

1239953

Registered provider: Broadwood Education Services

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This children's home is operated by a private organisation and is registered to provide care and accommodation for four children who have emotional and/or behavioural difficulties.

Inspection dates: 15 to 16 November 2017

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

How well children and young people are helped and protected inadequate

The effectiveness of leaders and managers inadequate

There are serious and widespread failures that mean children are not protected and their welfare is not promoted.

Date of last inspection: 14 November 2016

Overall judgement at last inspection: good

Enforcement action since last inspection:

None

Key findings from this inspection

This children's home is inadequate because:

- The manager's monitoring and evaluation of significant incidents are inadequate. Weaknesses in the staff team's practice are not being identified

and, therefore, continue.

- The manager does not demonstrate a satisfactory knowledge of safeguarding practices, and the underpinning processes and statutory guidance to protect children.
- Staff call the police to manage children's behaviour at the home in unnecessary circumstances. This approach affects children's day-to-day experiences and outcomes negatively.
- Records do not show whether staff always investigate complaints made by children, and some records of children's complaints are poor.
- Staff have used punitive measures to manage children's behaviours; sanctions are repetitive and ineffective.
- At times, staff have used restraint inappropriately to enforce children to comply with the staff team's instructions.
- Leaders and managers have failed to challenge placing authorities for not carrying out return home interviews in accordance with the statutory guidance. In addition, the manager has failed to obtain information from the interviews in order to assess ongoing risks and identify risk-reduction strategies.
- On one occasion, staff failed to obtain additional support in the home to enable them to search for two children who were missing. This failing meant that the children were left in a vulnerable situation late at night.
- The manager does not ensure that necessary vetting checks are conducted on staff supplied by an external agency.
- Some rooms in the home are locked unnecessarily. Staff fail to keep records to show how frequently the door sensors on children's bedroom doors are activated. Leaders and managers have not reviewed whether these sensors continue to be required.
- One staff member, who has been employed for over two years, does not have the necessary residential childcare qualification.

The children's home's strengths:

- Children said that they enjoy living here. The inspector observed some positive interactions between staff and children.
- Children have benefited from the stability that living at this home has provided for them.

- Children make progress in terms of building positive relationships with other children, taking part in activities, meeting their educational goals and developing practical life skills.
- Children are making safer choices since they moved into the home.

Recent inspection history

Inspection date	Inspection type	Inspection judgement
14/11/2016	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>11: The positive relationships standard</p> <p>(1) The positive relationships standard is that children are helped to develop, and to benefit from, relationships based on —</p> <ul style="list-style-type: none"> (a) mutual respect and trust; (b) an understanding about acceptable behaviour; and (c) positive responses to other children and adults. <p>(2) In particular, the standard in paragraph (1) requires the registered person to ensure—</p> <ul style="list-style-type: none"> (a) that staff— <ul style="list-style-type: none"> (i) meet each child's behavioural and emotional needs, as set out in the child's relevant plans; (ii) help each child to develop socially aware behaviour; (iii) encourage each child to take responsibility for the child's behaviour, in accordance with the child's age and understanding; (iv) help each child to develop and practise skills to resolve conflicts positively and without harm to anyone; (v) communicate to each child expectations about the child's behaviour and ensure that the child understands those expectations in accordance with the child's age and understanding; (xi) de-escalate confrontations with or between children, or potentially violent behaviour by children. <p>With particular reference to reducing the need to call the police to the home to help staff.</p>	31/01/2018
<p>12: The protection of children standard</p> <p>(1) The protection of children standard is that children are protected from harm and enabled to keep themselves safe.</p> <p>(2) In particular, the standard in paragraph (1) requires the</p>	31/01/2018

