

SC022448

Registered provider: Nugent Care

Full inspection

Inspected under the social care common inspection framework

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, irrespective of gender, from 10 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.

Inspection dates: 4 to 5 April 2017

Overall experiences and progress of children and young people, taking into account **good**

How well children and young people are helped and protected **good**

The effectiveness of leaders and managers **requires improvement to be good**

Outcomes in education and related learning activities **good**

The children's home provides effective services that meet the requirements for good.

Date of last inspection: 1 November 2016

Overall judgement at last inspection: Sustained effectiveness

Enforcement action since last inspection

None

Key findings from this inspection

This children's home is good because

- Education outcomes for young people are good.
- Most young people make considerable progress in their personal development, knowledge and skills.
- Young people benefit from having a core staff group that is dedicated to keeping them safe and improving their outcomes.
- The depth and quality of relationships formed between young people and staff are often long-lasting and can be life-changing for some young people.
- A high number of young people keep in touch once they have left the home, such as their relationships with staff.
- Patient, persistent and resilient staff persevere to support troubled and challenging young people with significant needs.
- Staff clearly understand their role in keeping young people safe and the process for alerting others if there are any concerns or disclosures.
- The experienced and committed management team ensures that all staff receive specialist training that meets young people's diverse needs.

The children's home's areas for development

- A number of changes in staff and a reliance on agency workers does not ensure that the staff team's practice is always consistent.
- The staff are not receiving consistent messages from the management team about their practice.
- There are a number of inconsistencies in the quality of recording that are not dealt with robustly by managers.
- An outdated recruitment policy does not ensure that staff with the appropriate skill set are appointed.
- Internal monitoring reports under Regulation 45 do not provide parents, professionals or staff members with the opportunity to provide their views in order to influence and contribute towards care planning.

Recent inspection history

Inspection date	Inspection type	Inspection judgement
01/11/2016	Interim	Sustained effectiveness
10/05/2016	Full	Requires improvement
25/11/2015	Full	Good
25/06/2015	Interim	Improved effectiveness

What does the children's home need to do to improve?

Statutory requirements

This section sets out the actions that the registered person(s) must take to meet 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>13: The leadership and management standard.</p> <p>In order to meet the leadership and management standard, in particular paragraph (1), the registered person must:</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 specific reference to managers ensuring that all aspects of staff recording, in particular those relating to behaviour management and young people's safety, are reviewed in line with the home's policies and procedures and the regulation.</p>	31/05/2017
32: The registered person must recruit staff using recruitment procedures that are specific to this home and are designed to ensure children's safety. (Regulation 32 (1))	31/05/2017
45: The system referred to in paragraph (2) must provide for ascertaining and considering the opinions of children, their parents, placing authorities and staff. (Regulation 45 (5))	31/05/2017

Recommendations

- Staff should be familiar with the home's policies on record keeping and understand the importance of careful, objective and clear recording. Staff should record information on individual children in a non-stigmatising way that distinguishes between fact, opinion and third-party information. Information about the child must always be recorded in a way that will be helpful to the child. ('Guide to the children's homes regulations including the quality standards', page 62, paragraph 14.4)
- The registered person is responsible for ensuring that all staff consistently follow the home's policies and procedures for the benefit of the children in the home's care. This includes ensuring that rotas enable staff to attend team meetings in order to promote consistency. Everyone working at the home must understand their roles and responsibilities and what they are authorised to decide on their own initiative. ('Guide to the children's homes regulations including the quality standards', page 54, paragraph 10.20)

- 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)
Specifically, improve the consistency of young people's meetings/forums and the quality of recording linked to these meetings. Minutes should clearly record actions taken and the outcome achieved regarding the requests made by young people.
- Ensure that children are provided with nutritious meals suitable for each child's needs. ('Guide to the children's homes regulations including the quality standards', page 15, paragraph 3.8)
Specifically, action should be taken to ensure greater consistency in the quality of food produced, so that it meets the needs of young people and they are more involved in the planning of menus.
- Staff should continually and actively assess the risks to each child and the arrangements in place to protect them. ('Guide to the children's homes regulations including the quality standards', page 42, paragraph 9.5)
Specifically, ensure that all garden areas are regularly and thoroughly checked in order to remove items that may cause risk.
- 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. In some cases it will be important for children to make reparation in some form to anyone hurt by their behaviour and the staff in the home should be skilled to support the child to understand this and carry it out. ('Guide to the children's homes regulations including the quality standards', page 46, paragraph 9.38)
- The ethos of the home should support each child to learn. ('Guide to the children's homes regulations including the quality standards', page 29, paragraph 5.18)
Specifically, urgently address the ongoing attendance issues, ensuring a whole unit approach and as far as possible placing education at the centre of the young person's experience.
- The ethos of the home should support each child to learn. ('Guide to the children's homes regulations including the quality standards', page 29, paragraph 5.18)
Specifically, improve the quality and reliability of information communication technology and access to research software so that young people's learning is not impeded.

