

# 1228092

Registered provider: Personal Security Service Limited

Full inspection

Inspected under the social care common inspection framework

## Information about this children's home

The home provides care and accommodation for up to four children aged between 10 and 18 years who have emotional and/or behavioural difficulties. The home is privately owned.

**Inspection dates:** 8 to 9 August 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 **good**

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

**Date of last inspection:** 6 September 2016

**Overall judgement at last inspection:** good

### Enforcement action since last inspection

Ofsted received notification of concerns relating to the home. A monitoring visit took place on 1 March 2017. The visit focused primarily on the process used to recruit and check all of the staff. A compliance notice was issued in relation to the fitness of workers. A further monitoring visit was undertaken on 23 March 2017 to assess the provider's response to the notice. The compliance notice was met.

## Key findings from this inspection

This children's home is good because:

- The relationships forged between the staff and the children have a positive effect on the children's progress.
- There has been a reduction in negative and risk-taking behaviours.
- Children who previously refused to attend education now attend.
- Children enjoy a wide range of activities.
- Children understand their right to complain and their right to an advocate.
- Children who had previously gone missing from home no longer go missing, and they have become more settled at the home.
- The children live at a home which is large, spacious and immaculately clean.

The children's home's areas for development:

- Some of the children do not have bedding on their beds.
- The manager has not provided clear procedures for the staff to follow when children's bedrooms require searching.
- Key-work meeting records and some incident reports do not include the children's comments or signatures.
- There are no homely remedies held at the home for emergencies for all of the children.
- Not all of the children have memory boxes.

## Recent inspection history

Inspection date	Inspection type	Inspection judgement
06/09/2016	Full	Good

## 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>The quality and purpose of care standard is that children receive care from staff who understand the children's home's overall aims and the outcomes it seeks to achieve for children and use this understanding to deliver care that meets children's needs and supports them to fulfil their potential.</p> <p>In particular, the standard in paragraph (1) requires the registered person to ensure that the premises used for the purposes of the home are designed and furnished so as to meet the needs of each child. (Regulation 6 (1)(a)(b)(2)(c)(i)).</p> <p>Specifically, ensure that children have duvet sets and sheets on their beds.</p>	01/09/2017

### Recommendations

- A child's bedroom should not generally be entered without their permission, though it may be necessary to establish routines to allow for rooms to be cleaned regularly. Usually, rooms should only be searched if the child has been informed or asked for their permission. Immediate searching may be necessary when there are reasonable grounds for believing that there is a risk to the child's or another person's safety or well-being. ('Guide to the children's homes regulations including the quality standards', page 16, paragraph 3.20)

In particular, implement a policy and procedure for the staff to follow when room searches are necessary.

- Children should be encouraged by staff to see the home's records as 'living documents' supporting them to view and contribute to the record in a way that reflects their voice on a regular basis. ('Guide to the children's homes regulations including the quality standards', page 58, paragraph 11.19)
- The registered person is responsible for ensuring each child's day-to-day health and well-being needs are met. ('Guide to the children's homes regulations including the quality standards', page 33, paragraph 7.3)

In particular, provide a stock of suitable homely remedies.

- The home's records on each child represent a significant contribution to their life

history. Staff should keep and encourage children to keep appropriate memorabilia of their time spent living at the home and help them to record significant life events. ('Guide to the children's homes regulations including the quality standards', page 62, paragraph 14.5)

In particular, provide each child with a memory box.

## Inspection judgements

### Overall experiences and progress of children and young people: good

The children who come to live at this home often have histories of not attending school, of frequently going missing and of antisocial behaviour, as well as committing offences. Some of the children have had several placement moves.

The managers and the staff team meet the needs of the children in part through an approach based on the social pedagogy theory, which is underpinned by a fundamental concept of children and adults as equal human beings. One member of staff said, 'I have the biggest passion in the world for having a good impact on children's lives, and I know I can do that here.'

Children frequently make progress from the point of their admission. One child who initially ran away from the home several times has not done so for some time. Another child who had rarely been to school prior to living at the home is now attending every day in the mornings and progressing to an extended timetable after the summer holiday. The relationships forged between the staff team and the children are important to the progress that the children make. One child spoke of liking the home much better than he had initially thought he would, and how the staff have looked after him although he did not want to be there. He now states very clearly, 'I'm staying until I'm 18.' This shows how the team's approach can effect a remarkable change.

More than one member of the staff team commented on the importance of close relationships, and how they underpin the kind of support that the children need. One staff member said, 'I have a good open relationship with the children.' Another staff member spoke of how just listening to children during car journeys, going to the shops, or playing board games can open your eyes to being more approachable. This was evident in observations made of positive interactions between the children and the staff team.

Not all of the children respond to the help offered but the staff go to extraordinary lengths to maintain placements until it is obvious that progress is not going to be possible. In one recent case, a child only moved on due to health concerns. There had been joint interventions made in collaboration with medical specialists, and a crisis management plan had been put in place. The child's health became the main reason for moving on to a placement which was more suited to her needs.

The staff reward positive behaviour through a positive consequences system, and using restorative work to help the children to build better bonds. The priority of the home is

that all of the staff and the children sit together around the dining table at mealtimes and discuss their day and topics of interest. Staff review both positive and negative behaviour with the children through key-work sessions. Consequently, there has been a reduction in negative and risk-taking behaviour.