<p>registered person to ensure —</p> <p>(a) that staff —</p> <p>(i) 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;</p> <p>(ii) help each child to understand how to keep safe;</p> <p>(iii) have the skills to identify and act upon signs that a child is at risk of harm;</p> <p>(iv) manage relationships between children to prevent them from harming each other;</p> <p>(v) understand the roles and responsibilities in relation to protecting children that are assigned to them by the registered person;</p> <p>(b) that the home's day-to-day care is arranged and delivered so as to keep each child safe and to protect each child effectively from harm.</p>	
<p>13: The leadership and management standard</p> <p>(1) The leadership and management standard is that the registered person enables, inspires and leads a culture in relation to the children's home that —</p> <p>(a) helps children aspire to fulfil their potential; and</p> <p>(b) promotes their welfare.</p> <p>(2) In particular, the standard in paragraph (1) requires the registered person to—</p> <p>(a) lead and manage the home in a way that is consistent with the approach and ethos, and delivers the outcomes, set out in the home's statement of purpose;</p> <p>(f) understand the impact that the quality of care provided in the home is having on the progress and experiences of each child and use this understanding to inform the development of the quality of care provided in the home</p> <p>(h) use monitoring and review systems to make continuous improvements in the quality of care provided in the home.</p>	<p>31/01/2018</p>
<p>19: Behaviour management and discipline</p> <p>No measure of control or discipline which is excessive, unreasonable or contrary to paragraph (2) may be used in relation to any child. (Regulation 19 (1))</p> <p>With particular reference to not imposing sanctions on young people for going missing.</p>	<p>31/01/2018</p>

<p>20: Restraint and deprivation of liberty</p> <p>(1) Restraint in relation to a child is only permitted for the purpose of preventing —</p> <p>(a) injury to any person (including the child);</p> <p>(b) serious damage to the property of any person (including the child). (Regulation 20 (1) (a) (b))</p>	<p>31/01/2018</p>
<p>24: Monitoring and surveillance</p> <p>(1) The registered person may only use devices for the monitoring or surveillance of children if —</p> <p>(a) the monitoring or surveillance is for the purpose of safeguarding and promoting the welfare of the child concerned, or other children. (Regulation 24 (1) (a))</p> <p>With particular reference to monitoring the frequency with which children's bedroom door sensors are activated throughout the night.</p>	<p>31/01/2018</p>
<p>32: Fitness of workers</p> <p>(1) The registered person must recruit staff using recruitment procedures that are designed to ensure children's safety.</p> <p>(2) The registered person may only —</p> <p>(a) employ an individual to work at the children's home; or</p> <p>(b) if an individual is employed by a person other than the registered person to work at the home in a position in which the individual may have regular contact with children, allow that individual to work at the home, if the individual satisfies the requirements in paragraph (3).</p> <p>(3) The requirements are that —</p> <p>(a) the individual is of integrity and good character;</p> <p>(b) the individual has the appropriate experience, qualification and skills for the work that the individual is to perform;</p> <p>(c) the individual is mentally and physically fit for the purposes of the work that the individual is to perform; and</p> <p>(d) full and satisfactory information is available in relation to the individual in respect of each of the matters in Schedule 2.</p> <p>(Regulation 32 (3)(a)(b)(c)(d))</p>	<p>31/01/2018</p>
<p>32: Fitness of workers</p> <p>(4) For the purposes of paragraph (3)(b), an individual who works in the home in a care role has the appropriate qualification if, by the relevant date, the individual has attained:</p> <p>(a) the level 3 diploma for residential childcare (England) ('the</p>	<p>31/01/2018</p>

