

Children's homes inspection – Full

Inspection date	13/09/2016
Unique reference number	SC035500
Type of inspection	Full
Provision subtype	Secure unit
Registered provider	South Gloucestershire Council
Registered provider address	South Gloucestershire adults and health PO box 2083, Castle Street, Thornbury, Bristol, BS35 2BR

Responsible individual	Peter Murphy
Registered manager	Alison Sykes
Inspector	Shaun Common

Inspection date	13/09/2016
Previous inspection judgement	Good
Enforcement action since last inspection	None
This inspection	
The overall experiences and progress of children and young people living in the home are	Good
The children's home provides effective services that meet the requirements for good.	
How well children and young people are helped and protected	Good
The impact and effectiveness of leaders and managers	Good
Outcomes in education and related learning activities	Good

SC035500

Summary of findings

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

- Staff build and develop positive relationships with young people.
- Good assessment and care planning provides for every aspect of a young person's holistic and diverse needs.
- Excellent resettlement processes, in partnership with all relevant agencies, ensure that young people are well prepared to move on to the most appropriate placement.
- There are strong links with the local authority and the Local Safeguarding Children Board. When safeguarding and child protection matters arise, they are managed effectively.
- Management of the home has continued to develop with an increasing child-centred approach to the care of the young people.
- Young people make good progress in education. Managers, teachers and instructors go to considerable lengths to respond to the needs of individual young people.
- Areas for improvement include the overall quality of teaching, reviewing the teaching staffing structure, some recording systems, the standard of decor and reviewing food provided.

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 within the given timescales.

Requirement	Due date
<p>In order to complete a quality of care review the registered person must establish and maintain a system for monitoring, reviewing and evaluating: the quality of care provided for children, the feedback and opinions of children about the children's home, its facilities and the quality of care they receive in it, and any actions that the registered person considers necessary in order to improve or maintain the quality of care provided for children.</p> <p>The system must provide for ascertaining and considering the opinions of children, their parents, placing authorities and staff. Specifically, ensure that there are processes in place to attain the opinions of placing authorities of the services provided for young people and that exit interviews are appropriate and consistently used. The system must ensure that monitoring takes place of the formal supervision provided to staff to ensure that it is consistent and to the frequency set out in the home's policy.</p> <p>(Regulation 45 (5))</p>	15/11/16
<p>Ensure that within 24 hours of the use of a measure of control, discipline or restraint in relation to a child in the home, a record is made which includes the effectiveness and any consequences of the use of the measure.</p> <p>Specifically, ensure that the effectiveness of the measure is accurately recorded on each occasion so that managers can identify whether sanctions imposed by staff are having the desired impact or require review.</p> <p>(Regulation 35 (3)(a)(vii))</p>	15/11/16
<p>6: (1) The quality and purpose of care standard is that children receive care from staff who:</p> <p>(a) understand the children's home's overall aims and the outcomes it seeks to achieve for children</p> <p>(b) use this understanding to deliver care that meets children's needs and supports them to fulfil their potential.</p> <p>(2) In particular, the standard in paragraph (1) requires the registered person to:</p> <p>(vii) provide to children living in the home the physical necessities</p>	30/11/16

<p>they need in order to live there comfortably. Specifically, that graffiti is removed from all areas of the home, including bed bases, bedroom and en-suite walls, and that shower walls are repaired. (Regulation 6 (2)(b)(vii))</p>	
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Recommendations

To improve the quality and standards of care further, the service should take account of the following recommendations:

- The ethos of the home should support each child to learn. Specifically, urgently review the teaching staff structure to ensure that there is no detrimental effect on young people during periods of staff absence ('Guide to the Children's Homes Regulations including the quality standards', page 29, paragraph 5.18).
- The ethos of the home should support each child to learn. Specifically, ensure that there is a consistently high quality of teaching and coaching ('Guide to the Children's Homes Regulations including the quality standards', page 29, paragraph 5.18).
- The ethos of the home should support each child to learn. Specifically, improve the rigour of self-assessment and quality improvement documents ('Guide to the Children's Homes Regulations including the quality standards', page 29, paragraph 5.18).
- Children must be consulted regularly on their views about the home's care, to inform and support continued improvement in the quality of care provided. Specifically, ensure that young people's views on the outcome of any complaint they make is recorded, including whether they are happy with the outcome ('Guide to the Children's Homes Regulations including the quality standards', page 22, paragraph 4.11).
- Any sanctions used to address poor behaviour should be restorative in nature, to help children recognise the impact of their behaviour on themselves, other children, the staff caring for them and the wider community. Specifically, ensure that staff consider, where possible and appropriate, using sanctions that are restorative and records reflect this and are robust and accurate ('Guide to the Children's Homes Regulations including the quality standards', page 46, paragraph 9.38).
- Ensure that children are provided with nutritious meals suitable for each child's needs. Additionally, review the practice of young people having to choose meals one week in advance ('Guide to the Children's Homes Regulations including the quality standards', page 15, paragraph 3.8).

Full report

Information about this children's home

This secure children's home is operated by a local authority and is approved by the Secretary of State to restrict young people's liberty. Education is provided on-site.

The children's home can accommodate up to 24 young people, who are aged up to 17 years. Up to 24 young people who have received a custodial sentence can be placed at this home by the Youth Justice Board. Other young people, subject of Section 25 of The Children Act 1989, can be placed by local authorities, with agreement from the Youth Justice Board. Admission of any young person under 13 years of age, subject to Section 25 of The Children Act 1989, requires the approval of the Secretary of State.

Recent inspection history

Inspection date	Inspection type	Inspection judgement
02/03/2015	Full	Good
09/09/2014	Full	Good
05/03/2014	Interim	Good progress
17/09/2013	Full	Good

Inspection judgements

	Judgement grade
<p>The overall experiences and progress of children and young people living in the home are</p>	<p>Good</p>
<p>The home provides young people with a number of shared spaces in which to relax. This allows them to engage in activities together if they wish. Young people enjoy building positive relationships with their peers while having fun and learning new skills. For example, playing on the crazy golf course, which they designed and built. Young people can personalise their bedrooms which gives them a safe and comfortable space they can call their own. Generally, the home provides satisfactory decor and furnishings. Some areas are worn and tired with en-suite bathrooms needing repairs and some graffiti in bedrooms, particularly present on bed bases and some walls. This detracts from the overall positive environment provided for young people.</p> <p>On admission each young person receives a folder containing all of the immediate information they will need. This is complemented by a very good young person's information booklet, which provides a good insight into life at the home and routines. It is bright, colourful and available in different languages. For example, Bulgarian, Arabic, Polish, Portuguese and Hindi. This ensures that, from the start, young people know what to expect and who will care for and support them.</p> <p>Good, clear care plans identify a young person's holistic and diverse needs. Young people are encouraged and empowered to participate in reviewing and updating them. This ensures that they understand what the plans are for their future, how their needs are to be met and who will be working alongside them providing support. Young people feel included as a result and are able to take ownership and responsibility. A youth offending team worker reported, 'The staff are kind, nurturing and attuned to the child's immediate needs. This alone helped him to feel cared for and make progress.'</p> <p>Resettlement and transition planning processes are excellent. Careful and comprehensive planning, including proactive approaches to working with partner agencies, ensure that young people are well prepared for their next placement. This provides young people with reassurance, enhancing their opportunities for success. Where there are any concerns, for example in ensuring that there are appropriate placements or accommodation for young people for when they leave, staff remind relevant agencies of their obligations and where necessary will contact advocacy services to support young people in raising their concerns. A young person wrote, 'My key worker has helped push my social services to find me a placement.'</p> <p>Prior to young people leaving to go to community placements, staff members will</p>	

endeavour to visit where they will be moving on to. They will also attend initial community review meetings to ensure that young people are settling in. This commitment to their ongoing welfare provides young people with a sense of belonging and feeling valued. A number of young people have, as a result, maintained contact with trusted staff members. They continue to thrive knowing they have continued support. The resettlement officer said of one young person, 'He left in November 2015; he hasn't reoffended and he still keeps in touch with us. He has stayed focused because he got into doing something he loved doing and hasn't gone back to what he was doing previously.'

