

Children's homes inspection—Full

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| Inspection date | 10 May 2016 |
| Unique reference number | SC022448 |
| Type of inspection | Full |
| Provision subtype | Secure Unit |
| Registered person | Nugent Care |
| Registered person address | 99 Edge Lane, Edge Hill, Liverpool, L7 2PE |

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| Responsible individual | Anne-Marie Carney |
| Registered manager | Marie Higgins |
| Inspector | Paul Scott |

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| Inspection date | 10 May 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 | Requires improvement |
| The children's home is not yet delivering good help and care for children and young people. However, there are no serious or widespread failures that result in their welfare not being safeguarded or promoted. | |
| How well children and young people are helped and protected | Requires improvement |
| The impact and effectiveness of leaders and managers | Requires improvement |
| Outcomes in education and related learning activities | Good |

SC022448

Summary of findings

The children's home provision requires improvement because:

- Staffing arrangements have not promoted continuity of care and the overall levels of care, noted at the previous inspection as good, have dipped. This situation has impacted on the progress for young people, which is mixed.
- Insufficient numbers of core staff have resulted in an over-reliance on agency staff. This has, at times, resulted in a reactive rather than planned approach to managing the behaviour, risks and vulnerabilities of a very complex and demanding group of young people.
- A safe and risk-free environment has not been consistently maintained. This has on occasions presented a potential risk for young people who self-harm and has led to the occurrence of avoidable incidents.
- Procedures for the management and administration of medication are insufficiently robust and have the potential to place young people at risk.
- Systems for monitoring and reviewing the operation of the home lack rigour and do not recognise and sufficiently address shortfalls.

The children's home strengths.

- The responsible individual has recognised the need for change and demonstrates a strong child-focused commitment to improving the quality of care for young people. Action has already been taken to firm up permanent staffing arrangements with a view to reducing the use of agency staff and improving continuity of care.
- Young people's care and safety has been given priority. The decision to put a hold on admissions and maintain low occupancy demonstrates a genuine commitment to making the required improvements to be good.
- Staff demonstrate resilience and are clearly committed to supporting the young people in their care. When young people place themselves at risk staff are determined in their efforts to support them through this.
- Young people are mostly positive about their experiences at the home and share some very positive relationships with a number of staff. Feedback from professionals supports the view that although there is room for improvement, young people receive a good level of care from staff most of the time.
- Links with partnership agencies and professionals are strong. These are being used effectively to ensure that when young people's needs cannot be met, the right action is taken to source more specialist placements.
- The arrangements for education are good and young people make good progress relative to their starting point and individual circumstances.

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 |
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| The registered person must make arrangements for the handling, recording, safekeeping, safe administration and disposal of medicines. This is with particular reference to reviewing and improving how these systems are implemented by staff (Regulation 23 (1)). | 1 June 2016 |
| <p>12: The protection of children standard.</p> <p>In order to meet the protection of children standard, in particular the standard in paragraph (1), the registered person must ensure-</p> <p>(2)(b) that the home's day-to-day care is arranged and delivered so as to keep each child safe and to protect each child effectively from harm.</p> <p>This is with specific reference to ensuring that all staff, in particular care staff and teachers, are continually assessing the safety of the environment to ensure that those young people who present self-harming behaviour do not have access to items that they may use to assist them in this behaviour.</p> | 1 June 2016 |
| <p>The registered person must ensure that records are kept of any allegation of abuse or neglect and the action taken in response.</p> <p>This is with specific reference to making sure that the safeguarding records are fully complete and up to date, and confirm the agreed outcome (Regulation 34(2)(d)).</p> | 1 June 2016 |

