

Medway Secure Training Centre

Inspection report for Secure Training Centre

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Lead inspector	Linda Christie
Additional inspector(s)	Malcolm Stannard Gwen Buckley Elizabeth Taylor Martyn Rhowbotham HMI Jon Bowman HMI
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Service address	Sir Evelyn Road Rochester Kent ME1 3YB
Telephone number	01634 823300
Email address	Ben.Saunders@uk.g4s.com
Director	Ben Saunders

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About this inspection

The purpose of inspection is to provide assurance to the Secretary of State that secure training centres provide an environment that promotes the safety and welfare of young people and that will help prevent children and young people offending in the future, and in particular that:

- the safeguarding of children and young people is effective
- programmes exist to tackle offending behaviour and meet the citizenship and resettlement needs of children and young people
- the performance of the STC provider meets the quality of service expected in the inspections standards
- there is a purposeful regime in which children and young people are encouraged to take part
- there is effective security and control within the STC
- high standards of social care, health care, education and training are provided for children and young people
- the individual needs of children and young people are fully assessed and there are plans for meeting them as far as possible.

The inspection was conducted in accordance with the Statutory Rules inspections of secure training centres made under Section 47 of the Criminal Justice and Public Order Act 1994, and in line with section 37(1) of the Crime and Disorder Act 1998 which states that: It shall be the principal aim of the youth justice system to prevent offending by children and young persons.

This was a Key announced inspection carried out in accordance with the service level agreement between the Youth Justice Board (YJB) and Ofsted. The standards used during the inspection were those agreed between the YJB and Ofsted.

The last full inspection was carried out in March 2009 with an interim inspection in September 2009.

A team of social care inspectors spent four days on site and two HMI education inspectors spent two days reviewing standards and the impact of the service on young people.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Not judged: this aspect of the provision was not judged

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Service Information

Brief description of the service

1. Medway Secure Training Centre (STC) is one of four purpose-built secure training centres across the country. It is managed by Rebound which is part of the corporate G4S Care & Justice Services Limited.
2. Medway is situated in Rochester, Kent. It offers secure provision for young people aged from 12 to 17 years who meet the criteria for custodial sentence or secure remand.
3. The centre caters for up to 76 young people of both genders. During the inspection up to 65 young people were in residence. Young people live in house units, of which there are four in each of the three house blocks.
4. There have been some changes to the population profile of the centre since the last inspection. Five rooms previously used by females are now used by males. The number of designated remand places has increased from 10 to 20. In practice there were 24 young people placed on remand during the period of the inspection, representing a third of the population. This inevitably increases the turnover of young people and reduces the average length of stay, which is currently nine weeks.

Summary

The overall quality rating is good.

This is an overview of what the inspector found during the inspection.

5. The centre is well managed by an experienced senior management team. For the first time in the history of this secure training centre there have been no significant changes in the senior management team for the past two years.
6. Senior managers at the centre have a clear improvement agenda in place and a specific vision and purpose explicit in all service delivery departments. Each department contributes to the overall performance objectives and is held to account if delivery falls short of the expectations.
7. Improving outcomes for young people and holding the principle that every child matters at the centre of planning and delivery is a particular strength. The director and his senior management team believe that young people placed at the centre should be treated as children first and offenders second. The centre is continuing to find ways of ensuring services that have a lasting impact on positive outcomes for young people.

8. All care staff are aware of a range of good practice guidelines for residential care, which serve to ensure the basics of good child care are consistently embedded. Staff training and development are given a high priority, but care staff do not have an opportunity to obtain a nationally recognised qualification.
9. Young people generally reported positive relationships with staff and appropriately friendly, but professional, interactions were observed during the inspection.
10. Education is satisfactory overall. The amount of accreditation achieved by young people is high but too much is made up of very short units at the expense of more meaningful and substantial awards. Teaching, learning and behaviour are very variable but satisfactory overall. The curriculum is planned well. There is a lack of vocational courses, although the 'work based learning' where young people carry out tasks in the centre is working very well. Young people are supported well and most residential staff make good contributions to supporting them in lessons. Access to connexions support is insufficient. Leadership and management in education are satisfactory.
11. Young people's views are actively sought at the centre through a number of forums and their suggestions are frequently acted upon. One recent example was the setting up of a charity funding raising group, established at the request of a group of young people.
12. The centre has reduced the use of restrictive physical intervention with young people and this is set out in their minimising physical control in care strategy. Staff have been trained in managing conflict and this now forms part of the six monthly refresher training on the physical restraint method. Use of time young people spend in their own room is carefully monitored and regular debriefing is done with young people after incidents of restraint. Although regularly reviewed, the behaviour management programme often results in an unimaginative use of sanctions.
13. Young people are well protected by established effective links and partnership working with the Local Safeguarding Children Board and child protection services. There are continued strengthening partnerships with a range of external stakeholders.
14. Rebound is developing consistency and sharing good practice across all three centres for which it is responsible. The appointment of a Director of Children's Services within Rebound has improved practice in this respect. The aim is to review what works best and share good and innovative practice.
15. Ensuring equality and identifying diverse needs are at the core of this centre's practice. Staff respect the ability, diversity and the cultural

background of all young people. The centre recognises the vulnerability of young people for whom English is not their first language and have demonstrated good practices to ensure their welfare is safeguarded. The use of interpreters for both young people and their families is excellent.