Children enjoy a wide range of activities. They have been to the theatre to see 'Gangsta Granny' by David Walliams, and experienced bonding camping trips to help build better relationships. Personal interests are encouraged, including music lessons. The children spoke excitedly about their forthcoming summer holiday to a caravan park. Staff have gone above and beyond to meet the children's particular needs. However, not all of the children have a memory box to store reminders of these positive experiences.

Children's files are of a good standard; they contain relevant documents and care plans which are up to date and reflect each child's care needs. The plans are designed to support the staff to provide effective care. However, incident records are duplicated and the children do not sign all of the documents in relation to their care. Key-work meeting records and some incident reports do not include the children's comments or signatures. This shortfall does not detract from the care provided but it is not clear whether the children agree with their plans and records.

The children live in a home which is large, spacious and immaculately clean. The decor and furnishings are of a good standard and the garden gives the children plenty of outdoor space. However, one of the children's beds was not made as the child continually removes his bedding. This behaviour is having a negative effect on another child who has started to mirror the same behaviour.

Family contact is facilitated extremely well. The staff understand the importance of contact for both the children and their families. There has been some good practice in the transition of contact from supervised to unsupervised, with staff agreeing contingencies and providing telephone support and transport. As a result, a significant step has been taken to inspire confidence in all of the adults concerned that it would be safe and successful for a child to return home to his parents.

Medication procedures in relation to prescribed medication are concise and clear. However, no homely remedies, such as paracetamol, are held for children for all of the to access in cases of emergencies.

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

The staff record significant incidents such as physical interventions and sanctions well, with attention paid to antecedents, de-escalation and the incident details. The manager discusses the incidents with children and staff members, but children's comments are frequently missing and the records are rarely signed by the children. When no comment is made by the child, staff do not always record if the child has been asked for their view. However, there has been a significant reduction in the number of incidents, with only one occurrence of physical intervention since the last full inspection.

Staff demonstrate an awareness of good practice in relation to managing risks such as going missing from home and negative behaviour. Swift action has prevented situations from developing into safeguarding issues. There are no concerns in regard to child sexual exploitation or radicalisation, as good levels of supervision of children and monitoring, including parental controls relating to accessing the internet, mean that children are at a far lower risk than might otherwise be the case.

Staff have responded well to episodes of children going missing. The manager has been proactive in arranging for a member of the neighbourhood policing team to visit the home regularly. The officers give feedback that informs the home's risk assessments. As a result, there have been no incidents of children going missing from the home since January 2017, which is a significant reduction.

Staff deal with disclosures and other serious incidents promptly. They follow procedures and liaise well with other agencies. This demonstrates to children that the staff prioritise their safety.

Children understand their right to complain, and their right to have access to an advocate.

Staff training is a priority. All of the staff have current safeguarding and risk-management training, including mandatory training and individualised training relating to individual's identified needs. All of the staff have received their annual appraisals and have commented on how supported they feel. One member of staff said that if she did not feel that the children were safeguarded and protected, 'I wouldn't be here'.

Impact risk assessments reflect that all concerns have been addressed in making decisions about admissions. These assessments have proven to be invaluable, and have ensured that children are not admitted into the home if there is a likelihood that they will have a detrimental effect on the other children.

### **The effectiveness of leaders and managers: good**

The manager has been in post since the home was registered in March 2016. She is nearing completion of the level 5 diploma in leadership and management.

The manager has addressed the requirements and recommendations raised at the last inspection to good effect. She continually reviews and updates all of the home's policies. The manager's leadership style is one of high aspiration to better the children's lives through a culture of continuous improvement.

Children are clearly the priority at the home. The staff and the managers focus on ensuring that children make progress. Managers have a clear understanding of what this looks like for each child, and are constantly looking at ways to enhance the children's experiences. The managers work closely with the staff to ensure consistency and that staff are working to the required standards. The managers consistently look forward to make improvements. They have been successful in improving staff morale at the home.

Staff spoken to report that they are well supported by the managers, and their colleagues. A member of staff spoke of the excellent support that she had received from the management team when she was going through a very traumatic experience in her own life. Another member of staff said, 'I absolutely love this job and look forward to the future.'

Regular monthly staff team and clinical meetings look at staff skills and how to develop the staff further and utilise their existing strengths. There have been more training opportunities to ensure that staff develop their skills. Training has become easier to access. Eligible staff hold the necessary level 3 qualification in residential care or are working towards it.

Children benefit from highly effective working relationships between staff and parents and professionals from a range of agencies. These include health professionals, social workers and school staff. The children are clearly the priority in all of the decisions made, and staff and managers strongly advocate for them.

Robust and meaningful quality assurance is conducted through monthly visits by the independent visitor, along with oversight from the manager. When shortfalls in service provision are identified, prompt action is taken to address these and to improve.

## **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 whom 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:** 1228092

**Provision sub-type:** Children's home

**Registered provider:** Personal Security Service Ltd

**Registered provider address:** Personal Security Services Limited, 47 High Street, Barnet, Hertfordshire EN5 5UW

**Responsible individual:** Frederik Booysen

**Registered manager:** Nichola Brown and Janette Grant

## Inspector

Cathy Russell, social care inspector



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit <http://www.nationalarchives.gov.uk/doc/open-government-licence>, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://www.gov.uk/government/organisations/ofsted>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: <http://www.gov.uk/ofsted>

© Crown copyright 2017