

1256973

Registered provider: Cameron And Cooper Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This children's home is registered to accommodate up to six children. The statement of purpose states that it admits children who are in need of therapeutic care and support. The home is the only home owned and operated by this small, private organisation.

Inspection dates: 22 to 23 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 **requires improvement to be good**

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

Date of last inspection: 5 February 2018

Overall judgement at last inspection: inadequate

Enforcement action since last inspection:

A monitoring visit was undertaken on 21 March 2018 following the previous judgement of inadequate. The home was found to be making good progress.

Recent inspection history

| Inspection date | Inspection type | Inspection judgement |
|-----------------|-----------------|----------------------|
| 05/02/2018 | Full | Inadequate |

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 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>helps children aspire to fulfil their potential; and</p> <p>promotes their welfare.</p> <p>In particular, the standard in paragraph (1) requires the registered person to—</p> <p>use monitoring and review systems to make continuous improvements in the quality of care provided in the home. (Regulation 13 (1)(a)(b)(2)(h)). This specifically relates to ensuring records are clear and detailed.</p> | 30/06/2018 |
| <p>Subject to paragraph (6), the registered person must establish a procedure for considering complaints made by or on behalf of children.</p> <p>In particular, the procedure must provide that no person who is the subject of a complaint takes any part in its consideration or investigation, except at the informal resolution stage if the registered person considers it appropriate.</p> <p>The registered person must ensure that a record is made of any complaint, the action taken in response, and the outcome of any investigation.</p> <p>The registered person must ensure that no child is subject to any reprisal for making a complaint or representation.</p> <p>The registered person must supply to HMCI, at HMCI's request, a statement containing a summary of any complaints made during the preceding twelve months and the action that was taken in response to each complaint. (Regulation 39</p> | 30/06/2018 |

Recommendations

- The registered person is responsible for leading a team which provides high quality care for all children living in the home. They must lead and manage the home in a way that delivers the ethos, outcomes and approach set out in the home's statement of purpose. ('Guide to the children's homes regulations including the quality standards', page 52, paragraph 10.4) Specifically, ensure that there is a proactive approach to working with neighbours.
- The registered person should support staff to be ambitious for every child in the home and gain skills and experience that enable them to actively support each child to achieve their potential. ('Guide to the children's homes regulations including the quality standards', page 52, paragraph 10.5) Specifically, ensure that staff gain knowledge and understanding of autistic spectrum disorder so that they are able to fully support children.
- The relevant plan for a child may include strategy for a particular type of care, treatment or intervention. The care staff will need to understand the purpose of any such care. ('Guide to the children's homes regulations including the quality standards', page 16, paragraph 3.15) Specifically, ensure staff understand the therapeutic approaches used in the home.
- Staff skills for safeguarding should include being able to identify signs that children may be at risk, and support children in strategies to manage and reduce any risks. ('Guide to the children's homes regulations including the quality standards', page 43, paragraph 9.10)
- Effective care planning is essential to the success of placements. ('Guide to the children's homes regulations including the quality standards', page 56, paragraph 11.2) Specifically, ensure that key-work sessions take into account the placement aims and input from the therapist.

Inspection judgements

Overall experiences and progress of children and young people: good

Staff have become more confident in their abilities and are now working to their strengths; this is having a positive impact on the progress children are making. One staff member described the team as 'like a new shoe that now fits'. There is recognition that this is still a developing team and staff are aware of their limitations. They have learned from the management of previous placements and practice has evolved as a result of this.

Children are developing trusting relationships with the staff and, as a result, individualised care is being provided. Children said that there are some staff who really understand them and therefore they can talk to them; this is a huge improvement for

some children who previously found it difficult to talk to staff.

Progress for children is now evident. This includes: attending and achieving in education; engagement with therapy; and a reduction in some negative behaviours. Children are able to identify the progress they are making and appear happier and more confident. Children's self-esteem has developed and there is now a sense of determination that they will succeed.

Staff support children using a therapeutic approach. Although not fully embedded, staff's skills and understanding continue to develop. However, staff lack knowledge of the types of therapy currently being used by the therapy teams. Therefore, therapy does not yet inform children's plans or staff practice.