16. There is an imaginative range of enrichment and leisure activities available to stimulate and interest young people. A variety of equipment is available for young people in the living areas, such as a pool table and table tennis.
17. Every aspect of practice is evaluated so as to adjust the delivery of services and improve outcomes for young people.

The effectiveness of the service

Helping children to be healthy

The provision is good.

18. Good arrangements are in place to provide young people with a nutritionally balanced diet. The menu has been amended following consultation with a dietician and is presented in a way which helps young people make informed choices. This has included taking account of the sugar, salt, fat and additives content in the food provided. Provision is available to provide meals outside of normal meal times if necessary, for example if a young person is admitted late in the day. The centre has arrangements in place to be able to respond to special dietary needs.
19. Consultation with young people regarding meal planning is good. Young people are able to influence the menu planning through the trainee council meetings which are attended by the catering manager, through survey responses and following taster sessions. Comments from young people about the food vary from really good to poor with a few saying there is insufficient food. However, there is a clear policy that the young people can have extra portions of vegetables and potatoes and no limit on fresh fruit.
20. The catering staff work well with other staff at the centre to celebrate different events throughout the year. Regular themed events provide young people with excellent opportunities to taste food from around the world and experiment with new cuisine. This promotes cultural awareness and is an area of strength.
21. The centre actively promotes a healthy life style. Young people get regular opportunities for fresh air and exercise. Physical education sessions in school occur daily. Nursing staff involvement in health education delivery in school is good. There is a lead nurse with responsibility for developing health education and working with teaching staff to deliver the physical health and social education in the school. This includes sex education.
22. Sweets and snacks are available for young people to purchase through the tuck shop, including snacks with high fat and high salt content. This is the only area of food provision where young people are not actively encouraged to consider the ingredients in the snacks available to them.
23. Young people have opportunities, subject to risk assessments, to prepare some meals in the living units. This can range from the preparation of suppers and breakfast to a full Sunday dinner and includes taking responsibility for budgeting, planning and ordering food for their unit. Mealtimes in the dining hall are very well managed and are pleasant

occasions, although not all young people choose to attend. Alternative provision is available on the house units. This lack of attendance has been monitored and as a result through positive encouragement there has been an increase in young people's participation in meals in the dining hall.

24. Healthcare provided to young people is good. All young people receive an initial health assessment by a nurse on arrival and are registered with the local medical practice. The general practitioner visits to see all young people within 24 hours of admission and holds a weekly surgery at the centre. A female general practitioner can be made available to see young people if required. Healthcare is provided under a service level agreement between the provider, Primecare and the secure training centre.
25. Comprehensive assessments undertaken on admission identify the physical and emotional needs of young people. This utilises known information on a young person and includes discussion with them. The assessment addresses a young person's vulnerability, self-harm, substance abuse and mental health issues. The identification of health needs through the initial screening is well established and managed by both the health care staff and staff from the youth offending service team. They are aware of how anxious a young person may be at this time and by working together ensure they do not repeat the same questions.
26. Initial risks are identified and information passed to care staff so that they are aware of any issues and can respond appropriately. A wide range of health information is available in different languages and formats. Information on the initial medical assessment is available to young people in widgit format. The centre has a multilingual phrasebook covering 21 languages, with set questions to find out how a young person is feeling. An interpreter is arranged in advance for all admissions where the initial referral indicates the young person has limited understanding of English. This is excellent practice in responding to the diverse needs of young people admitted to the centre.
27. Visiting professionals confirm that working arrangements with the centre health care staff are good. Suitable arrangements are in place for young people to attend appointments in the community if needed. The healthcare team arrange individual appointments with the dentist and optician at the centre. They provide relevant health information to staff about the young people after they are seen. On a very few occasions young people booked to see visiting professionals have missed their appointments. On these occasions young people booked by the nurses to see visiting professionals such as the dentist, are not moved quickly enough from one part of the centre to the medical room before the clinic concludes.
28. Nursing staff provide immunisations and vaccinations to young people, as appropriate. Nurses visit the living units daily and there is a new system to monitor the time it takes a young person to see a nurse after a specific

request is made. The nurses prioritise medical requests based on clinical need.

29. In most cases there are clear, accurate and immediate records made on the medication administration record (MAR) sheet of medicine administered to young people or not given. The nurse responsible for administering the medication signs the records. However there are some weaknesses in the recording system. Young people sometimes do not attend the medical suite which is in a central location, but the reason for the medicine not being administered is not always recorded, resulting in gaps in the MAR records.
30. Suitable arrangements are in place for the storage of medication. A controlled drugs register is kept and with one exception was seen to be well maintained and in line with policy. Medication records contain photographs of individual young people to identify each young person and ensure appropriate dispensing.
31. Young people are enabled to manage their own medication in a safe supportive environment. The centre has an 'in possession' policy allowing some young people to retain and self-administer certain medicines as a positive development promoting greater self-responsibility.
32. There is a robust system for obtaining health consents on admission. The centre seeks verbal consent from an adult with parental responsibility and the young people are themselves assessed to establish if they have Gillick competence. Written consent is then sought at the initial planning meeting.
33. Good systems are in place in the centre to monitor the vulnerability of young people throughout their stay. Young people's health needs are well met through regular review, which includes input from the nurses. All staff at the centre help keep young people safe and can call for a review of a young person's vulnerability at any time. Interactions observed during the inspection between all the young people living on one unit, where a young person was assessed as particularly vulnerable to suicide and self-harm were supportive and understanding.
34. Appropriately qualified staff carry out an initial screening interview for substance use and misuse with young people on admission. Following this an in-depth assessment of any substance misuse needs is carried out within five days. Young people are then provided with individual and group work sessions according to need. Individual programmes are translated into other languages and undertaken with the assistance of an interpreter if required and the young person agrees to this.
35. Staff undertaking substance misuse work are well supported by an external consultant and their work is an integral part of the specialist intervention service. Staff also have links with external provisions enabling them to keep

up to date with practice and trends in substance use in the community to meet the needs of young people admitted.