Young people whose plans involve moving on to independent living have the opportunity to develop practical life skills. They are encouraged to spend time in the 'life skills lodge' within the home's grounds. This building is fully equipped as a small domestic home where young people visit as part of their agreed plan to learn a range of skills for independence and adulthood. Young people's self-esteem and confidence in their abilities are enhanced as a result.

The staff team genuinely respects and cares for the young people. As a result, they are able to build positive relationships, which allow young people to trust the team and engage with the care provided. Individual key workers are identified from the start of young people's time in the home. This allows young people to start building meaningful relationships. One young person said that his key worker was the best part of the home and that he, 'wouldn't know where he was without him.'

Staff work hard to ensure that young people have regular contact with family members, including those who are placed a long way from home. This ensures that young people receive the familial support they need but also that important cultural and community links are maintained. A youth offending team worker reported, 'The effort made to allow family contact following a meeting is good practice in encouraging their attendance and involvement, which I feel should happen across all secure facilities.'

The home recognises that not all young people have positive relationships with family members and may not have any visitors. The innovative mentoring scheme matches these young people with volunteers from the community who visit them on a regular basis. This enhances young people's sense of being valued and empowers them to build positive relationships with people who can be good role models for them.

Young people are given the opportunity to develop nurturing skills as a result of their care of the home's goats and chickens. This not only provides young people with the opportunity to learn new skills, but also to safely show their care and affection for another living creature. This broadens their horizons as they learn that they have abilities they had not previously realised. One young person is using this experience positively in planning for his future employment.

The home's statement of purpose states that, 'There is a nurse who attends the unit daily as well as being on call in the evenings and weekends. The nurse advises young people and staff caring for them about health-related matters.' This excellent partnership working between the home and medical professionals helps to ensure that all of a young person's holistic health needs are well met. For example, the nurse holds a regular weight clinic where young people develop an understanding about the positive aspects of a healthy lifestyle. One young person learnt how to ride a bicycle as a result and took great pride in achieving his cycling proficiency certificate. These good lessons benefit young people now and in their future adult lives.

Although young people do have a choice of meals they report that they do not feel that food in the home is of a good standard. They do not like having to choose their meals a week in advance and say that there are not enough healthy choices, unless they have a salad. This lack of healthy choice could detract from the good work being undertaken in encouraging exercise and lifestyle changes.

Young people's understanding of a healthy lifestyle extends to addressing and educating them about substance misuse. Individual work with key workers, group awareness sessions and specialist support all provide young people with ways of managing past problems and promoting healthy living. A youth offending team worker reported, 'The young person had a highly positive working relationship with the substance misuse worker. This work had a positive impact that continued on release.'

Young people's psychological health improves as a result of the regular contact that they have with mental health professionals based within the home. This provides the support young people need to make sense of past life experiences and build a happier, more productive future. Excellent and sensitive management of gender issues ensure that young people's knowledge of sexuality are understood and met.

An extensive range of offending behaviour and intervention work takes place with young people. These sessions help build self-esteem and confidence. They include, among a range of others, support for girls vulnerable to gang culture, lesbian, gay, bisexual and transgender hate crime, fire setting and arson, and sexual exploitation. The coping mechanisms and positive life skills that young people develop as a result of their inclusion in these activities enhances their future life opportunities.

The manager and staff team listen to and act upon young people's wishes and feelings to enhance their care experiences. For example, they regularly evaluate key work sessions to ensure that young people have the right key worker to meet their needs and that their views are recorded. Young people feel valued and learn how to express their views positively. One young person wrote, 'He spoke to me and made sure I know right from wrong and picking my friends,' and another, 'I wanna (sic) do more key working sessions with her.'

Since the last inspection, a member of staff has spoken with every young person to ask what their hobbies and interests are and what they would like to participate in during their leisure time. As a result, further equipment was bought for the gymnasium and training apparatus was installed in the outside sports areas. In addition, young people have been able to have treasured items, such as use of an electronic drum kit, as part of the rewards system. Young people are able to learn new skills while having fun.