<p>level 3 diploma')</p> <p>(b) a qualification which the registered person considers to be equivalent to the level 3 diploma.</p> <p>(5) The relevant date is:</p> <p>(a) in the case of an individual who starts working in a care role in a home after 1st April 2014, the date which falls two years after the date on which the individual started working in a care role in a home, or</p> <p>(b) in the case of an individual who was working in a care role in a home on 1st April 2014, 1st April 2016. (Regulation 32(4)(a)(b))</p>	
<p>35: Behaviour management policies and records</p> <p>(1) The registered person must prepare and implement a policy ("the behaviour management policy") which sets out—</p> <p>(a) how appropriate behaviour is to be promoted in the children's home; and</p> <p>(b) the measures of control, discipline and restraint which may be used in relation to children in the home.</p> <p>(2) The registered person must keep the behaviour management policy under review and, where appropriate, revise it.</p> <p>(3) The registered person must ensure that —</p> <p>(a) within 24 hours of the use of a measure of control, discipline or restraint in relation to a child in the home, a record is made which includes —</p> <p>(iv) a description of the measure and its duration. (Regulation 35 (3) (a) (iv))</p>	31/01/2018
<p>39: Complaints and representations</p> <p>(3) The registered person must ensure that a record is made of any complaint, the action taken in response, and the outcome of any investigation. (Regulation 39 (3))</p>	31/01/2018

Recommendations

- When a child is found, after going missing, they must be offered an independent return interview. Independent return interviews provide an opportunity to uncover information that can help protect children from the risk of going missing again, from risks they may have been exposed to while missing or from risk factors in their home.

The interview should be carried out within 72 hours of the child returning to their home or care setting. This should be an in-depth interview and is normally best carried out by an independent person (i.e. someone not involved in caring for the child) who is trained to carry out these interviews and is able to follow-up any actions that emerge. Children sometimes need to build up trust with a person before they will discuss in depth the reasons why they ran away. ('Statutory guidance on children who run away or go missing from home or care', page 14, paragraphs 31 and 32). This relates specifically to ensuring that the home challenges the placing authority to ensure return home interviews take place as required. In addition, information about the interviews must be obtained to implement risk reduction strategies.

- For children's homes to be nurturing and supportive environments that meet the needs of their children, they will, in most cases, be homely, domestic environments. Children's homes must comply with relevant health and safety legislations (alarms, food hygiene etc.); however in doing so, homes should seek as far as possible to maintain a domestic rather than 'institutional' impression. ('Guide to the children's homes regulations including the quality standards', page 15, paragraph 3.9). This relates specifically to not locking doors to the bathroom and laundry unnecessarily.

Inspection judgements

Overall experiences and progress of children and young people: inadequate

There are widespread, significant safeguarding failures that do not promote children's welfare. The manager has not ensured that the home is led at all times in accordance with the children's homes regulations (2015) and statutory guidance to protect children. These weaknesses in how well children are helped and protected have affected the overall experiences of children negatively.

At times, staff have called the police unnecessarily to manage children's behaviour. Staff do not always follow the company's policy of obtaining authorisation from the operations manager before phoning the police. One child was arrested and received a criminal charge because of this action, which will have a negative impact for this child in later life.

Staff have provided children with stability and permanence. Children have achieved some good outcomes in terms of building positive relationships, taking part in activities, meeting their educational goals and learning practical skills for adult life. Children are also making safer choices since they moved into the home. They are not going missing as frequently, and have reduced their misuse of substances.

One child recently moved closer to his family home because his educational needs were no longer being met at this home. The manager had pursued this failing with the local authority and virtual headteachers since the child was excluded from school in March 2017. Another child engages in an education timetable that is tailored to his needs. This

approach has helped to increase his attendance and engagement with learning. Two further children have now progressed to college after completing their school education while at this home.

Staff respect the children's identity and help them to make informed choices about their future. Staff arrange for children to have an advocate to help them to understand their rights as they approach an age when they will be leaving the home.

Staff promote the children's health and ensure that medical appointments are attended. Children receive specialist support interventions to help address their underlying therapeutic needs.

All children said that they enjoy living at the home and that they have a good relationship with most of the staff. One child scored the home '9/10', and it was obvious that he had a very jovial and happy relationship with the staff team. All children said that they feel safe, and that there is no bullying.

Social workers told the inspector that they are pleased with the progress the children have made. They state that staff support the children's needs effectively, and communicate well with the placing authority about children's progress.