Inspection judgements

Overall experiences and progress of children and young people: good

The home continues to work with young people who require high levels of supervision to ensure their own and others' safety. As a result, staffing resources are stretched. This means that agency staff are required to ensure that an appropriate number of staff are

available at all times in order to meet young people's needs and to keep them safe. Young people benefit from having a core staff group that is dedicated to keeping them safe and improving their outcomes. Although there are times of inconsistency in the approach of staff to young people, overall the quality of care is good and they are being well looked after.

The current group of young people is relatively new to the home, with many still adjusting to their environment. Despite this, progress is being made. For example, in the reduction of incidents and an increase in the number of young people being prepared for mobility. There is clear evidence to show that young people who have recently left the home achieved good outcomes as a result of their stay and experienced a positive transition.

The responses received from young people regarding the home and staff were mixed. For example, some frustration is felt because of staff being inconsistent, where others praised the staff and had no issues or concerns about any aspects of their care. Any issues raised by young people have been passed to senior staff and inspectors are satisfied that appropriate responses have been made.

The views given by those external to the home proved to be positive. For example, a social worker and an independent reviewing officer had good things to say about how the home is supporting the young person who they have placed. The independent advocate visits regularly and spoke positively about the care that young people are receiving.

Strong relationships exist between permanent staff members and young people. Staff work supportively rather than punitively, which aids the development of relationships. The depth and quality of relationships formed are often long-lasting and can be life-changing for some young people. This is evidenced in the high number of young people who keep in touch once they have left the home. One young person who left recently wrote a note to staff reflecting on the quality of relationships shared with staff and the progress achieved, 'So I am leaving AGAIN! Thank you for looking after me and supporting me at the times I really needed it the most. I know that I could be quite stressful at times so thank you for never giving up on me and always trying your best to help me, it really means a lot. I will miss you and our little chats so thank you for everything.'

An area of particular strength is the home's perseverance in working with troubled and challenging young people with significant needs. Staff are patient, persistent and resilient in working through difficult times and the constant challenges thrown up. They work imaginatively to create strategies of working, which helps to keep young people safe. For example, the introduction of a goldfish for one young person assisted with issues around self-harm.

Case management and planning are good and are reflected in the detailed plans and assessments of risk in place for each young person. Plans are personalised, which allows and provides for individual needs to be addressed, much to the frustration of some

young people. This can mean some young people being treated differently, but in a way that best meets their needs. Some young people view this as inconsistency but staff continue to support all young people in trying to get them to recognise that each is an individual and should be treated as such.

Transition plans are identified quickly after admission, although some placing authorities struggle to come up with suitable arrangements. The home advocates well on behalf of young people. For example, early into their placement, the home and placing authority agreed on where a young person should move to following their discharge. Part way through the placement, the placing authority changed this decision and identified a different placement. Staff in the home felt strongly that this newly identified placement would not provide the support needed for the young person and appropriately challenged the placing authority. As a result, the young person moved to the placement originally agreed, one that staff felt would best meet the needs of the young person.

The health needs of young people are being well met. This includes physical, mental and emotional health. Resources in the home continue to improve. For example, from May 2017, another full-time nurse is due to take up their post. On-site resources are in place to support and address young people's physical and mental health. The management of medication is another area of improvement. Records are up to date and appropriately kept and show that regular auditing takes place. Health promotion is used well, increasing young people's awareness and knowledge of a healthy diet, the benefits of regular exercise and various issues based on individual need, such as sexual health.

In previous inspections, young people have raised issues around the quality and choice of food that they receive. Senior staff have taken steps to address this and the appointment of a new cook should take place shortly.