36. Good individually tailored support is provided by a specialist intervention service team. This team includes substance misuse workers, nursing staff, teachers, a psychology assistant, a trainee forensic psychologist, an external consultant clinical psychologist and youth offending service staff.
37. A young person can refer themselves to the specialist intervention service or staff can do this for them. The service effectively undertakes assessments, agrees and co-ordinates interventions. There is good monitoring of the impact. For some complex cases specialist staff will work together on an ongoing basis with individual young people. They also consider and consult young people to establish if they would like an interpreter to help them understand the work undertaken with them.
38. Good support is in place to help staff work effectively with young people. The centre has links with and can obtain advice from a visiting psychiatrist. The psychiatrist attends the centre regularly to undertake individual work with young people or support staff. The visiting clinical psychologist provides clinical supervision to the centre's assistant psychologist and trainee forensic psychologist, who also received external supervision for her professional development. The substance misuse staff have appropriate clinical support and links to external provision. The centre is currently advertising for a child and adolescent psychologist who will provide more experience and day to day support to staff in-house.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

39. Security systems in place at the centre are effective and enable young people to live in a safe environment. Written procedures provide guidance to staff, who also receive an appropriate level of training to understand the day-to-day requirements of their role. Information sharing across the centre is good and specific security intelligence reports are accessible through the computer system. Measures are in place to ensure that any possible breaches of security are identified, investigated and addressed. The process of movement of young people around the centre is now undertaken in a more structured and timely manner and this reduces the opportunities for negative behaviours to be displayed.
40. There are detailed contingency plans available to be used in the event of any fire or security related incident. External emergency services, including a local custodial provision, are consulted about the contingency plan's content and there are good working relationships in place. In addition an external security consultant provides independent audits and advice on security management. Desktop style exercises are undertaken on a regular basis. A recent practical drill was held; this aided the learning of all staff. Some, but not all of the duty managers and duty directors have received appropriate and relevant formal training in incident management.
41. There is robust management of all areas of the centre, with an external health and safety manager available and regular internal and external audits taking place. Staff receive accredited health and safety training and regular update sessions on a range of topics. Risk assessments are in place which cover all premises and practice carried out. Facilities staff are able to quickly respond to any area which may be causing a safety concern. The member of staff who is responsible for overseeing the health and safety aspects of the centre is aptly qualified to do so. Staff, visitors and young people are protected by the good policy, guidance and consistent practice across the centre.
42. Behaviour management continues to be addressed thoroughly. Young people are made aware of the expectations of them and staff members are skilled in identifying when a young person may be in need of positive reinforcement. Staff receive training in managing challenging behaviour and there are written policies and procedures for guidance.
43. There continues to be a concerted effort by all at the centre to ensure the use of restricted physical intervention continues to decrease. This has resulted in a steady continued reduction in its use since January 2009. Staff use defusion and diversion techniques in the first instance on more

occasions. Relevant training is undertaken and restraint is used as a last resort only. There are individual behaviour management plans in place for each young person and these include highlighted health or other conditions which may need to be taken into account during a possible physical restraint. A review is undertaken by the management team of all documentation and closed circuit television footage for every occasion of physical restraint which occurs. This is also reviewed by the youth justice board performance monitor and external child protection senior practitioner as and when required. The use of restraint is reviewed monthly at the safeguarding and effective practice meeting, which is attended by external agencies such as LSCB, the monitor and the independent advocacy service.

44. Young people are not locked in their rooms contrary to guidance or unfairly. There has been a discernable drop in the use of removal from association over the last six months. Some of this progress has been due to fewer removals of young people from education returning to the units during the school day. The increase in residential staff available in education has enabled issues to be dealt with in the classroom negating the need for removal. Where a young person is removed from association there is appropriate supervision and monitoring carried out with oversight from a senior staff member or manager.
45. A system of implementing sanctions is in place to address any negative behaviour displayed by young people. Information is available to staff on the permissible forms a sanction may take and the reasons for implementation. There is however too much reliance on one form of sanction: the loss of an outdoor activity. Incidences of this being used are far higher than any other sanction and in many cases it does not relate to the misdemeanour. For example, the sanction is widely used for behaviours displayed during the formal school day or in the living units. This does not enable young people to associate their behaviour with the sanction applied and reduces the time engaged in outdoor activity. The amount of sanctions used is however appropriate and on occasions negotiation is attempted prior to a sanction being imposed.
46. An effective reward scheme is in place which encourages and rewards positive behaviour by young people. The scheme is continually adapted to ensure it offers appropriate incentives. Young people are involved in the review of the scheme and their views and suggestions are sought. The scheme is understood by young people and details are displayed prominently throughout the centre. A unit of the week award takes place which allows young people to achieve additional rewards as part of their group. The scheme is valued by young people and is effective in modifying some behaviour.
47. Records are completed detailing all sanctions, removals from association and restrictive physical interventions occurring. Appropriate details are entered in the records and they are comprehensively audited. Information is obtained

from the records to inform management data as part of the quality assurance process. The information is used to develop practice and identify any common themes developing, including assurance of non-discriminatory practice.

