

SC429702

Registered provider: The Ryes College Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home is owned by a private company. It is registered for four children who have a complex combination of needs. The organisation also provides education.

The manager has been registered with Ofsted since May 2012.

Inspection dates: 16 to 17 May 2018

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: 18 October 2016

Overall judgement at last inspection: sustained effectiveness

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
19/04/2017	Full	Good
18/10/2016	Interim	Sustained effectiveness
07/04/2016	Full	Good
13/01/2016	Full	Good
15/06/2015	Interim	Declined in 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>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>the Level 3 Diploma for Residential Childcare (England) (“the Level 3 Diploma”); or</p> <p>a qualification which the registered person considers to be equivalent to the Level 3 Diploma.</p> <p>The relevant date is—</p> <p>in the case of an individual who starts working in a care role in a home after 1st April 2014, the date which falls 2 years after the date on which the individual started working in a care role in a home; or</p> <p>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)(5)a)(b))</p>	<p>16/8/2018</p>

Inspection judgements

Overall experiences and progress of children and young people: good

The children make good progress living at the home. A stable and motivated staff team supports the children in all aspects of their lives.

The children have built and maintained positive, trusting relationships with a staff team that knows them and understands their individual needs and behaviours. Children spoken to were very positive about the staff, and said that they enjoy spending time with them.

The staff recognise and understand the importance of children attending education, and they work closely with schools and colleges. Since moving into the home, children's education attendance has improved.

The children are supported and encouraged to maintain positive friendships in the community. A child commented that he had a friend to the house for a barbeque to celebrate living at the home for a year, and that he had also been to his friend's house. This child has free time in the community, which he is managing well.

The children have individual placement plans, which are regularly reviewed and updated and guide the staff in working with the children effectively. Each child writes an 'all about me' placement plan which helps them to understand their own targets and how staff are enabling them to achieve them.

The staff understand the impact that children moving in and out of the home can have on the existing group. Admissions are planned and staff update children at the home about any new admissions. This helps the children to feel involved and to be able to prepare themselves for new arrivals.

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

The staff help the children to understand and manage risks and how to keep themselves safe when using social media. The staff have conversations and key-work sessions with children, focused on how to keep themselves safe and on managing appropriate relationships. This work helps the children to recognise risks as part of learning to become independent.

The children say that they feel safe living at the home because of their relationships with the staff. Clear and regularly-updated risk assessments underpin keeping the children safe.

The staff have a good understanding of the secure base practice used at the home. This approach helps the children to develop in all aspects of their lives, with the input of therapists if needed. The manager works effectively with community and mental health services in respect of one child's complex needs. This has helped the child to progress and build trusting relationships with staff.

Children have not gone missing from the home since the last inspection. Protocols and risk assessments are in place should this happen.

The staff understand the importance of reporting any safeguarding concerns to the

relevant people, and the manager follows any actions or advice given. This further safeguards the children.

The number of physical interventions have been high and pertain to one child. The manager has liaised with other professionals involved in the child's care to access support for the staff and to help them understand the child's behaviours and the reasons for these. As a result, physical interventions have decreased and the length of time the child needs to be held has shortened.

The effectiveness of leaders and managers: good

The qualified and experienced registered manager is committed to improving outcomes for children. The staff have high aspirations for the children and want them to succeed.

The manager continues to work with a wide variety of professionals to support the children's development. Social workers and education providers commented that the manager is committed to the children and works hard to support their progress.

Children engage in the daily running of the home. They help staff to prepare and cook meals and help with chores around the house, such as washing up and keeping their rooms tidy. These tasks help children to take their part in group living and to prepare for independence.

Due to the children's levels of understanding, the staff have thought carefully about how to gain their wishes and feelings. For example, the children have been shown several samples of wallpaper so that they can make a choice about the redecoration of the hallway. The children have responded well to being given a limited choice.

Staff have undertaken all of their mandatory training. They have also undertaken in-depth training on the secure base practice that informs the home's statement of purpose and function.

One member of staff has not been able to meet the requirement of a relevant level 3 qualification within the required timescales. Although every attempt has been made by the organisation to access the relevant training for this staff member, issues with the training provider have made this impossible. However, the staff member is now registered with an alternative provider and is progressing well towards achieving the qualification.

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: SC429702

Provision sub-type: Children's home

Registered provider: The Ryes College Limited

Registered provider address: Suite 2E, Skyview Business Centre, Churchfield Road, Sudbury, Suffolk CO10 2YA

Responsible individual: James Fischer II

Registered manager: Sharon Broadley

Inspector

Trish Palmer, social care inspector

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