Staff communicate well with young people. They listen to and act upon young people's views, wishes and feelings. Formal consultation with young people, such as meetings and forums, is not taking place consistently and standards of recording vary. An independent advocate visits the home weekly. This provides young people with access to someone who they can talk to about any issues or concerns that they may have.

The standard of decor, fixtures, fittings, furnishings and equipment is good. New doors have been fitted to bedrooms. The changes to the doors allow young people, who spend time in their rooms by personal choice, to leave when they wish without having to ask staff. Art work produced by young people has brightened the communal areas of both living units.

How well children and young people are helped and protected: good

Staff clearly understand their role in keeping young people safe and the process for alerting others if they have any concerns or if disclosures are made. Policies and procedures are in place that support staff understanding. Any allegations are referred appropriately in line with procedures to the local authority, and, where required, internal investigations are robustly carried out. A positive relationship with the local safeguarding

children board ensures thorough scrutiny and enables regular discussion, providing advice and support. There have been no child protection referrals to the local authority since the last inspection.

Staff are aware of a range of safeguarding issues including sexual exploitation, female genital mutilation and going missing from care. They benefit from an extensive range of training opportunities, providing them with the knowledge to help keep young people safe. The introduction of new media units in bedrooms will require staff to undertake e-safety training and this is currently being sourced.

Managers and staff have undertaken training in awareness of radicalisation and the government's 'Prevent' duty guidance. Senior staff understand the Counter Terrorism and Security Act 2015 and the 'Prevent' agenda. Effective links with the regional police counter terrorism team ensure a clear pathway for referring any concerns.

Young people play an active role in devising their safety plans. Plans recognise individual vulnerabilities, identify risks, including the risk of self-harm, and highlight triggers that may increase risk or cause negative behaviour. Strategies for intervention ensure that staff know how best to intervene and that young people know how to help themselves. Manager's reports and reviews of self-harm incidents ensure an overview that identifies any patterns and trends and highlights the strategies that work best.

The home has up-to-date procedures governing searching. Detailed records of room searches identify the purpose of the search, any concerns and action taken. A risk-led approach to personal searches is used. This includes the use of a 'pat down' and electronic wand. Staff ensure the dignity of young people is respected at all times. Again, detailed records provide clarity as to the purpose of a personal search and any action taken as a result.

There have been no incidents of absconding since the last inspection. Staff say that it is because of the positive relationships that young people do not wish to abscond when out of the home on approved mobility. Clear procedures and protocols, understood by staff, ensure an appropriate response should an incident occur.

Staff consistently encourage positive behaviour. An incentive scheme, with varying levels to progress through, inspires young people to achieve targets with increased rewards for success. Supplementary rewards, such as provision of make-up or additional activities, recognise other aspects of positive behaviour. This motivates young people to try to behave continuously in a positive manner. There is some degree of inconsistency in managing negative behaviour and when some sanctions are imposed, they are not always relevant to the misdemeanour and many are not restorative in nature. This means that young people do not always have the opportunity to learn from their behaviour and understand the impact of their behaviour on others.

Staff respond swiftly and robustly to any incidents of bullying and racist behaviour, ensuring that those involved discuss the incident and making sure that everyone has the opportunity to express their views. This helps the young people to realise that such

matters are taken seriously.

Physical restraint is used appropriately and staff have received up-to-date training in the home's physical intervention methods. The manager monitors written records and uses closed-circuit television in order to examine incidents of restraint. Where learning points are identified, these are disseminated to staff to improve practice. Some restraint and incident records lack clarity and use terminology that is not helpful, such as describing behaviour as 'giddy' and stating a young person was 'playfully manoeuvred'. A second level of monitoring has recently been put in place to provide more scrutiny, improve recording and help staff identify what works. This is yet to be embedded.

Single separation is used appropriately and in line with regulations. Records are kept of all incidents, showing that the criteria for single separation continues to be met until the incident ends.

A detailed managing away procedure is clearly understood by staff. Where a young person needs to be managed away from others due to significant risks, an in-depth analysis takes place by managers, ensuring that practice remains appropriate.

The building is regularly checked for security and any safety defects. However, an item was found during the inspection, that although not significant, should have been located earlier by staff or managers during routine checks. Regular fire drills ensure that young people and staff understand what to do in an emergency. All visitors to the home are verified to ensure that young people remain safe.

