

SC035409

Registered provider: Northumberland County Council

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

A local authority manages this secure children's home. It is approved by the Department for Education to restrict young people's liberty. The children's home can accommodate up to 12 young people who are aged between 10 and 17 years. It provides for young people accommodated under section 25 of the Children Act 1989 who are placed by local authorities. Admission of any young person under section 25 of the Children Act 1989 who is under 13 years of age requires the approval of the Secretary of State. Education is provided on site in dedicated facilities.

Inspection dates: 19 to 20 September 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**

Outcomes in education and related learning activities **requires improvement to be good**

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

Date of last inspection: 6 December 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:

- A nurturing and experienced staff team is skilled at enabling troubled young people to swiftly settle into the home.
- Staff have trusting relationships with young people. This enables young people to feel safe and secure and to engage with the care provided.
- The experienced and proactive management team has high expectations of staff, ensuring that young people receive good and consistent care.
- Robust monitoring procedures ensure that all incidents are carefully scrutinised, providing young people with protection.
- The interim education manager has been very effective in introducing a number of improvement strategies and eradicating examples of poor teaching practice.

The children's home's areas for development:

- Not all risk assessments are consistently well recorded.
- There have been inconsistencies in ensuring that placing authorities provide information about the settings that young people will move on to. This could inhibit the preparation of young people for their move.
- Contingency plans are needed for the availability of information if the electronic systems were to fail.
- The regulator must be provided with notifications of all matters set out in regulations that could potentially impact on the care of young people.
- Too little teaching is good. This leads to too few young people making good progress in their knowledge of English and mathematics or achieving their agreed learning goals.
- Attendance rates in education require improvement.
- The majority of teaching staff are employed on a temporary basis. Significant staff absence due to illness has disrupted the range and quality of education since the previous inspection.

Recent inspection history

Inspection date	Inspection type	Inspection judgement
06/12/2016	Interim	Sustained effectiveness
12/07/2016	Full	Good
17/11/2015	Interim	Improved effectiveness
02/06/2015	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 protection of children standard is that children are protected from harm and enabled to keep themselves safe.</p> <p>In particular, the standard in paragraph (1) requires the registered person to ensure-</p> <p>that staff assess whether each child is at risk of harm, taking into account information in the child's relevant plans, and, if necessary, make arrangements to reduce the risk of any harm to the child. (Regulation 12(2)(a)(i))</p>	03/11/2017

Recommendations

- Regulation 40(4) requires the registered person to notify Ofsted and other relevant persons if one of the situations specified in regulation 40(4)(a)-(d) occurs which the registered person considers to be serious. ('Guide to the children's homes regulations including the quality standards', page 63, paragraph 14.10)
- Some records may be kept electronically (regulation 38) provided that this information can be easily accessed by anyone with a legitimate need to view it and, if required, be reproduced in a legible form. ('Guide to the children's homes regulations including the quality standards', page 61, paragraph 14.2)
- 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 home should play a full part in promoting the best interests of the child. ('Guide to the children's homes regulations including the quality standards', page 11, paragraph 2.4)

In particular, ensure that placing authorities provide written details of where a young person is to move to when they leave the home. This should include full details of the placement, its appropriateness with regard to meeting that young

person's specific needs and if it is deemed to be a safe placement. Where information is lacking, ensure there is evidence of staff reminding placing authorities of their responsibilities.

- Ensure that the ethos of the home supports each child to learn. ('Guide to the children's homes regulations including the quality standards', page 29, paragraph 5.18)

In particular, take urgent action to improve the educational outcomes for young people, particularly in the key subjects of English and mathematics.

- Ensure that the ethos of the home supports each child to learn. ('Guide to the children's homes regulations including the quality standards', page 29, paragraph 5.18)

In particular, ensure, as a matter of urgency, that learning is given a high priority and that all young people attend their education activities regularly and punctually.

- Ensure that the ethos of the home supports each child to learn. ('Guide to the children's homes regulations including the quality standards', page 29, paragraph 5.18)

In particular, urgently complete the recruitment of high-quality senior teaching staff.