	Judgement grade
How well children and young people are helped and protected	Good
<p>Any risks and vulnerabilities are assessed when a young person is admitted. Plans and risk assessments are developed quickly and shared with staff to help them support young people to stay safe. Staff get to know young people well and are able to recognise any emerging risks, concerns or changes in behaviour. Regular reviews ensure that risk assessments are current and up to date. At the time of the inspection there were no significant concerns in relation to suicide or self-harm.</p> <p>The home has policies and procedures about searching practices. Bedrooms and communal areas are searched within minimum intervals that can be reviewed or revised depending on any presenting risk. Searches of young people are risk-led with appropriate consideration that balances privacy and dignity with security and safety. A senior manager's approval is needed for any personal search. Searches are on three levels. Level one requires a young person to empty out their pockets. Level two is the use of an electronic wand. Level three requires a young person to remove their clothing in private and put on a dressing gown. Clothing is then searched and returned. Level three may also see the use of a BOSS (Body Orifice Security Scanner) chair and an electronic wand. Records are kept showing all relevant details including the justification for such a search, the authorising manager and anything found.</p> <p>Young people did not raise any concerns with inspectors about their safety. Bullying does occasionally occur and there are recorded incidents, though young people did not feel that this is a significant issue. Records show how the home educates young people about bullying and addresses any matters with them through the use of key work packs and direct actions by staff. Supervision levels are high, which reduces opportunity for bullying to occur.</p> <p>Safeguarding arrangements are good. All staff receive relevant training that is kept up to date and supports them to respond appropriately to any concerns that arise. There have been 12 incidents of a child protection nature since the last inspection.</p>	

Five of these are not related to a young person's time at the home. All were dealt with in a timely and appropriate manner in line with local policies and procedures. Records are kept of all such matters detailing actions taken or being taken to help keep young people safe.

There are strong links with the local authority and Local Safeguarding Children Board (LSCB). The manager is a full member of the Board and attends all meetings, contributing to the development of safeguarding practices, policy and procedure in the local authority. The designated officer for the local authority visits the home monthly, providing independent scrutiny and oversight of physical restraint practices. The LSCB's annual report includes an assessment and review of the use of restraint as set out in 'Working together to safeguard children 2015'.

Staff have been trained in awareness of radicalisation and the government's 'Prevent' agenda. The manager is also aware of her responsibilities with regard to the Counter Terrorism and Security Act 2015. The manager liaises with a senior manager in the local authority, who in turn has established links with the regional police counter terrorism team. Processes and procedures for assessment, review and formal referrals, if required, are established.

There have been no incidents of young people absconding since the last inspection. Staff are aware of the actions to take should an incident occur, in order to help keep young people safe.

Young people are supported to develop positive social skills and behaviour by staff who are positive role models and through the use of an incentive scheme. Young people know and understand the scheme well, which has levels going from silver to platinum. Increasing rewards and privileges are attained that reinforce positive behaviour as young people progress. Sanctions are used to address any negative behaviour. Use of sanctions is appropriate, although there is a predominant use of 'power bans' rather than constructive or restorative alternatives better suited to the misdemeanour. The effectiveness of the measure is poorly recorded so the impact of sanctions in addressing negative behaviours cannot easily be determined to shape future interventions. Restorative practices are used well on some occasions, with young people positively engaged by staff to understand the impact that their behaviour has on others and assisting young people to take actions to put right what they have done wrong. On some occasions, the recording of restorative practice lacks clarity or detail so there is limited understanding about what has been undertaken with young people.

In the majority of occasions, physical restraint is used in line with regulations. There has been an incident where restraint for reasons of compliance has been alleged by a young person. The manager has taken all appropriate actions in relation to this issue, which remains under investigation. Detailed records are made of all incidents that include young people's views and comments. The records go through an unnecessarily lengthy process of checks by various managers, which

means that there is delay in them being finalised and fully completed. The registered manager is aware of this issue and is in the process of revising this. After any incident, a manager carries out a review that includes the use of closed-circuit television to ensure that practice is appropriate. A more formal quality assurance process takes place each month, where the registered manager and designated officer from the local authority review every physical restraint incident. This provides external and independent scrutiny.