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| <p>The registered person must ensure that, following the use of a measure of control, discipline or restraint in relation to a child in the home, a full and complete record of the incident is made and that within 48 hours of the use of the measure, the registered person, or a person who is authorised by the registered person, has spoken to the user about the measure and signed the record to confirm it is accurate (Regulation 35 (3)(a)(b)).</p> | <p>1 June 2016</p> |
| <p>13: The leadership and management standard.</p> <p>In order to meet the leadership and management standard, in particular the standard in paragraph (1), the registered person must-</p> <p>(2)(d) ensure that the home has sufficient staff to provide care for each child; and (e) ensure that the homes workforce provides continuity of care to each child.</p> <p>This is with specific reference to establishing a permanent and stable staff team and reducing the over-reliance on agency staff in the home.</p> | <p>1 June 2016</p> |
| <p>13: The leadership and management standard.</p> <p>In order to meet the leadership and management standard, in particular the standard in paragraph (1), the registered person must-</p> <p>(2)(f) understand the impact that the quality of care provided in the home is having on the progress and experiences of each child and use this understanding to inform the development of the quality of care provided in the home; and</p> <p>(2)(h) use monitoring and review systems to make continuous improvements in the quality of care provided in the home.</p> <p>This is with particular regards to improving management oversight of the day-to-day running of the home, including staff practice, and ensuring that all staff are clear about their roles and responsibilities in maintaining consistently high levels of care and</p> | <p>1 June 2016</p> |

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| safety, that take into consideration young people's needs, behaviours, risks and vulnerabilities. | |
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Recommendations

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

- 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 ('Guide to the children's homes regulations including the quality standards', page 22, paragraph 4.11).
- Children must be able to take up any issues or make a complaint without support. This is with specific reference to ensuring children can access complaints forms without having to ask staff ('Guide to the children's homes regulations including the quality standards', page 23, paragraph 4.13).
- Ensure the capacity and competence of staff to build constructive, warm relationships with children that actively promote positive behaviour and provides the foundations for managing any negative behaviour. Staff should have the skills to respond to each child's individual behaviour. Where necessary they should manage conflict, maintain constructive dialogues and react appropriately if challenged by a child in their care ('Guide to the children's homes regulations including the quality standards', page 39, paragraph 8.14).
- Ensure any sanctions used to address poor behaviour are restorative in nature, to help children recognise the impact of their behaviour on themselves, other children, and the staff caring for them. Staff in the home should be skilled to support the child to understand this and carry it out. This specifically relates to ensuring that sanction records are effectively monitored for appropriateness and effectiveness ('Guide to the children's homes regulations including the quality standards', page 46, paragraph 9.38).
- The registered person should review the skills and understanding of the independent person to ensure that they can form an impartial judgement about the quality of the secure children's home's care. ('Guide to the children's homes

regulations including the quality standards', page 65, paragraph 15.8 & 15.9).

- The registered person should continue to improve the systems for staff to ensure that 100% of staff receive practice-related supervision from an appropriately qualified and experienced professional, which allows them to reflect on their practice and the needs of the children assigned to their care ('Guide to the children's homes regulations including the quality standards', page 61, paragraph 13.2).
- The ethos of the home should support each child to learn. In co-operation with Nugent Care senior staff, consider the impact of lower numbers and sporadic attendance on longer-term operational arrangements ('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. Consider the viability and usefulness of establishing an advisory body to bring additional professional overview to education ('Guide to the children's homes regulations including the quality standards', page 29, paragraph 5.18).

Full report

Information about this children's home

The centre is operated by a voluntary organisation. It is registered as a secure children's home and is approved by the Secretary of State to provide secure care and accommodation. Education is provided on site in dedicated facilities.

The centre can accommodate 12 young people of either gender, from 10 years to 17 years of age in two purpose-built living units. Admission of a young person under 13 years of age requires the approval of the Secretary of State.

Recent inspection history

| Inspection date | Inspection type | Inspection judgement |
|------------------|-----------------|------------------------|
| 25 November 2015 | Full | Good |
| 25 June 2015 | SCH - Interim | Improved effectiveness |
| 28 January 2015 | Full | Good |
| 30 October 2014 | Full | Adequate |