- Ensure that the ethos of the home supports each child to learn. ('Guide to the children's homes regulations including the quality standards', page 29, paragraph 5.18)

In particular, develop contingency plans to ensure teaching staff absence does not interrupt learning activities and thereby ensure that all young people access broad and balanced learning programmes.

- Ensure that the ethos of the home supports each child to learn. ('Guide to the children's homes regulations including the quality standards', page 29, paragraph 5.18)

In particular, analyse data effectively to accurately monitor progress with learning and identify trends in performance over time for all groups of young people.

Inspection judgements

Overall experiences and progress of children and young people: good

Overall, young people make good progress following their admission to the home. Staff are skilled in settling troubled, challenging and sometimes traumatised young people into the safety and the familiarity of the home's daily routines. Strong relationships are created that can withstand challenge and disruption.

For some young people, the strong relationships with staff continue beyond their leaving date. For example, an ex-resident visiting the home told an inspector, 'I was able to help myself during my time here, because I was given the space and encouragement to do this.' Another ex-resident commented on the home's confidential social network page: '(Home's

name) and the staff saved me from myself. I'll be forever grateful.'

Young people's feedback to inspectors was mainly positive. Many young people recognise the support that they have received and appreciate the relationships that they have with staff. For some young people, leaving the home can be a difficult time. For example, a young person was asked about why they felt so anxious about their forthcoming leaving date. Their reply was, 'I just feel so safe here.'

The home works cooperatively and cohesively with fellow professionals, which gains the home high respect. Visiting professionals speak positively about the care and progress that young people make. For example, a social worker stated: 'The key worker has developed good relationships with her which is great, as she can be so difficult and defensive. The home is good at recognising and balancing out her needs, which has led to her making really good progress.' An independent reviewing officer stated, 'Since she has been here, there has been a massive difference in her. She is more caring and reflective. She is listening more and has developed really good relationships with staff.'

The arrangements for young people to maintain contact with those important to them are good. Visitors are welcomed. They speak positively about the warm hospitality that they receive, many after long journeys. Young people are encouraged to maintain telephone contact, along with using other forms of communication that are available. A parent told an inspector that he is kept up to date with events and feels that the home keeps him well informed.

The progress that young people make is evidenced through planning documents, assessments of risk, individual work programmes and the strategies used to manage behaviour. These documents are reviewed and updated regularly. High-quality reports, written for formal reviews, reflect the positive journeys of young people during their time at the home.

The organisation and arrangements to promote young people's health are good. Every young person has a full health assessment shortly after admission, which allows for health plans to be drawn up and their needs to be met. Young people have direct access to nurses on site who have established links with a local general practitioner practice. These professionals oversee young people's general health. Also on site is a range of other professionals who address mental health issues, alcohol, drug misuse, and speech and language needs. By the time that young people are discharged, a comprehensive health audit has been undertaken that transfers, with the young person, to their next placement.

The promotion of fitness and good health is an area that is under constant review. Healthy eating is also addressed. For example, the catering manager recently attended young people's meetings to discuss making suitable choices from the menu.

Consultation with young people is good. Formal consultation takes place weekly on the two living units. The records of these meetings have improved. The minutes from the meetings now show how young people's views and suggestions are considered. Decisions taken at staff meetings are fed back to young people with improved regularity.

Informal consultation takes place daily and reflects the strong relationships between young people and staff. This provides opportunities for young people to make a positive contribution and has a significant influence upon aspects of their daily lives. Young people have an integral role when the home recruits new staff. This inclusivity empowers young people and gives them the opportunity to take on additional responsibilities.

Young people are provided with positive day-to-day experiences through a range of activities that support existing interests and provide new ones. One young person spoke about their first experience of 'zorbing', which they enjoyed.

The home works well with most placing authorities to ensure that transition plans are agreed at an early stage. This allows for mobility programmes to be planned that help to prepare a young person for their discharge. Where possible, these include visits to future placements. It is the placing authority's duty to ensure that future placements are both appropriate and safe, and that the details are known to the home. However, due to a placing authority's uncertainty and late change of plans, the home lacked information with regard to one young person's plans, and there was limited evidence of the home having followed this up.