48. Comprehensive and successful strategies are employed to support all young people who are identified as being at risk of self-harm or bullying. There are different levels of supervision and tracking which can be put in place to help protect a young person. Risk assessments are completed at the admission stage which identify any concerns. The assessments are reviewed on a regular basis and can be adapted readily to ensure a multi-disciplinary approach to meeting needs. The sharing of information relating to a young person's vulnerability is excellent and helps to ensure that support and supervision is available to all young people who are assessed as being at risk. Effective systems are in place in the centre to monitor the vulnerability of young people throughout their stay.
49. A complaints procedure enables young people to raise concerns regarding their care at the centre without the need for recourse to staff. The forms used can be made available in a range of formats or languages should this be required. The receipt of a complaint is acknowledged immediately and the majority of responses following an investigation are prompt. There is an appeal process available should a young person be unhappy with the outcome of a complaint they have made and this can include external professionals such as the youth justice board secure accommodation performance monitor. An officer of the local authority safeguarding services reviews all complaints on a monthly basis, ensuring an excellent monitoring and auditing process. The complaints system in place ensures young people are able to raise concerns confidently.
50. Young people have access to a telephone helpline should they wish to talk with someone external to the centre. This ensures that young people can be confident that they are able to speak with an external professional about their care at the centre should they wish to do so. Staff from an independent advocacy service visit the centre on a regular basis and ensure that they see all young people, giving them the opportunity to raise any concerns. The advocacy service hold regular meetings with the director of the centre to identify any recurring issues which may need to be resolved.
51. The structure in place in relation to safeguarding of young people is robust and transparent. Procedures which are agreed by the Local Safeguarding Children Board are in place. All allegations and any other issue for which guidance is sought are referred through the local authority child protection services. There is a well established relationship in place between managers at the centre and the board. Three members of the management team attend the Local Safeguarding Children Board meetings. The local authority safeguarding officer attends the centre to review incidences of restraint which have occurred. The practice undertaken is pivotal in protecting the

welfare of all young people at the centre. All staff at the centre undertake safeguarding training which is updated regularly.

Helping children achieve well and enjoy what they do

Education

The provision is satisfactory.

52. Achievement and standards are satisfactory overall. Levels of accreditation are high and include some successes in GCSEs. Last year young people gained 32 GCSEs including 12 in GCSE art and design. The centre has appropriately ceased to offer accreditation of living skills such as making a hot drink and washing carried out on the residential units. Much of the accreditation is made up of very short units of study, sometimes at the expense of more substantial and meaningful qualifications especially for those young people on longer sentences. For example, one young person gained 279 units of internal and external accreditation between March 2009 and January 2010. While these qualifications can enable the achievements of young people on shorter sentences to be recognised, those on longer sentences would benefit from taking more substantial qualifications that are recognised by employers and colleges.
53. Behaviour in some lessons is poor. In these lessons too many young people do not concentrate sufficiently on their work and on some occasions this is not tackled effectively by teachers. Inappropriate language and swearing is not always challenged appropriately and in some lessons young people do not remain in their seats and wander around the room, looking out of windows. On occasions young people are confrontational towards teachers.
54. Standards of work are satisfactory overall and are good in art, food technology and physical education (PE), where young people work hard and enjoy their time in the sports hall and fitness suite. Physical education makes a significant contribution to helping young people maintain healthy lifestyles.
55. Punctuality to lessons is satisfactory although there is some inconsistency around the timing of when young people are collected at the end of lessons. Attendance is good at around 90%, excluding authorised absence.
56. The quality of teaching and learning is very variable and is satisfactory overall. The better lessons contain interesting and challenging activities which actively engage young people in their learning. In these lessons, young people are keen to do well. Due to the productive and purposeful ethos, good relationships, and effective behaviour management, young people make the progress they are capable of. They are encouraged successfully to discuss their work with teachers, residential staff and their peers. Residential staff make a significant contribution to the success of these lessons by supporting young people to stay on task and by, for example, asking questions to check learning and understanding. Young people receive constant feedback from staff on how well they are doing. In

the less effective and inadequate lessons, the tasks are often very simplistic and provide little challenge or interest. Young people spend too long copying from the whiteboard or completing very simple worksheets that they struggle to see the relevance of. Behaviour often deteriorates in these lessons as young people become bored and disengaged and they do not make the progress they are capable of.

