragement to achieve.

Sanctions are used that are closely linked, where possible, to the incentive scheme. They are appropriate to the misdemeanour and are fully recorded in the electronic system. Restorative practice is part of everyday routines. Young people are helped to understand the impact that negative behaviour has on others, and are encouraged to put right what they have done wrong. Where appropriate, staff hold formal restorative meetings to assist the young people to resolve any issues and move on positively.

Physical restraint is used appropriately and in line with regulations. The home has an up-to-date restraint policy. All staff are trained in the home's physical intervention methods and have regular refreshers. Managers scrutinise every physical restraint on a weekly basis, at least. Closed-circuit television and electronic records are assessed and examined to ensure high standards. Good practice is identified and shared, and any learning used to improve it further. Young people are able to have their comments recorded about any incident and they can see a health professional. Debriefings with young people lack some detail. For example, they do not indicate what young people think caused the incident or what would have helped. Managers do acquire and use this information to update behaviour management plans that inform staff practice.

Single separation is used appropriately and in line with government guidance. Electronic records are kept of all incidents. Separate paper records are kept of

detailed observations of young people who are locked in their rooms, and managers undertake reviews during incidents, which is good practice. In a small number of cases, observations do not show in sufficient detail that the criteria for single separation continue to be met. Records of managers' monitoring and reviews during incidents indicate that the criteria are met. However, again, in a small number of cases, managers' reviews are not completed. Enforced single separation is always recorded, but staff and managers do not formally record the use of directed and elected single separation so that data can be gathered. Managers explained that directed and enforced separation are deemed the same in their practice, and that elected separation is recorded in young people's daily observation records.

The home has up-to-date procedures that govern searching activity. Searches of communal areas and bedrooms are carried out in line with relevant risk assessments. A risk-led approach is used when searches of young people are needed due to a safety or security concern. The home's ethos is one of developing and building trust and rapport with young people, and promoting their emotional welfare and dignity. Personal searches are seen as a last resort and are not used often. Where they are used, a 'pat down' and an electronic wand are utilised first. If there are serious safety or security concerns, young people may be asked to remove clothing and put on a dressing gown while clothes are searched. Any search of this type is always authorised by a senior manager and recorded.

Managers and staff have undertaken training in awareness of radicalisation. Senior managers have an excellent understanding of the Counter Terrorism and Security Act 2015 and the government's Prevent guidance. There are highly effective links and working arrangements with the regional police counter-terrorism team, and other relevant agencies and professionals. These partnerships have been forged through effective liaison and working together to ensure that practice, policy and procedure are fit for purpose, understood by all and implemented accordingly.

Three staff have been recruited since the last inspection. Core records are kept securely at the local authority's human resources department. Managers keep a separate record that references these main files showing that the checks required by regulations are completed prior to any individuals starting work at the home. This ensures, as far as possible, that the right people are employed to work with vulnerable children.

	Judgement grade
The impact and effectiveness of leaders and managers	Good
The registered manager provides strong and effective leadership to an enthusiastic and dedicated staff team. He is exceptionally experienced and is qualified to diploma level. Changes in legislation require additional management training to be	

completed, and plans for this are in development. He works within a management team that is suitably qualified and shares a similar enthusiasm for promoting the success and development of young people. The home is staffed to ensure the safety and care of the young people. Staff work exceptionally well together, and are consistently positive about the young people and their own role. Some staffing vacancies, when linked to longer-term absences and sickness, have occasionally resulted in plans and activities for young people being changed. Although this has not had a significant effect on the way that young people are looked after, it does require response and forms part of an action plan that the management has developed.

Differing monitoring systems ensure that the management has a strong awareness of the way that staff work and young people develop. Some of these systems are more robust than others. Monitoring by the independent visitor provides a knowledgeable assessment of the home, providing developmental points that are responded to swiftly. This shows the manager's willingness to develop. The young people's advocates also increase the staff's awareness of the voice of the young people, although a report regarding the feedback completed with those leaving the home has not been finalised. Some robust quality assurance checks have developed since the last full inspection. Detailed assessments completed by case managers and the management team relate to areas such as supervision, key working and behaviour management. This challenges all staff to work well together. Information gained from the assessments is not consistently available to show how it has been analysed to develop the service further.

All staff, throughout the home, challenge external services to provide a high level of care. A social worker stated that case supervisors make sure that everyone works in partnership 'and also hold[s] us all accountable, which is sometimes needed'. There are strong and consistently positive relationships with a wealth of services involved with the centre and the young people. All those spoken to are complimentary regarding areas such as professionalism, knowledge and the staffs' ability to care for the young people. One parent stated that the children's home 'has done more for my son in two months than all the community did in five years.'

Managers check that care plans are pertinent and responsive to both young people's needs, and expectations of the courts and social workers. Regular quality assurance procedures ensure that plans cross-reference to interventions, health, education and social skills. This helps to develop a consistent level of care provided by all those working in the home and promotes development for all young people. Complaints raised are responded to swiftly. Concerns are thoroughly examined and action taken with external agencies where necessary, with young people being informed of the overall decisions regarding the issues raised. This ensures that the voice of the young person is both listened to and actioned, and develops the service further.

The home's statement of purpose is updated regularly, bringing information such

as on staffing up to date and in line with the working of the home. A separate guide for parents and young people allows all to be aware of the ethos and practices that are expected, and that staff work towards.