Overall, transition is well planned, commencing as soon as a young person is admitted. Regular meetings firm up plans for when young people move on. For example, during one young person's review the plans agreed were seen to be progressing well. Individual work to prepare the young person for the move and to develop the life skills that she will need are at an advanced stage. The success of these plans is down to the cooperative and cohesive working that has taken place between the home and the placing authority.

The building is secure and in a good state of repair. Young people are relaxed and at ease in their environment. Bedrooms are decorated and personalised to suit the taste of the occupant. Communal areas are bright, and create a warm and friendly atmosphere. When walking round the home, inspectors observed and experienced warmth and good humour. This all helps to create a happy and positive environment for young people.

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

Young people state that they feel safe. They say that staff help them learn how to keep themselves safe when they leave. One young person told inspectors, 'It is the safest place I have been in years.' She went on to say that this is because of the boundaries, routines, care and structure that exist here, not just the physical security of the building.

Risk assessments completed on admission recognise individual vulnerabilities and identify risks, including the risk of self-harm. Clear strategies for intervention help staff to understand how to reduce risk. Skilled staff deliver a range of programmes to groups and individuals to help them to understand how to keep safe and reduce their risk-taking behaviour. Programmes include work on understanding sexual exploitation and grooming, and risks of social media and self-harm. This reduces risk for young people and provides them with the necessary tools to help to keep themselves safe. A social worker commented, 'His risks won't go away. It is how he manages them that is different.'

Incidents of self-harm have significantly reduced in recent months. Young people say that this is because staff have helped them to identify other ways to manage their feelings. Ligature cutters are stored securely, and regular checking of these ensures that they remain fit for purpose. An updated policy details how blades and cutters are to be disposed of following their use and after a set period. This meets a requirement set at the previous inspection.

Programmes of work on social skills, such as group living and interacting with others, help to build positive relationships. This, combined with very good work on anti-bullying, helps to create a safer environment for all young people. Young people are encouraged to celebrate religious festivals, and to discuss with other young people what they believe and how they follow these beliefs. This promotes understanding, breaking down barriers and misconceptions.

Positive behaviour is encouraged. An individualised programme helps young people to develop new skills and understanding and manage their own behaviour appropriately. Various targets are identified, with points awarded throughout the day for targets achieved that accumulate for a reward. Young people actively engage in this process and play a key part in reviewing the rewards on offer.

Negative behaviour is proportionately challenged, with an increasing emphasis on a restorative approach. This helps young people to understand the impact of their actions on others and resolve their issues in a way that strengthens relationships.

A detailed de-escalation and restraint protocol for each young person identifies a number of techniques for staff to use and, if required, what holds are appropriate. Physical restraint is used appropriately and staff have received training in the home's physical intervention methods. Staff and young people are encouraged to comment on the incident, meeting a previous recommendation. Managers, along with a manager in the local authority who does not work at the home, look at records and use closed-circuit television in order to examine incidents of restraint. Reviews are recorded in a logbook and, where learning points are identified, these are disseminated to staff to improve practice. Learning is enhanced using role play and scenarios in team meetings. The managers who undertake this review have the necessary skills to do so. This meets a recommendation made at the last inspection.

Single separation is used appropriately and in line with regulations. Records are kept of all incidents, showing that the criteria for single separation continue to be met until the incident ends. A detailed 'managing away' procedure, known at this home as a 'behaviour management plan', 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.

There has been one incident of absconding since the last full inspection. This occurred while a young person was on planned and approved mobility (visits out of the home into the community). Detailed records and a thorough analysis of the incident show that policy and procedure were followed. On return, an interview with an independent person highlighted some areas of concern for the young person, including possible drug use while

absent. As a result, staff took steps to address this with the support of drug and alcohol specialists. This helped to promote the safety and well-being of the young person.