57. Most classrooms are equipped with interactive whiteboards but these are not used to their full potential. Where one was being used as a learning aid young people could not see the screen due to there being no blinds on the windows.
58. The curriculum is planned well and is based appropriately on an adapted version of the national curriculum. The core subjects of mathematics, English and information and communications technology are given appropriate prominence and the curriculum also includes the foundation subjects of science, art and design, personal, social and health education, PE and humanities. Design technology, including food technology is also included. It serves the needs of young people well as they prepare to move either back into school or into further education. The timetable provides young people with good variety throughout the day due to the shorter lessons. Physical education lessons take place each day, ensuring all young people participate in some form of daily physical activity. These lessons consist appropriately of a good balance of recreational PE and skills and fitness development.
59. Vocational provision is limited, consisting of hairdressing and beauty therapy and health and social care. A successful recent development is the introduction of work based learning where a small number of young people gain valuable skills by working within the centre carrying out various duties such as painting and decorating on the residential units. Young people have good access to the library.
60. The curriculum at Medway is complemented well by visiting groups for example in dance and drama and the centre has developed exciting links with the 'Bloodhound' group who are planning an attempt on the world land speed record.
61. Satisfactory induction arrangements enable young people to access education in a timely fashion. Baseline assessments in literacy and numeracy are undertaken quickly and thoroughly and teachers receive information on young people's abilities promptly. Young people with low ability are provided with one-to-one support. Staff ensure these sessions are based around young people's interests and this works successfully. Targets for progress and improvement are set and are refined over time to better reflect individual needs as more is learnt about young people's abilities and interests. Staff work hard to liaise with previous education placements to gain relevant information about young people although this is not always

forthcoming. Regular detailed reports on educational and behavioural progress are completed. Weekly tutorials are used to help young people reflect on their learning and behaviour. Young people who may be vulnerable or are not yet coping with education are set work to complete on the residential units. For those returning to the units part-way through the school day, an education work-pack is available for them to use in order to catch up on what they have missed. These are completed with support from staff. The education welfare officer regularly checks young people's progress. Careers guidance provided by Connexions is insufficient at one day every three weeks with as a result too few young people can access one-to-one support.

62. Leadership and management in education are satisfactory. Equality and diversity are promoted well through the curriculum and by the colourful wall displays in classrooms and corridors. Good attention is paid to healthy eating and lifestyles. The education department operates relatively smoothly on a day-to-day basis and communications between education staff and residential staff are very good. Attendance by education staff at detention and training order review meetings is good.
63. Equipment and resources are generally good and there is little evidence of graffiti. Classrooms are generally clean and tidy.
64. All staff and subject areas were involved in the production of the self-assessment report. However, the self-evaluation did not accurately identify areas for improvement and many of the judgements in the self-assessment report were substantially over-generous. Work has been done on the areas for improvement found at the last inspection but the impact of this, especially with regard to the quality and consistency of teaching and behaviour management have yet to be seen.
65. Expertise and good practice in education from other Rebound Secure Training Centres judged as outstanding have already been introduced at Medway. It is therefore judged that Medway has a good capacity to improve.

Helping children achieve well and enjoy what they do

Welfare

The provision is outstanding.

66. The activity and enrichment opportunities for young people at the centre are excellent. Staff members are specifically employed to oversee the provision of a structured programme. The availability of these staff has enabled provision to be enhanced. Efforts are made to broaden the experiences of young people in as many ways as possible, as evidenced by the introduction of tai chi, calligraphy and la Crosse. Young people are also able to challenge themselves and develop confidence by undertaking activities such as the mobile high ropes and climbing wall.
67. All activities undertaken are carefully pre-planned. The aims and objectives are clearly stated for each session and a dedicated risk assessment compiled which includes safety briefings and maintenance schedules for any equipment. All of the information is contained in a file which is available for each individual activity. A weekly plan of activities is published and young people are able to request specific sessions. There remain some occasions when young people are not able to attend their first choice; however the increase in the availability of clubs especially at lunchtime means there is some availability for all. The quality of individual sessions provided is exceptional.
68. An evaluation of the actual session and comments on the interaction of young people is carried out at the end of each activity. Young people are also able to evaluate each session by using a small postcard style slip. This enables them to state the good or not so good things about an activity and any suggestions for improvement. This is excellent practice and ensures that the content of the sessions held is pitched at the right level. Taster sessions are also available so young people can experience a club without having to formally commit to it.
69. Whilst some of the clubs require young people to have achieved a higher level on the incentive scheme in order to attend, there are many others which are open to all young people. Some activities require a risk assessment of the young people requesting to attend due to the nature of equipment in use. Duty operation managers also provide ad hoc activities during evenings which are open to all young people and are a useful addition to the formal programme.
70. There are some good links in place with the local community. Ugandan dance groups, a magician and a insect and reptile keeper have all visited to undertake enrichment activities with the young people. The Duke of Edinburgh award is available and enables young people to enhance their

individual skills and self-esteem. The award is structured in a manner which allows young people to continue when they leave the centre should they wish. Some of the activities are structured to enable award accreditation by participation. A sports programme of activities is planned to coincide with the sport relief charity event and young people have the opportunity to raise money from their endeavours should they wish to do so.