Inspection Judgements

| | Judgement grade |
|--|-----------------------------|
| The overall experiences and progress of children and young people living in the home are | Requires improvement |
| <p>The inspection coincided with a difficult time for the home. Currently, staff are stretched due to a small number of young people requiring intense supervision to keep them safe. This has seriously affected staffing resources and although bolstered with agency staff to create the extra numbers needed, the overall levels of care noted at the previous inspection as good, has dipped.</p> <p>The progress young people make is mixed. Some good examples have been noted where young people have settled and are progressing well. However, the home is accommodating some young people whose needs have escalated and cannot be fully met. Managers and staff have recognised this and are working collaboratively with external agencies and professionals to ensure the right placements are found, but until they become available, staff are working intensively to help keep them safe.</p> <p>Inspectors received mixed responses from young people regarding their views of the home, staff and their care. Any grumbles or complaints received by inspectors were passed quickly to senior staff and inspectors are satisfied that appropriate actions and investigations have either been taken or are underway.</p> <p>Positive feedback was also received from young people. For example, one said that her time at the home had given her space and time to think. She felt she was one of the 'success stories'.</p> <p>The views of parents and professionals regarding the care and progress made by young people is collectively more positive. For example, one parent felt her child had made some progress during the short time she had been in the home. Another spoke about the positive changes her daughter had made and followed it up by saying: 'staff have been brilliant. I am always told about anything, contact is good.'</p> <p>Feedback received from a visiting independent reviewing officer and a social worker is positive, reflecting the strong working relationships developed with staff in the home. Both are satisfied with the levels of care being given, the progress</p> | |

being made by young people and the levels of contact being maintained.

Inspectors observed some of the strong relationships that have developed between the permanent staff and some young people. Building effective relationships with troubled young people in crises is an area that staff persist in, as they recognise it is the strength of relationships that underpins the daily function of the home. For example, it is the strength of the relationships which encourages and allows young people to engage positively in a variety of direct work and other programmes that address the issues affecting them prior to admission. This work and these programmes assist and encourage young people to make changes to their previous lifestyles and in their attitude towards others and themselves. As a result, self-image, self-esteem and confidence grows.

Case management and planning is effective. Currently the home is in transition, following the recent introduction of a new electronic recording system which is designed to replace hard copy documentation. This has resulted in a new, updated planning document being introduced which is detailed, thorough and targeted to meet individual need. For example, for one young person, both a sleeping and safety plan have been created, which supplements the regular planning documentation and boosts safety factors.

Statutory reviews trigger transition and mobility plans. The home works in partnership with placing authorities to implement these plans. Where necessary, the home will challenge the placing authority if they feel progress on their part is slow. This supports young people and helps to promote their rights.

Since the previous inspection, improvements have continued with regard to the arrangements and resources available that promote the health and well-being of young people. For example, following the introduction of permanent mental health staff to the home, working practices have developed and are now better coordinated. These improvements, coupled with the existing arrangements with the local doctor's surgery, dentist and optician, ensure that young people's daily and specialist health needs are being addressed appropriately. For example, as well as having on-site mental health nurses, other specialist mental health professionals visit regularly. This means that assessments of mental health are quickly available and that access to other specialist off-site services can be sourced.

Young people are encouraged to develop more healthy lifestyles by having information that links to healthy eating and in improving overall fitness. Other areas such as sexual health are addressed sensitively by medical staff throughout a

young person's stay. Overall, young people's physical, emotional and psychological needs are being met.

The current practice for storing, administering and recording medication is an area of concern. This is due in part to permanent staff being stretched, which has resulted in a number of near misses where young people could have been given the wrong medication. Shortfalls in recording have also been identified. Inspectors have been made aware of plans to change the current arrangements with the local pharmacist with regard to handling medication and new medical cabinets have been ordered. In the interim, managers are aware that current practice needs to be monitored closely to ensure the current system is being implemented consistently by staff.

Feedback from young people regarding consultation and having influence in aspects of the home's daily functioning is mixed. Systems are in place where the young people are able to have their say and have input into the daily running of the home by making choices about the food they eat and the activities that they do. However, formal systems, such as young people's forums that should be held weekly, are not taking place with any consistency. Also, any action taken by staff as a result of young people's requests is not always recorded in official records or fed back to the young people.

Young people have access to an independent advocate who visits weekly. Most young people demonstrate an understanding of the complaints system and how to access it, though complaints forms are not freely available and young people have to ask staff if they want one. This has the potential to deter young people from raising concerns.