The effectiveness of leaders and managers: requires improvement to be good

The skilled and committed manager has been registered with Ofsted since 2007. She has 20 years' experience in a managerial position and holds requisite and relevant qualifications. She is well supported by her line manager, whose proactivity in addressing practice issues contributed effectively to this inspection and improves young people's quality of care and safety.

The charity are in the process of refocusing and re-aligning the composition of the senior staff that support the manager. This restructure is necessary to define and strengthen the individuals' roles and contribute towards improving consistent messages for the staff team.

The majority of the requirements and recommendations raised at the last inspection have been fully met. This demonstrates the manager's and staff's ability to improve and has contributed to the increased judgement grades in both overall experience and protection for young people. However, the introduction of new systems to ensure that all aspects of staff recording are reviewed appropriately, in particular those relating to behaviour management and young people's safety, are not yet embedded. This requirement is repeated as there are still too many inconsistencies.

The resilient, nurturing and enthusiastic core staff team members have worked

extremely hard to meet the needs of an increasingly complex group of young people. There have been a number of changes in staff and a reliance on agency workers which has led to some inconsistency in practice. Managers are consulting with staff about proposed changes to the rota system in order to ensure that young people receive consistent care from all staff over a 24-hour period. Managers are aware of the need to appoint new permanent staff with the appropriate skill set and experience to meet demands. However, the reliance on an outdated company recruitment policy, which does not reflect the specific needs of this home, does not ensure that staff with the necessary skill set and aptitude will be appointed.

Team meetings on units have not been taking place on a frequent enough basis. There have also been a number of adjournments due to staff shortages, team leader absences or issues with young people. There have not been any joint meetings with all staff members within the centre. Consequently, staff are not receiving consistent messages from the management team about their practice.

The manager's monthly internal monitoring processes are robust and detailed. They inform her action plan and address individual young people's concerns, in planning for young people moving on to future placements, for example. The manager recorded, 'This reassurance about future plans helped alleviate anxiety for young people and this is reflected in behaviour management statistics.' However, these reports do not incorporate the views of parents, professionals or staff members. Their opportunity to influence and contribute towards care planning is being missed as a result.

Young people fully understand and confidently use the home's complaints system. Members of the management team appropriately follow up all complaints. However, the quality of their written responses varies in consistency, both grammatically and in the use of young person-friendly language. This could be confusing to young people and inhibit their understanding and acceptance of outcomes. The registered manager is aware of these discrepancies and is taking steps to address the quality of recording. Notwithstanding these issues, for the most part, young people are satisfied with outcomes. Some of their written responses include 'tar kid', 'I am happy' and '[Staff member's name] is da best'.

Much improved processes ensure that all staff members receive good-quality supervision. The involvement of the support and development officer further enhances this. She works both individually and in small groups with staff members to allow them to reflect on the impact that their interventions have with young people. This new system is still in its infancy, but it is already evident that staff's growth in confidence in utilising new skills is benefiting young people. A young person said, '[Staff member's name] was the best because I know where I stand with her and she takes the time to say thank you and treat me with real respect, which I like.'

There have been two incidents of staff using inappropriate language in discussion with young people since the last inspection. Both came to the attention of the manager through other staff using whistleblowing procedures. The swift use of good disciplinary procedures ensure that requisite actions are undertaken. This demonstrates that the

management and staff use appropriate processes well to safeguard young people.

Comprehensive face-to-face and e-training programmes provide staff with the necessary skills and qualifications to meet young people's needs. In addition, all staff have recently completed a specialist programme on understanding young people's brain function and the impact of attachment. The staff team's understanding of why young people behave in certain ways and how to facilitate change has improved as a result of their increased knowledge. The support and development officer said, 'The training was fantastic and enlightening for all of us. It reinforced that we are doing a lot of that but now they [the staff team] know why. Following the training, we saw how this fits into the theory and why they did it, especially around grounding flashbacks.'

The external monitoring visits and reports are comprehensive and detailed. They contribute towards young people's safety and the promotion of their well-being. The manager uses information gathered from the external reports to inform her monitoring processes and action plan and to make improvements to the service that benefit young people.