Staff receive regular supervision through individual and group meetings. These are well recorded and allow staff to examine and develop their practice, linking with the appraisal system and training packages. A staff member stated that they 'feel as though managers are always around and are actually interested in developing us as staff, both as a team and individually.' Staff are appropriately qualified, and training supports ongoing succession planning throughout the home. Individualised training packages mesh well with the home's development strategy and annual plan for the staff team. This means that specialist training is in place to respond to areas of improvement that the management highlights as necessary. Team meetings are well organised, and include an effective multi-disciplinary approach to meeting young people's needs.

Managers have a strong awareness of the need to inform differing authorities of significant events that have occurred within the home. Notifications show the response to incidents and what plans are in place to ensure that practice has further developed, following such events. This highlights the ethos of continual improvement and progress for both young people and the staff team.

	Judgement grade
Outcomes in education and related learning activities	Good
<p>The outcomes of education and related learning activities are good, especially in the development of personal and social skills.</p> <p>Initial assessment of young people takes place soon after arrival, and identifies the individual support needed to help learners swiftly to improve their English and mathematics skills. Staff complete an effective assessment of young people's wider educational needs that informs the allocation to a range of appropriate courses. Education staff have received specialist training in speech and language to help to develop skills in identifying and working with young people who have a range of specific needs. The home is proactive in identifying previous assessments and special education needs requirements, including those that have not previously been acted upon, which help to plan learning for young people. Re-assessments take place frequently to monitor progress.</p> <p>The outcomes are good, for young people. Most achieve their planned learning goals. Young people make excellent progress, given their often very low starting points. Progress measured against national curriculum sub-levels identifies that, in English and mathematics, young people improve by one sub-level every three months in education. Learners' work is of high quality, particularly in art. Young</p>	

people make quick progress in developing personal and social development skills, improving their self-esteem, and become confident in their work.

Teaching, learning and assessment are good, with some outstanding aspects. This reflects the findings from the home's internal observation process. Teachers and teaching assistants are skilled in identifying risk early. They de-escalate challenging behaviour effectively and engage young people successfully to maintain a positive learning environment. Teachers are well qualified and use their additional skills to enhance the curriculum offer. The best lessons challenge young people of all abilities to progress, and work is individualised to meet their needs. Teachers make good links within lessons to other subject areas to reinforce learning. An example is in the personal social health education programme, where aspects of geography were reinforced as part of the learning session. In the weaker sessions, opportunities to link lesson learning objectives to wider learning themes, to extend learning are frequently missed. Learning support practitioners are utilised well by teachers to support learning.

The large majority of young people enjoy their learning, and are interested and engaged in lessons. Assessment is generally good, with sufficient feedback provided to young people on what they need to do to progress. Teachers provide clear explanations to young people of what level they are working at and how this equates to GCSE grades, but do not refer sufficiently to the employment-related skills developed. Tutorials take place every six weeks and provide good opportunities to develop individual targets for improvement. A good focus is placed on both academic and personal development targets.

The education curriculum is appropriate for young people of this age group. A good focus is on English, mathematics and information technology. Courses are also available in art, science, cookery and humanities. Design and technology lessons are not running, due to the long-term absence of a member of staff. A useful resettlement course helps to prepare young people to live independently. Courses such as substance misuse, sexual health, and finance and budgeting help to extend young people's understanding of relevant topics.

Physical education is part of the timetable, which provides a variety of sporting and leisure activities. Accommodation is excellent, with good access to information learning technology. However, issues with networking and equipment maintenance restricts the opportunities for teaching staff to use the internet to enliven learning.

Opportunities available for young people to undertake accredited vocational training are insufficient. Building work has been completed, and additional accredited vocational training courses are intended to begin in September 2016.

Enrichment activities are good, with many opportunities for young people to take part in a variety of leisure activities to extend their knowledge and understanding, and to help to support their personal development.

Access to careers advice is inadequate. Information, advice and guidance were provided through a contract with the local Connexions service until April 2016. The local authority has responded to requests from the head teacher to reintroduce this service in June 2016.

Links with youth offending services are generally effective, with good levels of communication on the progress made by the young people while at the home being provided by the education staff.

Personal development courses, delivered by education, help young people to develop independent living skills such as food preparation, budgeting and employability skills in preparation for release. Plans are in place to develop a specialist area for young people to live more independently, to develop their living skills in preparation for release. Effective use of Release on Temporary Licence (ROTL) enables young people to attend local college open days and course interviews.

Behaviour management in education is very effective. Attendance at education is around 85%. A newly introduced designated inclusion classroom helps further to reduce the already small number of young people returned to the residential units because of poor behaviour. Young people removed from education are quickly managed back into learning.

Education and care staff work very hard to offer a consistent, effective system of challenge and reward. Standards of behaviour are exemplary, and a courteous, respectful relationship is in place between young people and education staff.

The operational management of education and related learning activities is good. The interim management arrangements introduced during the extended absence of the head teacher were effective in maintaining the good quality of the provision and the good outcomes for young people. Since her return, the head teacher has made good progress with the planned observations of teaching, learning and assessment, and the staff appraisals that were not carried out in 2015.

Staff qualifications are good. Good links have been made with external schools, and good opportunities are in place to attend joint continuing professional development events. Contingency planning for staff absence in education needs to improve, to ensure minimum disruption to learning activities.

Since the last inspection, a new data system has been introduced that records and monitors young people's progress. However, managers have not yet analysed the data to monitor the progress of different groups of learners to identify areas for improvement.

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 'Guide to the children's homes regulations including the quality standards'.

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