Single separation is used in line with regulations. Records are made of all incidents, and include the justification for imposing such a measure, observations of young people in line with their risk assessment and reasons for any ongoing incident. The manager is reviewing how elective single separation is recorded in order to ensure that information can be more easily extracted and monitored for any trends, themes or patterns.

There have been a number of staff employed since the last inspection. The home has a clear recruitment process and procedure and records of all checks carried out. These checks confirm a robust process to try to ensure that the right people are employed to work with vulnerable children.

	Judgement grade
The impact and effectiveness of leaders and managers	Good
<p>The management of the home has continued to develop since the last inspection, with the registered manager increasingly promoting a child-centred approach to the care of the young people. Staff are consistently positive about the change in management that took place a year ago, stating, 'She is very open to suggestions about changing practice, developing what we do,' and, 'The management team do actually listen to you.'</p> <p>The registered manager is a qualified social worker who also holds a relevant degree and the level 4 award in care and management. She is currently completing a master's degree in leadership and management and this will further support the development of staff. There is a new head of care and an increase in the number of deputy managers. This has provided for the sharing of responsibilities within the management team.</p> <p>There is a positive focus on improvement. All statutory requirements and recommendations made at the last inspection have been addressed. Improvements have included staff training from experts in their field, such as in the impact of young people taking 'legal highs', a prompt response to maintenance issues and young people having access to a range of activities that enable pursuit of interests</p>	

and hobbies.

Managers have a very good awareness of the strengths within the staff team. Short and long-term development plans show how new initiatives are being used to move the care of young people forward, including: embedding restorative justice practices further, increasing use of research within the health provision and developing a 'careers fair' to increase awareness of differing professions.

Monitoring systems keep managers apprised of the home's performance. External independent monitoring takes place monthly, with reports developing in their analysis since the last inspection. The home has a monthly monitoring tool that captures quantitative data relating to areas such as physical restraint incidents, education and staffing. Six-monthly reports that collate and analyse information are shared with Ofsted. A monthly case-monitoring meeting examines the development and progress of all of the young people, with a multi-disciplinary team reviewing and revising individualised programmes. This is an effective meeting that ensures that young people receive bespoke care and are making progress. There is a lack of more qualitative analysis of the provision with no formal process to gain the views of placing authorities about service provision in order to improve further. Exit interviews with young people are not used consistently.

Complaints made by young people are overseen by the registered manager. Concerns raised are dealt with swiftly, including discussions with staff and a letter to the young people detailing the outcome of their complaint. Not all feedback from young people is recorded, such as whether they are happy with the outcome. This is sometimes due to this being part of the final face-to-face discussion with them rather than completion of a formal feedback sheet. This has an impact on the effectiveness of the home's response.

The home's statement of purpose is reviewed at least annually, and provides good and accurate information about the services provided by the home.

The home is staffed sufficiently. Recent absences have put some pressure on the staff team, but this has been resolved following additional shifts being worked and the use of casual staff. Staff are positive about the shift system and regular team meetings help to increase consistency in the ways that different teams work with young people.

Staff receive good support and supervision from their managers. Supervision records are detailed, showing that discussions relate to their roles and responsibilities, as well as helping to develop their skills. Staff receive an annual appraisal. These are brief, but include target setting for the year ahead, assessing their skills and identifying training that would assist in their development. Monitoring of supervision is not robust, with errors and lack of clarity in the monthly oversight reporting system. This does not currently have an impact on the needs of the young people, but lack of robust monitoring to ensure that supervision

is delivered consistently may impact on the management of any future performance-related issues.

Staff are provided with relevant training and mandatory courses are refreshed on a regular basis. A wider range of training has been completed by staff to extend their skills and knowledge in caring for young people, such as in offending behaviour and radicalisation. The vast majority of staff have completed the level 3 diploma in childcare, with others undertaking the qualification. This results in a staff team that has the necessary skills to respond to the differing needs of the young people.