71. Young people are able to make suggestions or requests regarding the enrichment and leisure programmes through the trainee council. A recent positive outcome of this is the provision of a fitness club for young females led by a specifically trained member of staff.
72. A database is held of all activities which have been attended by a young person and this information along with photographic evidence of their achievement is made available at reviews to reflect progress made.
73. The activities and enrichment team have achieved two awards for their work: the adventure mark; and learning outside the classroom award. They are the only centre in England to have achieved both awards. There has also been an increase in the number of qualifications held by staff members. This includes fitness instructors, sports leaders and dance tutors.
74. Facilities and resources are available for both indoor and outdoor pursuits. There is a hard court area and a multi sport artificial surface court. Indoor resources include a sports hall, weights and fitness suite and a hobbies studio, which includes music composing facilities. There is a printing facility and work is also undertaken on magazines for the national secure estate. Lockdown, a publication containing pieces of work by young people nationally is produced at the centre. This initiative has also generated a book of poetry by young people that is now widely available across the secure estate.
75. There is a good range of leisure equipment on all of the units. These have helped staff to engage young people during the time in the residential areas. There is a further store of equipment available for all units to access, which allows them to structure some of the time they spend on the external green area.
76. Each unit has an allocated period each day when they are able to spend periods outside on the green area. This enables young people to spend some time in the fresh air and at times interact with different groups. Additional green time is available for those on a higher incentive level.
77. Joint partnership working between residential and education disciplines is of a high standard. Young people are encouraged to achieve as much as possible in their studies and some care staff are involved in the educational lessons, having undertaken appropriate training. The content of some of the

activity sessions is deliberately related to work which is being carried out in education.

78. A yearly programme of activities is planned to celebrate difference and raise awareness in various ways via a multi-disciplinary approach. Young people are supported to follow their religious beliefs by a chaplain who works to ensure that all cultural faith needs can be met. Members of the Baptist, Jehovah Witness and Muslim faiths are invited to attend the centre to speak with young people who request a visit.
79. The chaplain at the centre holds lunchtime sessions for all young people to talk about family values. He uses examples from young people's television shows to illustrate points and stimulate group discussion.

Helping children make a positive contribution

The provision is outstanding.

80. The centre is effective at both assessing and meeting young people's diverse needs. Required documentation is sought at the referral stage and at the point of young people's admission. A robust system is in place to check the validity of young people's placement in secure provision. Particular attention is paid to those young people remanded to the secure training centre to ensure the secure remand placement is legal.
81. The centre has positive professional links with the Youth Justice Board's placement team. They work together to ensure that all relevant documentation is provided prior to admission and they jointly ensure that the discharge of young people, including those transferring to another custodial establishment, is managed consistently as set out in the related protocols. Young people can on occasions be transferred between the secure training centres, for example to ensure they are placed closer to home. This is done only in agreement with the Youth Justice Board and only after careful review and consideration of the needs of the individuals.
82. Admissions are conducted in a sensitive manner. One young person said staff were kind, offered him a drink and talked about the rules of the centre when he was admitted. They introduced him to other young people on the unit and helped him to settle.
83. Multi-disciplinary assessments are completed on all young people when they arrive or within a short timeframe, depending on young people's emotional state and immediate needs by professional, knowledgeable staff. The assessments are based on detailed information provided about young people and in discussions with them. This ensures young people's thoughts and views inform the planning process.
84. There are efficient procedures in place to quickly identify any shortfall in documentation which accompanies a young person being admitted to the centre. Where information is not readily available, good systems are in place to ensure the young person is supported and protected during their initial period at the centre.
85. Young people are supported to contact either a parent/carer or other significant person in their life on reception to the centre. Any possessions brought in by a young person are recorded and stored securely, other than items deemed safe and suitable for them to keep in their room. Thorough risk assessments are carried out to identify individual levels of vulnerability or particular challenges a young person might present. The assessments are regularly and rigorously reviewed throughout a young person's stay.
86. Efficient and effective mechanisms are in place to ensure initial planning meetings and review meetings take place in a timely manner. Young

people's immediate and longer term needs are considered and targets are specified for them to achieve during their stay. The targets are discussed with the young people and they sign their plans as evidence of their involvement.

87. Planning and review meetings are child focused and invite young people's active participation. Young people's views and wishes are sought in written form ahead of their statutory meetings and reviews. They are also encouraged to attend their meetings and contribute to decision making. Excellent arrangements are made to support young people and meet their diverse needs from admission onwards. For example, interpreters are quickly obtained for young people whose first language is not English. A young person said meeting the interpreter made them 'very happy' as they could relay their thoughts and wishes in their preferred language. This practice is exemplary in that not only are interpreters obtained quickly but the same individual attends all the young person's meetings throughout their stay, as far as possible. This promotes continuity for the individual young person.
88. Members of the centre's youth offending service are proactive in establishing contact with a young person's family members and other significant people. Each young person is actively supported to be involved throughout their assessment, planning and review process. A flexible approach is taken to convening young people's meetings to accommodate parents or carers individual circumstances such as work patterns or child care arrangements. Other significant persons such as social workers, youth offending workers and post release supervisors are expected to attend. Any pattern of non-attendance by professionals is quickly followed up and relayed to the Youth Justice Board monitor.
89. A link team is allocated to each young person on admission, comprised of three key workers from the residential staff on their unit, the residential service manager and a member of the teaching staff. A case holder from the youth offending service monitors each young person's progress and they take a central role in communicating with parents or carers and external agencies. This system ensures all young people have identified adults within the centre who have clear roles and responsibilities for ensuring their welfare is promoted and individualised targets are met. At least one member of the link team is available every day for young people to talk to as well as other residential staff on duty. Link team members work collaboratively to ensure young people's holistic needs are met.
90. Young people readily seek the company of staff and relationships between them are mostly positive. However, a few young people said a small number of staff are unfair in that they are considered to have favourites although they could not cite any clear examples of favouritism. The majority of young people said staff 'are kind' and help them. One young person said 'it's a prison but staff are okay and take care of us'. Inspectors observed many instances of young people freely initiating appropriate physical contact with

staff in the form of hugs. Interaction between young people and staff was relaxed, respectful and good humoured.