Key-work sessions are now taking place regularly; however, there is not currently a targeted plan in place to ensure that placing authority targets and the aims of placements are met. In addition, therapists are not involved in this process to target specific work.

Positive relationships exist between the staff and external professionals. This is an area the manager has focused on improving. Staff will advocate on behalf of the children, if needed. External services are not provided.

Children are involved in decisions in the home. Their views are taken into account and also learned from. At the same time, children are developing an awareness and understanding of the expectations of them.

Independence is encouraged as far as possible. Any risks arising are fully considered by staff. Young people are also signposted to specialist advice in keeping themselves safe and healthy.

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

Risks are now well understood by staff, and they are able to recognise and respond well to any concerns. They take immediate action and work with all the external professionals to ensure that children are safe and that they also feel safe.

When referrals have been received for new admissions into the home, managers consider if and how staff can meet a child's individual needs and the potential impact this child may have on other children before deciding whether to admit.

Risk assessments for individual vulnerabilities are much more detailed, and this enables staff to be aware of identified risks and the action to take. There is a balanced approach to accessing risk and enabling children to learn from mistakes. One child is now able to access the community safely on free time; this had not been seen as safe in previous placements.

Staff and the manager act promptly on any safeguarding concerns and report them to

the necessary professionals. Staff work with external professionals to support children in keeping themselves safe. Children are beginning to be able to talk to staff if they don't feel safe.

Incidents of children going missing are much lower than previously, and appropriate action has been taken when it has occurred. Staff now recognise the triggers better and have been successful in reducing this behaviour. Records of incidents of missing are, however, not easy to review because they are kept in different areas of the online system.

Where there are risks of self-harming, behaviours plans have been formulated, with both children and other professionals having input. However, the plans do not direct staff in how to respond to the agreed 'feelings chart', and the inconsistency in practice may arise from this oversight.

Children are continuing to build relationships with staff. Boundaries are now clear and consistently implemented. On observation, children were open with staff, and a level of trust and understanding is being established.

The use of physical intervention is very infrequent. Children have developed alternative strategies for coping with some emotions, and they will now choose to take themselves away from a tense situation into a safe area. Staff consistently reinforce positive behaviour. Sanctions have not been used.

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

Since the last full inspection, at which the home was judged inadequate, the whole team has reflected on the judgement and learned from decisions previously made. The staff and manager have been on a journey together and now feel prepared, equipped and confident in their abilities to take on challenges. They also recognise that there are areas which they still need to develop.

The diverse staff team in place feels well supported and included in decision making. They have been empowered to make decisions, which has had a positive impact in the team's development. Equality and diversity are promoted effectively within the home and central to its operation.

The manager has a good understanding of the progress children have made and shares this in staff meetings. There is a good awareness of any weaknesses and also the strengths within the home. The manager is ambitious and has high expectations. He regularly reviews and monitors staff practice.

Training plans for the staff are targeted to enable staff to meet children's needs. There has been a good range of training opportunities, and this has given staff the skills to develop. Staff have had training in autistic spectrum disorder; however, they are struggling to always put this learning into their practice, with some inconsistencies in understanding how to support affected children.

There have been some concerns and complaints raised from local neighbours; staff try to resolve these. There isn't currently a clear chronology of the action taken when complaints and concerns are raised. This inhibits reviews of actions taken. The manager and responsible individual currently work reactively to these complaints from neighbours; there is not a proactive approach. This may miss opportunities for anxieties from local neighbours to be discussed.

Records are not always clear and detailed. This relates to a number of children's records and inhibits effective review. Monitoring systems are not currently identifying this.

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: 1256973

Provision sub-type: Children's home

Registered provider: Cameron And Cooper Limited

Registered provider address: 191- 193 High Street, Hampton Hill. TW12 1NL

Responsible individual: Camilla McInnes

Registered manager: Gowkurrun Chuttoor

Inspectors

Emeline Evans, social care inspector

Jennie Christopher, social care inspector

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