The overall standards of decor, fixtures, fittings, furnishings, equipment and state of repair are good. Some minor issues, such as ill-fitting carpets due to new bedroom doors being installed, are in the process of being addressed. Staff are finding it a real challenge to maintain a homely environment. For example, anything free-standing such as ornaments or pictures hung on the wall have had to be moved temporarily. This is because of the potential risk these items may pose to some young people. Staff are looking for safe ways to rectify the situation as soon as it is safe and practically possible.

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| | Judgement grade |
| How well children and young people are helped and protected | Requires improvement |
| <p>Oversight and monitoring of behaviour management records require improvement. Records of significant incidents, physical intervention, sanctions and single separation incidents lack clarity and sufficient detail. Managers have failed to sufficiently scrutinise the records to ensure that they are comprehensively completed and are clear, concise and accurate. In addition, records do not consistently demonstrate that staff, young people and those who witness a restraint or significant incident have had an opportunity to discuss and/or reflect on the incident.</p> <p>Staff care about young people and make every effort to keep them safe. However, inconsistent staffing arrangements mean that not all staff fully understand the importance of being vigilant to potential self-harm risks within the home environment. For example, the cutlery drawer was unlocked in one of the units and remote controls containing batteries were freely available in both units. Staff intervene when young people are at risk but some incidents could be avoided. For example, during the inspection a young person accessed a remote control that should have been securely locked away, resulting in an incident of physical restraint that might have been avoided.</p> <p>There have been three allegations and two child protection incidents since the previous inspection. All have been referred to the local authority and relevant professionals in a timely manner. The home's designated safeguarding officer ensures that matters are followed up to minimise any delays and ensure that the right action is taken to help keep young people safe. A chronological record is maintained of these incidents. However, all associated documents relating to some safeguarding concerns are not on file. In the absence of these critical records, it was not easily possible to verify the outcomes from some of these incidents. However, further investigation confirmed a good response in the management of these matters.</p> <p>Young people have strong relationships with a number of staff who use these to good effect when encouraging the young people to behave in a positive manner. At times, the demand on these staff to take charge and address negative behaviour means that responses are not always well thought out. Although rarely</p> | |

used, not all sanctions given are relevant to the misdemeanour. For example, a number of recent sanctions have included removing activities that promote a young person's health and well-being. Also, there is sometimes a lack of attention given to encouraging young people to reflect and learn from their behaviour. Comments recorded in sanction records by staff included 'did not show any remorse' or 'did not apologise'. These issues have not been picked up by managers who have signed to say they have reviewed the effectiveness of each sanction.

The records pertaining to the use of single separation vary in quality. Single separation is used in line with government guidance, but in some cases records do not clearly show the duration of the single separation and if the single separation is elected or enforced. Some young people expressed dissatisfaction to the inspectors, stating that in their view some staff direct them to their room for minor issues. This concern was raised with senior managers who are reviewing the procedure for recording and monitoring the use of single separation to ensure that it is justified and appropriate.

Staff work hard to help young people gain a better understanding of the behaviours that have led to them being placed in a secure setting. Planned interventions on topics such as sexual exploitation are delivered by staff on an individual and group basis. This helps young people to better understand their own vulnerabilities and behaviours and make better choices about keeping themselves safe when they leave. One young person was highly complimentary about her keyworker's input, saying that she had learned a great deal and would make better choices about keeping herself safe.

Managing this immensely complex group of young people is a constant challenge for staff. A significant number of young people present self-harming behaviour, which for some is a constant risk. The manager and staff team are working closely with the on-site mental health nurse and other specialists to ensure that young people receive the required support in relation to these needs. Risk assessments detail the strategies that staff are to use to support young people when they display high-risk behaviours. Five staff have been recruited since the previous inspection. This will mean that a full complement of care staff are in place. These appointments will reduce the use of agency staff and provide the young people with improved continuity of care. Policies and procedures for recruiting new staff are effectively followed.