Young people know how to complain and forms are readily available to them. These have been simplified. Records identify the nature of the complaint and the action taken. If the young person is unhappy with the response, there are clear steps to escalate the concern. Appropriate action is taken following complaints. For example, a young person was concerned about inconsistencies in staff practice. This led to further staff training and in-depth discussion in team meetings. This shows that young people's concerns are taken seriously.

Arrangements for safeguarding young people are 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. There have been no child protection referrals to the local authority since the last inspection. Any allegations are referred appropriately, in line with procedures, to the local authority. A positive relationship with the designated officer ensures thorough scrutiny and enables regular discussion, providing advice and support. The registered manager reports annually on restraint practice to the Local Safeguarding Children Board. The registered manager also attends quarterly safeguarding meetings. These multi-agency meetings promote sharing of good practice and research, and enhance the working relationships between local authority safeguarding teams and the home.

Managers and staff have undertaken training in awareness of radicalisation. The registered manager has a good understanding of the Counter-Terrorism and Security Act 2015 and the government's 'Prevent' duty guidance. The manager has a direct link in the local authority to a manager with responsibility for coordinating and liaising with the regional police counter-terrorism team, when required.

Security and safety are taken very seriously and managed well. The building is regularly checked for security and any safety defects. The fire service has recently reviewed safety measures due to substantial building works. Regular fire drills, including at night, ensure that the evacuation procedure is known by all, and any learning points from drills are disseminated to all staff. As well as being appropriately secure, the home has a feeling of warmth, enhanced by the very caring staff.

The home has procedures for any searches. A risk-led approach is used with young people when there is an identified safety or security matter. Staff ensure that the dignity of young people is respected at all times. Records are generally good, providing clarity as to the purpose of a personal search and any action taken as a result. However, not all records have been signed by a manager.

Recording is generally good and staff training in this area is evident in the quality of most records. A number of records are made and stored electronically. When systems fail, these are not accessible, as was the case during the inspection.

Managers reviewed a recent serious incident using closed-circuit television. The review was not recorded to show the learning outcomes and the young person's risk assessment was

not updated. This is a missed opportunity to provide evidence of practice development.

The effectiveness of leaders and managers: good

The nurturing and skilled manager has held registered manager status at this home for six years, and has 18 years' experience in a secure children's home setting. She is ambitious for young people to receive care of the highest calibre. She is realistic about areas of development for the home, for example the issues in education, and is proactively striving to address them. She is well supported by an equally able and enthusiastic management team. The management team members are good role models for staff, and this allows for young people to receive consistent, well-planned care.

The two requirements and the majority of the recommendations raised at the last inspection have been fully met. Some issues within the school setting remain, necessitating the repetition of some of those recommendations. However, the improvements in recording training and the quality of reports produced by the external visitors, as well as the policy and procedures relating to ligature cutters, demonstrate the home's capacity for progress and a drive to continuously improve care and outcomes for young people.

There have been some issues with staff morale following a restructure. The dedicated manager and management team have worked extremely hard to address this. Some uncomfortable decisions had to be reached relating to individual staff members, but the staff are well motivated. In addition, the manager has recruited above required numbers, ensuring that there are always sufficient staff on duty to meet young people's needs. Staff are committed to their roles in caring for the young people. A deputy manager said, 'When we are happier together and work as a team, then the young people are happier and safer. We are like a family and we see the children as our own.'

Robust recruitment procedures ensure that, as far as possible, the right people are employed to care for young people. A comprehensive and detailed training programme is available to all staff. A much improved training matrix ensures that managers are aware which staff members have completed the requisite training and the steps taken to ensure that all staff complete mandatory programmes. Not all staff members are happy that there is an emphasis from the local authority on e-learning. The management team is working to provide staff with opportunities to attend face-to-face courses, either in-house with external providers or on courses run by outside agencies. Managers recognise the benefits to staff development of being able to share learning experiences with practitioners from other agencies. In addition, the development of team champions ensures that staff members have the opportunity to become more informed about specific areas, for example child sexual exploitation, and be a source of knowledge for their colleagues. As a result, people who are equipped to meet their needs care for the young people. A young person said, 'I think it is really good that staff know what they are doing and understand me.'