91. There is an established internal system for reviewing young people's progress and to ensure individual targets and planned objectives are achieved. This takes the form of weekly multi-disciplinary meetings which are chaired by competent case managers in the young offending service team. A robust approach is taken to gathering specific data about all aspects of care, education and training for each young person. There is also a very clear focus on assessing vulnerability and developing strategies to help the young person.
92. The centre has an excellent 'escalating' system to remind local authorities and agencies about their legal duty and responsibilities towards a young person. Young people are supported to gain independent advice and help if they feel they are not receiving an adequate service, either from the centre or from outside agencies. Contact numbers for legal advisers and national organisations such as the Howard League for Penal Reform are included on young people's approved contact list and they are able to ask these services to act on their behalf. Despite the best efforts of staff, difficulties still arise from the lack of identified accommodation for some young people to move to when discharged. This has an obvious impact on continuity in education or training for young people as a suitable placement can not be identified and confirmed until it is known where they will reside.
93. Offending behaviour programmes are well-organised and integrated into the daily routine, both during weekdays and weekends. Staff have access to a wide range of materials such as written exercises, DVDs, and board games to help them deliver different programmes.
94. The implementation of a preventing violence and extremism programme and 'citizenship' programme enables young people to consider personal, national and global issues within the concept of a multi-cultural society. SMART thinking sessions continue to take place to assist young people to improve their decision making processes. Staff carrying out direct work with young people are well trained and clear about the objectives of each session. Individual training plans address risk factors in young people's lives as well as their general needs.
95. Extremely effective use is made of external partners to support internal programmes. Presentations by Mothers Against Murder and Aggression continue to take place and a recent speaker a survivor of the holocaust, talked about Ann Franks' story. These sessions contribute greatly to encouraging young people to consider the wider implications of violence and aggression and the impact on individuals and society. Equality and diversity is very effectively embedded in the centres' value base and continues to inform the delivery of programmes for the forthcoming year.

96. Young people are encouraged to maintain relationships with family members and others by phone, visits and letter. Authorised contact arrangements are clearly specified for each young person. Residential staff maintain at least weekly contact with young people's parents or carers to keep them well informed. They record contact frequency and any issues arising from contact. Delays to in-coming calls being put through to young people were previously reported. Changes have been implemented to the system and all young people now have a phone connected in their bedroom after tea. This means calls can be transferred directly to a young person when received in the central reception point. All young people said this system was better but said they would like an 'alert' system to let them know when the agreed allocated time for the call was coming to an end. The views of parents, family and friends were also sought in regard to phone access to young people. All but two of the twenty-eight recipients reported an improvement in time taken to transfer phone calls.
97. Young people are encouraged and enabled to have an active say in the running of the centre and the way they are cared for. This is facilitated by everyday contact with staff on duty, twice daily resident group meetings, frequent key worker sessions and various forums such as the trainee council meeting and diversity meetings. The forums are more formalised group sessions which are well recorded. Young people are able to choose representatives from living units to attend the forums and their choice is not confined to those only on higher incentive levels.
98. Young people who represent their peers act diligently to seek the views of others prior to each meeting and actively participate in discussions during the meetings. Less confident speakers are supported by staff to put forward their views and suggestions. Records and observations show forum meetings are well used by the young people to discuss things that they are satisfied with and things they would like to change. Young people receive explanations when their suggestions cannot be acted upon. Young people said they have influenced change in the choice of meals, range of personal requisites and types of activities.
99. Feedback is sought from young people, their family and other interested persons continually throughout the placement. Exit interviews are offered to all young people being discharged and in the last two months only one young person has declined to be involved. Questionnaires completed by the young people indicate the majority feel they received a good service from the centre and that diversity is respected and managed well. There was a variation in the level of satisfaction reported in the delivery of offending behaviour programmes and key working sessions between December 2009 and January 2010 although this is not attributed to any specific factor or reason. The impact of offending behaviour programmes is continually reviewed by managers and relevant staff. The views of young people,

particularly those who are leaving the centre, are considered and help form development in this aspect of the centre's work.

Helping children achieve economic wellbeing

The provision is good.