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| | Judgement grade |
| The impact and effectiveness of leaders and managers | Requires improvement |
| <p>The manager has been registered with Ofsted since 2007. She has considerable experience of working in this setting and of supporting extremely vulnerable and complex young people. She is well supported by her immediate line manager, who demonstrates a strong child-focused commitment to addressing the concerns highlighted at this inspection. The senior management team had already recognised that in order for young people's quality of care to improve, difficult decisions had to be made. For example, the responsible individual had already put a hold on admissions, providing the opportunity to consolidate and rebuild.</p> <p>Two out of three requirements from the previous inspection have been met. A reliable process is now in place to ensure that the independent visitor's reports are submitted to Ofsted on a monthly basis. The frequency and quality of staff supervision has dramatically increased. Managers are aware that this upward trend needs to continue and have plans in place to ensure that all the staff are routinely supervised. Sanctions records continue to be of a poor quality.</p> <p>Reasonable efforts have been made to address the recommendations from the previous inspection. All exercise and fitness activities are now aimed at female residents. This is in some part down to the fact that the home is only accommodating female young people currently, and is likely to continue to do so for the foreseeable future. Plans are in place to provide a better range of healthy recreational options by developing the gymnasium into a fitness suite. The equipment is currently on order for this. Training in line with the government's 'Prevent' agenda has been provided for permanent staff, including teachers and managers. Preliminary links have been established with the regional police counter terrorism team who can provide managers and staff with advice where needed.</p> <p>Over recent months, the use of agency staff has increased to an extremely high level. This is due to a culmination of factors, including covering staff absence and the increasingly complex and demanding needs of young people. Young people do benefit from the care of a core team of experienced and competent staff who know them well. A number of agency staff are very competent and familiar to young people but an over-reliance on these staff generally has meant the core team has been extremely stretched at times. Despite the impact on staff morale, the</p> | |

motivation of most staff to do the job remains unquestionable, although their ability to do it in a well thought-out, planned and consistent manner has been compromised on occasions. On a positive note, all staff vacancies have been filled following a successful recruitment drive. This provides a good foundation for establishing a stable and consistent staff team, helped by the natural reduction in occupancy that will occur as young people leave.

New staff spoke positively about their induction to the home and said that it had prepared them well for working with vulnerable young people in a secure setting. They have benefited from the initial support of some highly skilled practitioners, who are taking a primary role in responding to young people's needs. They recognise that they have arrived at a particularly challenging time, but were optimistic that they will be given the opportunities to develop professionally as planned changes are made.

Training is well organised by a dedicated training manager. They ensure that mandatory as well as role-specific training opportunities are available for all staff across the organisation, and that this training remains relevant and current. A large majority of staff have gained, or are working towards, a formal childcare qualification. A small minority of staff have been placed on time-limited action plans because they have not achieved this within the prescribed timescales. Collectively, this will ensure that permanent staff have the appropriate skills and knowledge that enable them to effectively support this highly vulnerable group of young people.

There are good procedures in place for monitoring and evaluating day-to-day practice. A number of internal monitoring systems and meetings have been introduced to complement the manager's regulation 45 review, which is detailed, evaluative and clearly promotes an improvement agenda. For example, weekly integrated case management review meetings are used to review young people's progress and identify areas for development. These have been very effective in recognising when the needs of some young people cannot be met and ensuring that practice is adapted to keep them safe until more specialist placements can be found. However, this need to focus so intensely on the care of a small number of young people means that managers have not been consistently rigorous in other monitoring activities. As a result, there have been occasions when they have failed to identify and address shortfalls such as incomplete behaviour management records and the less than diligent practice of staff around maintaining a consistently safe environment. Furthermore, critical scrutiny by the independent visitor has also failed to pick up on a number of these shortfalls. The responsible

individual has recognised the lack of rigour in the current process and has already started a review.

Partnership working arrangements between the centre, placing authorities and specialist commissioned services continue to be effective and professional. Links are well used to promote and facilitate a collaborative approach to meeting each young person's needs. These have been particularly strong when sourcing specialist placements for young people or helping them to prepare for leaving the home. Feedback from a number of partnership agencies was very complimentary about the manager and her staff, acknowledging their determination in ensuring that young people get the right support they need.