Very good processes ensure that staff receive regular supervision and annual appraisal. The management team places staff on 'manager's action plans', if necessary, in order to improve performance, but are also swift to recognise and praise good practice. As a result, staff morale is much improved and young people benefit from being cared for by a happy

staff team. A staff member reported, 'We are here to support and guide the young people. We plant the seed, and we nourish it with support and guidance that will give the young people tools that they can use to make the right choices in their life'.

Young people are safeguarded by the management team's commitment to ensuring that any concerns are swiftly notified to all appropriate bodies. On one occasion, Ofsted was not notified about an incident involving a member of staff in the community. The matter was well managed in collaboration with partner agencies, but the regulator was not provided with the opportunity to review or assess the actions taken at the time to maintain an overview of the home.

The management team work extremely well together and have a shared vision of the future of this home. Their high expectations of staff practice ensure that young people receive consistent and targeted care. Robust auditing procedures ensure that the management team have a full understanding of young people's individual and diverse needs. They know the young people in their care extremely well, which allows them to recognise achievement and ensure that specific support is provided if there are areas of development that are being missed. In addition, the excellent use of scenarios in team meetings to explore specific incidents involving young people ensures that lessons are learned following incidents, and this improves care practice.

Detailed development plans identify both short- and long-term goals for the home. This includes the addition of a step-down unit (a unit dedicated to supporting young people in transition) and an external activity space which will enrich young people's lives. The manager's internal auditing processes include the views of young people and how their suggestions are used to improve or enhance their care. Young people are confident in their ability to share their wishes and feelings. They grow in confidence as they respond to the good examples set by staff, allowing them to build trusting bonds.

Much improved monitoring by regulation 44 visitors now incorporates the views of young people and other interested parties. The recommendations and challenge from these evaluative reports promote safety and outcomes for young people.

The home's comprehensive and detailed statement of purpose states that staff are 'acting as "good parents" and that they are "delivering the service through a diverse, caring and skilled staff team"'. The fact that young people are achieving good outcomes in most aspects of their lives demonstrates that the care provided matches the home's aims.

The proactive management team works extremely hard to build positive relationships with partner agencies that benefit the young people in their care. As a result of managers' actions, practitioners from health agencies are now based at the home, and staff and young people learn new skills for taking care of themselves, for example establishing a good sleep pattern. For the most part, active challenge ensures that the young people's placing authorities take appropriate responsibility for working with staff to support young people in transition to future placements. For example, one record reads, 'It is essential that (Name) has the opportunity, prior to leaving, to visit her placement on a number of occasions and attend her college to enrol.'

The manager and the staff team actively promote equality and diversity. Training and awareness sessions for staff and young people ensure that difference is understood. This, and positive role modelling, means that differences are demystified, allowing for understanding and acceptance. For example, the sensitive, confidential and careful support provided to a young person undergoing the gender reassignment process provided her with the confidence that she needed. The manager said, 'When she came to us there had been a lot of bullying, and a lot of that was around appearance. Staff showed her how to apply make-up and wear heels. It was a good learning curve for us and the difference when she went out was unbelievable. She went out a trendy girl.'

Outcomes in education and related learning activities: requires improvement to be good

Young people achieved fewer qualifications in 2016/17 than in the previous year, especially in English. Success rates of mathematics qualifications have continued to improve. Young people continue to make reasonable academic progress in all subjects, from their very low starting points, but at a slower rate than in other secure children's homes. Approximately one quarter of those entered for GCSEs were successful. None achieved higher grades.

Very few young people have had formal assessments of their complex learning difficulties or disabilities before arriving at the home. Teaching staff undertake an initial assessment with each young person soon after arrival in order to identify their individual support needs. This additional support helps young people to improve their English and mathematics skills adequately from their starting points.

Many young people achieve their agreed planned learning goals, although these are often insufficiently challenging. Written work is often of good quality. Young people make satisfactory progress in developing their personal and social skills, improving their self-esteem and emotional maturity. The majority of young people state that they enjoy their learning, although they do not clearly understand the importance of achieving relevant qualifications to the planning of their next steps.