A comprehensive statement of purpose clearly details the home's ethos and the nurturing and warm care provided by the resilient staff team. Consequently, parents, practitioners and other interested parties have a thorough understanding of the home's purpose. The management team is complying with, and achieving, the aims set out in the statement of purpose. This includes ensuring that they only accept young people who will match with the existing resident group and whose needs can be met. This improves young people's chances of engaging with the home, making good progress and being able to successfully return to their local community.

The support and development officer, at the manager's request, is completing a new process of analysing interventions. This system is in its infancy and yet to be fully embedded. Once it is fully operational, it will inform the management team which interventions are most effective with young people, further contributing to their quality of care and improved outcomes.

The manager is an effective advocate for young people. She has worked hard to build good, professional relationships with partner agencies which benefit young people. Appropriate challenges of placing authorities, when necessary, ensure that young people are able to move on to suitable provision once they are ready to leave the home. Her recent involvement in a national group not only provides further opportunities for the young people in her care, but other young people within secure children's homes. The responsible individual said, '[Manager's name] is now on the commissioning hub board and so now has a national profile. She's much more networked into the secure world.'

Outcomes in education and related learning activities: good

Most young people make considerable progress in their personal development, knowledge and skills. Young people are absorbed and enthusiastic about learning and are motivated to achieve well.

The previous year has ensured further consolidation in practice and outcomes. The accreditation framework is now well embedded. The education team continues to be focused and committed to ensuring consistently good standards in teaching, learning and achievement. The recommendation from the last report in May 2016, to consider the impact of lower numbers and sporadic attendance, remains unmet. The second recommendation to consider the viability of establishing an advisory body has been agreed and will be implemented during the summer months.

Accurate and timely basic skills assessments ensure that soon after arrival, young people are matched appropriately to a learning group that will help them to achieve well and work productively alongside their peers. Necessary attention is also paid to risk, safety and behaviour. The special educational needs coordinator (SENCo) undertakes further diagnostic assessments to determine and provide any additional learning support that a young person may need. A short induction to education for each young person provides a clear and helpful overview of the expectations and requirements of both the staff and the learner.

Staff have high expectations of young people and as a result, most young people respond well to the consistently good teaching and effective support that they receive. Teachers provide regular feedback during lessons to which young people respond positively. Constructive comments about completed and ongoing work are clearly written in work files and discussed in weekly key worker sessions. Young people are attentive and responding well to good instruction, advice and guidance. Young people take pride in their work, which is reflected in the quality of their files and portfolios. Young people work independently and confidently on topics and issues through internet and written research. The work produced is of a consistently good standard. The ASDAN external moderator recently wrote about the quality of the latest portfolios submitted, 'The portfolios were very well presented and the activities were suitable for assessment. The assessors (teachers) should be congratulated.' Simultaneously, feedback from the Koestler Fast Feedback Awards 2017 has highly praised a number of entries by current learners in poetry, art and music, some of which have received financial awards.

Attendance, behaviour and progress are recorded daily and are closely monitored by the team. Programmes of learning are often adjusted to address individual learning needs. Information is shared with care staff and unit managers at the end of each day, so that positive feedback and concerns about young people are flagged. Parallel reward systems and sanctions on education and on the residential units are valued by the young people and are generally used well to encourage and incentivise. There was evidence that on occasion, the two systems were not sufficiently well calibrated to ensure consistency in approach and application.

The quality of teaching observed at inspection was consistently good and sometimes outstanding. This is to be commended, particularly regarding the fluctuating and sporadic attendance of young people to education. Too often group activity is difficult to achieve, which places considerable pressure on the one or two learners who are consistent attenders. Notwithstanding, lessons were always well-structured, relaxed and

informal, ensuring a good mix of teacher input, group discussion and independent learning.

In an English lesson, a young person struggled to find words to describe the taste of chocolate, but constant encouragement by the teacher helped the young person to complete the short task sufficiently well, although not to her own exacting standards. The learner then shared on the electronic board a poem that she had recently completed about a trip to the beach, which clearly demonstrated a good grasp of descriptive vocabulary. In a badminton lesson, the teacher worked with a young person to develop her peer coaching skills. In a one-to-one session, the teacher challenged the learner to put into practice the skills that she had been taught earlier. The young person worked hard to respond quickly and successfully to the constant stream of instructions. In all lessons, resources were used well to encourage interest and stimulate discussion. This was reflected in the quality of work compiled in young people's individual files and on display boards. Teaching assistants (TAs) provide invaluable support and expertise in their contribution to learning in class and when required on the units.