	Judgement grade
Outcomes in education and related learning activities	Good
<p>The majority of young people make good progress in their personal, social and educational development. In many instances, young people had not been engaged in education prior to their time at the home, but gradually settle into an organised routine. Those who remain at the home for a longer period achieve particularly well and present themselves as mature, self-assured and confident. They have a clear and realistic view about their next steps following release.</p> <p>Attainment in English and mathematics is good, particularly taking into account young people's starting points. Managers use national curriculum data and qualification rates to measure young people's progress. Over a three-month period, most fare better than pupils in mainstream settings.</p> <p>At 15 years of age, all achieve at least a functional skills qualification or GCSEs, including at higher grades. Progress has been made in broadening the range of short-course qualifications to help ensure that the majority leave the home with a relevant and current award. Attendance is good and steps are taken to ensure that those who need to remain on the units have access to education.</p> <p>At the time of the inspection, education was facing a significant problem with unexpected staffing absences, for legitimate reasons. This necessitated care staff overseeing some lessons, without the skills or training to do so. As a result, these young people were undertaking largely mundane activities, which fell well short of normal educational expectations. While an exceptional circumstance, managers do not have a sufficient contingency plan to ensure that young people have guaranteed access to a balanced curriculum over the 48 weeks per year in which education operates. The head of education is working hard to resolve this issue and ensure that appropriate teaching is provided for the young people. Against that backdrop, education and care staff are flexible and responsive with, for example, vocational tutors timetabled to cover some evening and weekend sessions to</p>	

support the enrichment programme.

On the basis of the small sample of lessons viewed, the quality of teaching requires improvement. In the better lessons, teachers and instructors were gentle but firm in their approach and quickly set a constructive environment, which helped young people settle and which enabled potentially disruptive behaviour to be dealt with. Young people responded well to the good coaching in vocational sessions. They were attentive and readily took on individual projects, such as car bodywork repairs, designing and laying paving or producing metal artefacts. Instructors took opportunities as they arose to have young people measure and calculate dimensions. In hair and beauty sessions, the instructor taught hands-on techniques, which young people were keen to replicate. Course notes demonstrated young people's learning about skin care and general health and hygiene issues.

More generally, young people spoke positively of teaching, for example in mathematics, English and science, which was lively and engaged the broad cross-section of ages of the young people. In the weaker instances, teachers failed to employ relevant approaches and activities to interest and motivate young people. Lessons were mechanistic, with young people having insufficient understanding of how well they were doing. Electronic whiteboards were underutilised.

Initial assessment at entry provides the required information for teaching staff to identify young people's learning needs. Managers are impeded in their planning by the lack of records and education, health and care plans from home local authorities. The initial assessment and induction process identifies young people's learning and support needs well, but is also key to ensuring that they develop positive relationships with staff and peers so that they are ready to learn.

Target setting and tracking are largely effective, with managers having a good grasp of the overall progress a young person is making. Managers have improved their use of data since the last inspection. Periodic review meetings take place, which capture well young people's broad progress in education. Procedures and supporting documentation are unnecessarily complicated, making records difficult to scrutinise.

Managers, teachers and instructors go to considerable lengths to respond to the needs of individual young people and ensure that their time at the home is productive. Where appropriate, college places or apprenticeships are arranged, often following prolonged periods of negotiation and support by staff. On-site work placements are provided and careers guidance is in place.

The curriculum is kept under review with good attempts, including through external agencies, to broaden the offer through activities such as dance, drama and music. Access to core subjects during the inspection week was hampered due to staffing problems. Opportunities are sought through the curriculum to enable young people

to take responsibility; for example, tending to the home's goats and chickens or undertaking a sports leadership award. At subject level, some teachers successfully involve young people in rewarding learning activities, such as designing and producing crazy golf obstacles that are then used by young people in the home.

After-education activities continue to be offered, including in sports and arts and craft. Themed days or whole-week activities further extend the enrichment programme in topics such as healthy living or the Olympics. Activities of this nature add variety to the curriculum, which young people and staff view as important.

The home has effective links with the local authority school-improvement advisor and periodic performance management meetings are scheduled. Self-assessment documents and associated plans do not sufficiently identify the key areas for improvement or the progress made against the various actions identified.

Staff access training and professional networks, which provide them with the opportunity to broaden their expertise and keep up to date with subject developments. Education managers are undertaking professional qualifications in special education and school leadership.

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 children looked after 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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