The quality of teaching, learning and assessment requires improvement. Teachers and care staff in classrooms identify risk early, effectively de-escalate challenging behaviour and usually engage young people in a positive learning environment. However, in a number of lessons, young people do not clearly understand the tasks that they are asked to undertake and become easily distracted.

The best lessons challenge young people of all abilities to progress, and work is individualised to meet their needs. Where this happens, young people demonstrate good recall of previous lessons and make good progress. For example, in art lessons young people confidently discuss artists, their work and historical influences. In mathematics lessons young people use mathematical terminology correctly, and develop their understanding and skills in using fractions.

Assessment requires improvement. Teachers provide frequent formal feedback to young

people about their academic attainment and discuss forthcoming activities. However, young people do not clearly understand what they need to do to improve further and more rapidly. Teachers provide much encouragement and praise at the end of lessons, even when the intended learning objectives are not achieved. Individual homework activities, or extension activities for the more able, are insufficient to accelerate their progress and challenge young people to achieve higher grades. Personal education plans contain very few behavioural or skills-related development targets.

Teachers promote equality and diversity well, and most young people demonstrate an adequate understanding of relevant topics. Most teachers and care staff provide appropriate challenge to inappropriate language and behaviour during lessons. However, education staff have given insufficient strategic consideration of the need to provide Welsh language support for a current learner.

The majority of young people enjoy their learning, and arrive at lessons prepared to engage in learning. Attendance at school requires improvement, and varies between the two residential units. Care managers have successfully reduced the number of authorised absences from mandatory education. However, a small number of absences still prevent young people from attending lessons. Punctuality also requires improvement, as young people arriving late or leaving early disrupts a notable proportion of lessons.

The behaviour of young people in education is generally good. Education and care staff work very hard to apply an effective system of challenge and reward. Young people removed from school are managed back into education quickly. Courteous, respectful relationships are in place between most young people and education staff.

The range of enrichment activities are good. There are many opportunities for young people to take part in a variety of leisure activities which extend their knowledge and understanding of expected standards of behaviour in modern Britain and help to support their social development.

Teachers provide informal information, advice and guidance on next steps in learning and future employability. However, few young people have clearly defined ambitions or career plans. When education staff receive information about the destination plans of young people leaving the home, they use mobility to attend college open days and relevant course interviews.

The effectiveness of the management of learning and skills requires improvement. The large majority of current teaching staff, including the headteacher, are employed on temporary contracts. The senior teacher role is currently vacant. Senior officers of the local authority are aware of the urgent need to recruit high-quality senior teaching staff.

The significant amount of staff absence through illness has disrupted the delivery of the full curriculum. As identified at the previous inspection, contingency planning for staff absence in education needs to improve to ensure minimum disruption to learning activities.

The interim headteacher has undertaken a detailed review of the education provision and

involved other staff in producing a searching, accurate self-evaluation report and action to bring about swift improvements. However, it is too early to judge the impact of these improvement strategies.

The interim headteacher has invested much effort in supporting the development of teaching staff, eradicating examples of poor practice and providing clear direction to a fractured staff group. The interim headteacher has introduced a fixed education timetable, and this has reduced the burden of lesson planning and provided predictability in the education day.

Until very recently, members of the advisory board were unable to offer appropriate challenge to the performance of the education department, as reports about young people's progress were inaccurate and incomplete. The interim headteacher, with the support of teaching staff, has developed an effective system to collect and analyse young people's progress in all subjects. However, this is a very recent development and it is too early to judge its effectiveness. More use of summaries of data is required to monitor and report on key aspects of the provision, such as attendance rates and the progress in learning made by each young person.

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: SC035409

Provision sub-type: Secure Unit

Registered provider address: Northumberland County Council, County Hall, Morpeth, Northumberland NE61 2EF

Responsible individual: Daljit Lally

Registered manager: Julie Tinkler

Inspector(s)

Ann-Marie Born, social care inspector

Graham Robinson, social care inspector

Judith Longden, social care inspector

Gerard McGrath, Her Majesty's Inspector

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