The curriculum is sufficiently broad to ensure that young people can complete core work in English and mathematics alongside a flexible programme of subjects. This includes for example, music, physical education, humanities, art and personal, social and health education. Young people who attend regularly are working attentively towards their functional skills in English and mathematics and to date good successes have been achieved, predominantly at entry level and level 1. ASDAN accreditation is now well embedded. The schemes of work are manageable and achievable, enabling young people to work at their preferred pace, commensurate to their ability, and to complete modules and awards within their time in the home. Work in the garden to extend young people's knowledge of horticulture has increased, although access to the outdoors generally during the education day is too infrequent. Monthly cooking sessions in the main kitchen for groups to prepare and serve a main meal to the whole unit have been highly successful. There is very keen attention to health and safety in learning areas. Activities are appropriately assessed for risk and staff are highly alert at all times.

TAs ensure that displays of recent work and topical information are regularly refreshed. These brighten the learning areas, which are well-resourced and well-maintained. Use of computers, laptops and electronic boards are embedded cross-curriculum and ensure access to helpful and interesting stimuli in lessons. The equipment is generally used safely and young people are aware of internet security. However, recent hardware problems and poor connectivity to the internet have become more prevalent and at times this is impeding teaching and obstructing progress for young people.

Enrichment activities have been further developed to enhance the education programme. Themed weeks are planned each term to provide opportunities for young people to learn more broadly about different cultures, faiths and religions. Weekly group work sessions have also been introduced to invite external providers to bring new topics of interest into education such as street dance, graphic art and small animals. The head of education continues to plan programmes for holiday periods, inviting guest speakers and arranging specialist activities which are overseen by residential care staff.

Careers education and guidance continues to be offered each term and is valued by those young people who access it. Mobility is available for those on the appropriate level within the home but at times this is arranged without appropriate consultation with the education team. For example, during inspection, one young person went on a mobility session to a local retail park when she should have been attending education. No discussion had been held with the education team to discuss the timing of the trip or to explore how the visit might be more usefully integrated as part of the young person's learning day.

For a significant minority of young people, highly personalised timetables have been developed to take account of their complex emotional and behavioural needs. In these instances, education work is bespoke and delivered on the residential units. It is resource-intensive and complex work, which the team continues to examine and review regularly, working hard to accommodate other important care and health requirements for each individual. Of greater concern is the sporadic attendance of a number of young people who have not yet established a settled pattern of attendance. These individuals too readily opt in and out of activities, placing adverse pressure on the education team which must provide ongoing education work on the residential unit, while sustaining a full programme of learning for those in education. Some exclusions do occur and time out for meetings is not uncommon, both of which cause further disruption. The unavoidable negative impact on teaching delivery and concerns about the effect on outcomes for individuals over time are well founded. The recent recruitment of a teacher in maths and humanities will enhance the team's capacity to juggle these competing priorities, but the attendance issue per se requires an urgent and robust whole-establishment approach.

Quality assurance and performance management continue to be good. Staff development and training is prioritised and the education team attends whole unit training and completes online training more pertinent to their curriculum specialisms. The head of education is well supported by the assistant director of children's services within the organisation and the forthcoming establishment of an advisory board, in collaboration with two local schools within the charity, is an important and necessary development.

Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people. Inspectors considered the quality of work and the difference made to the lives of children and young people. They watched how professional staff work with children and young people and each other and discussed the effectiveness of help and care provided. Wherever possible, they talked to children and 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.

Using the 'Social care common inspection framework', this inspection was carried out under the Care Standards Act 2000 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, 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'.

Children's home details

Unique reference number: SC022448

Provision sub-type: Secure unit

Registered provider: Nugent Care

Registered provider address: 99 Edge Lane, Edge Hill, Liverpool L7 2PE

Responsible individual: Anne-Marie Carney

Registered manager: Marie Higgins

Inspector(s)

Ann-Marie Born: social care inspector

Graham Robinson: social care inspector

Judith Longden: social care inspector

Stella Butler: social care inspector

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