The home is spacious and maintained to a good standard. Children have large bedrooms, which they have decorated to their own tastes. However, an internal door to the laundry room and a bathroom are locked unnecessarily. In addition, staff do not monitor how frequently the door sensors fixed to the children's bedrooms are activated at night-time. Staff are, therefore, unable to determine whether the sensors continue to be required.

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

Although restraint is not frequently used, some restraints have been used inappropriately. On two separate occasions, staff used restraint to remove children from the office and to comply with staff's instructions. The manager had not identified this as poor practice, and had not taken action to ensure that it does not happen again.

The manager's monitoring and scrutiny of restraints is not effective. On two occasions, he has debriefed himself and conducted the review of a restraint that he performed. This poor practice has not been identified by the monitoring that senior leaders are currently conducting on this home.

Staff use behaviour management techniques that are ineffective. On three occasions, children have responded aggressively towards staff when staff tried to remove televisions from their bedrooms. Rather than de-escalate the situation, the staff team's approach led to restraint being used, and on two of the occasions the police were called to the home. The manager had not identified this trend, and removing televisions continues to be used as a sanction in the home.

Staff do not use sanctions appropriately or effectively. Staff have sanctioned children for going missing. This approach does not demonstrate a welcoming and positive response to children when they come home. Other sanctions are not recorded clearly to show what is expected of the child, and the duration of financial sanctions is not always recorded.

The manager's monitoring of sanctions is inadequate. The inaccuracies in sanction records are not identified or addressed. The manager does not review and evaluate sanctions used over time to identify patterns and trends. Sanctions are often repeated despite little tangible evidence that they are effective.

The staff team's response to children going missing is not always practical and safe. On one occasion, staff did not obtain additional staff support in the home to enable them to continue to search for two children who had run away. The children remained missing, late at night, until they were found by a family member.

Independent return home interviews do not routinely take place, or within the timescales specified in statutory guidance. Leaders and managers have failed to challenge the placing authority about this shortfall. When interviews have taken place, the manager has not obtained the information taken at the interviews. Consequently, the manager failed to understand the reasons why children ran away and was unable to identify strategies that may prevent similar incidents happening again.

The manager does not demonstrate a comprehensive understanding of the vetting checks that he should obtain on all staff before they commence working at the home. Agency staff are employed without their full details being obtained. This fails to protect children from unsuitable individuals working with them.

The effectiveness of leaders and managers: inadequate

The manager does not provide effective leadership of the home. He does not demonstrate that he has the skills or knowledge to run the home in accordance with statutory guidance and the regulations. The manager did not demonstrate a good understanding of the underpinning reasons for many safeguarding processes, and stated to the inspector, 'They are just a tick box exercise.'

Leaders and managers do not use monitoring systems effectively. They do not understand all of the strengths and weaknesses of the home and are, therefore, unable to improve the quality of care. The manager does not prioritise actions raised from the independent visitor's monitoring of the home and, consequently, serious shortfalls are not acted on quickly enough.

Senior leaders have recognised some of these weaknesses and have been supporting the manager for the past two months. Senior leaders have undertaken a detailed audit of the children's care plans and risk assessments, as well as staff supervision and team meetings. Improvements have been made in these areas. However, senior leaders had not identified the weaknesses in the help and protection offered to children, which were

highlighted at this inspection.

Complaint records do not demonstrate that children are spoken to following their complaint. There is no record of an investigation taking place or the outcome of the complaint. This does not demonstrate to children that their views are taken seriously and acted on.

One staff member, who has been employed for over two years, does not yet have the required residential childcare qualification. The manager is aware of this, and has plans for the member of staff to complete the qualification by January 2018.

Staff said to the inspector that they happy and feel supported in their role.

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 differences 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: 1239953

Provision sub-type: Children's home

Registered provider: Broadwood Education Services

Registered provider address: New Hall Hey Road, Rossendale BB4 6HR

Responsible individual: Ellen McVeigh

Registered manager: Jason Wilson

Inspector(s)

Guy Mammatt, social care inspector

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