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| | Judgement grade |
| Outcomes in education and related learning activities | Good |
| <p>There have been continued improvements in education since the last inspection in November 2015, with a clear focus on maintaining good outcomes and levels of accreditation. Recommendations in respect of education administrative cover and access by staff to printing, in order to support learning, have been dealt with. The recommendation in relation to developing the range of work-related options has been partially met, and includes plans for selected young people to have supervised access to training in the kitchen and a gardening project.</p> <p>Leadership and management are good and the education manager has high expectations, to which staff respond well. Revisions to the curriculum over recent time have enabled young people to undertake more meaningful qualifications. However, as the unit seeks to accommodate the needs of increasingly challenging young people, managers are rightly keeping under review the mix of subjects and interventions needed.</p> <p>As a result of good and sensitive teaching and support, young people learn skills and develop the attitudes and attributes needed to settle into learning and manage their behaviour. They learn to listen better to instructions, to seek clarification, conduct research from their own notes and from the internet and maintain their personal files. There were good instances where more-able young people devised</p> | |

mock job interview questions appropriate to their situation or created musical arrangements. Young people with learning difficulties gained an understanding of the relevance of mathematics in their everyday lives, for example in handling money and using timetables. Most young people enjoy their time in education and their interactions with staff.

Young people's education is managed in a thoughtful, flexible and highly individualised manner, which accommodates well the short periods of stay characteristic of the home. Teachers assess young people's educational needs thoroughly on entry and hold accurate records of their levels in mathematics, English and additional subjects undertaken. The induction process is well managed and includes a student/education contract and safe internet use agreement. In addition to educational progress, records plot patterns of attendance, behaviour and relationships. The records are well scrutinised to identify any issues which may impede learning. The education manager maintains a daily record covering young people's attendance, performance, behaviour and attitude in education. These are shared with care staff and unit managers at the end of each day and provide a means of giving young people due praise and recognition. In the main, care and education staff work well together to ensure a consistent response to young people.

Teachers read situations well in class and they time classroom breaks well to maintain young people's often short spans of concentration. Teachers demonstrate a skilful balance of challenge and support, getting young people to persevere and refocus when conversations wander. Their one-to-one relationships with young people are exemplary and lessons flow well. Teaching assistants follow groups over the day, thereby providing continuity of support. A placing officer from a local authority noted that 'staff engaged well with the young woman on a level she could relate to and were able to support her with strategies to help her focus on her learning while simultaneously challenging behaviours that are not acceptable in class.'

Internet access is good and enlivens lessons. Digital whiteboards are used to consolidate learning in, for example, music, mathematics and English. In a few instances, young people confidently used the whiteboards in front of their peers which helps boost their confidence. Young people know the principles of on-line safety. The environment is bright, attractive and well-maintained and provides a good showcase for students work. Classrooms are well resourced.

Arrangements for careers education and guidance remain good. The external careers adviser and education department work co-operatively to research and

provide bespoke information about work and further learning and options for young people.

High levels of attendance have been difficult to maintain at times for some young people. This is because of the severely high-risk behaviour demonstrated by an increasing proportion of young people within the unit. Even with a high ratio of staff to students, occasional exclusions occur. These are well-managed and young people are made aware of the reason for the exclusion. Appropriate work is set to minimise the disruption of learning. Returning to class is consistently promoted, phased and well ordered. Non-attendance is pursued and registers are strict and accurate. However, current low numbers within the unit, and inconsistent patterns of attendance, lead to very small groups which, overall, have a negative impact on the dynamics of education.

The education manager plans an interesting enrichment activity programme over holiday periods, the delivery of which is overseen by care staff. The programme is well received by the young people and includes street dance, art and visits by external organisations such as The Guide Dogs for the Blind Association.

Quality assurance, performance management and teacher induction are good. Risk assessment and safeguarding procedures were recently reviewed and improvements made following an incident in late 2015.

The education manager is well supported by the Nugent Care charity school-improvement adviser and their headteachers. Support from the unit manager is good but not of a specialist nature. Beyond that, however, and unlike most other secure units, education lacks a bespoke advisory board for the purposes of benchmarking, curriculum planning and professional review.

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 that 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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