100. Residential staff have received training in resettlement. This has raised staff awareness and the profile of this specific area of work throughout the centre. Young people are supported to prepare for adulthood and reintegration into the community, both emotionally and practically. However, this is somewhat constrained by the short period some young people are resident and uncertainty about transfer or discharge dates in some cases.
101. Resettlement plans are prioritised for young people from their admission onwards. A traffic light system is used to identify any gaps or delays in provision for individual young people. This is highly effective in ensuring young people's presenting needs are addressed and that future arrangements are confirmed and not allowed to drift.
102. A preparing for life check list is completed by all young people to identify skills they have attained and those they need to acquire to support their independence, widen their experience and improve their self-esteem. However, young people's actual competency is not fully tested in all areas of independence training. It is acknowledged that the centre aims to provide all young people with some preparation for adulthood although this varies according to their length of stay. Plans for young people returning to live with their parents or family members do not encompass the same level of expectation in self-help skills as for young people of a similar age preparing to live independently. This means the focus of independence training is not the same for all young people. Individual plans and targets are agreed between key workers and young people. This ensures a child-focused approach is taken to preparing young people for adulthood.
103. Young people are encouraged to undertake schemes such as the Duke of Edinburgh award and vocational opportunities within the centre to develop their confidence and practical skills. They are supported to take increasing responsibility for their own personal care to improve their independence. They have access to facilities in their residential units which provide them with opportunities to plan and cook meals, bake, clean and do their own washing and ironing. Young people are helped to consider health and safety matters whilst carrying out tasks: this ensures they can undertake practical tasks in a safe manner.
104. There are some opportunities for young people to gain meaningful and relevant work experience, both internally and externally. However, senior management have identified this as an area they wish to develop. Currently, a number of young people are engaged in jobs around the centre such as painting and decorating, helping in the dining room, cooking in the centre kitchen, assisting in the sports hall and hairdressing salon and helping in the

library. One young person spends one day a week cleaning in a community placement. Young people say they enjoy their work experience.

105. For young people to be allowed outside of the centre for anything other than courts visits or medical appointments authorisation is required. While the authorisation process can be protracted at times where external permissions are required, good use is made of mobility trips outside of the centre to familiarise young people either with their new accommodation, education or training provision. This means young people are prepared as well as possible for moving on.
106. There is a commitment to ensuring continuity in education or training for young people. A designated worker within the young offending service is responsible for gaining information on schools and colleges which young people wish to attend and assisting them to apply for placements. Confirmation of education or training placements for young people prior to admission is rigorously pursued.
107. Members of the youth offending service work closely with youth offending teams in the community to ensure transition plans for young people are implemented in practice. Once again, a robust approach is taken to ensuring external partners fulfil their obligations. Young people are informed about their rights and are fully supported to access legal and independent advice.
108. The commendable initiative of the 'UR 2 FEET' booklet continues to be refined, in response to feedback from young people. Information in each portfolio is individualised according to where a young person will live when discharged. They are helped to understand how best to use the booklet before leaving. The comprehensive guide to resources and services within the young people's home area is provided in a format appropriate to their needs and preferred learning style. Their rights are described and practical details are provided to support their successful transition back in to the community. This is an excellent initiative which demonstrates a commitment to promoting the welfare of all young people.

Management

The provision is good.

109. Leadership and management at the centre are good. There is a stable, experienced and committed senior management team leading the centre. The director and his senior management team have continued to set clear achievable, measurable objectives that are regularly reviewed, reassessed and refined to ensure they are appropriate to the changing needs and demands of the resident young people. The centre's business and development plan also reflects the business and contractual objectives of the Youth Justice Board.
110. The redefined role of the residential service managers and team leaders, with clearer responsibilities and accountabilities has contributed to the effective management of the centre. Managers at all levels have a clear brief about what is expected with key performance indicators that are reviewed and monitored regularly. Any shortfalls in performance by any departments or individual staff members are identified and addressed with them through good performance management processes.
111. Each of the different departments have clear developmental plans in place that are regularly reviewed and updated. There is good integrated departmental working which ensures maximum positive impact for young people.
112. The senior management team values the views of all staff and considers these when identifying potential service improvement. The recent G4S survey has been an excellent tool to enable a detailed consultation with staff across all aspects of the centre and the other two Rebound secure training centres.
113. The centre receives good support from an external manager who is also responsible for the other two secure training centres. There are well established procedures in place for the monitoring of the centre by the external manager. He visits the centre weekly and undertakes a number of checks, reviews logs and reports and meets with a wide range of people, including young people and visiting parents. His visits and monthly reports provide an additional quality checking process that ensures a high standard of service for young people is maintained.
114. There are comprehensive and well established mechanisms for carrying out quality assurance audits and producing performance management information, which informs practice. Of particular note are the databases that support the work of the youth offending service, quality auditing of the residential department, and the management of young people's behaviour.

115. Improved communication across the centre ensures that staff are aware of all the information they need to keep young people safe and to promote their well-being. Of particular note are the processes in place to ensure that all staff are immediately made aware of any changes in the vulnerability level of a particular young person.
116. Care staff are well supported in their role and the frequency and quality of supervision had improved. Every supervision record is reviewed by the head of care to ensure appropriate quality and to confirm the raising of significant issues relating to holding people to account. Staff performance is formally and consistently evaluated through an effective employee development and review process and target setting. This is now being linked more consistently to the decisions about training objectives.
117. The organisation recognises the importance of identifying and acknowledging staff who excel in their role. The staff recognition scheme, with ongoing employee of the month and recent employee of the year award ceremony has had a positive impact on staff morale. There is also ongoing recognition by managers of staff who have performed in excess of expectations and thank you letters are routinely sent to them.
118. All staff have regular opportunities to meet in their respective teams and are encouraged to raise any concerns or make suggestions to senior managers. Care staff now meet every three weeks, contributing to a positive team identity.
119. The importance of the role of night care staff is acknowledged. Recent changes to shift patterns ensure that they no longer work more than five night shifts in a row. They also now have regular training days incorporated into the rota pattern, which also allows them to attend staff meetings with day care staff.
120. Staff are very well prepared and inducted into their role. Prior to being certified as custody officers, care staff must complete a seven week initial training course. This is then followed by a week's induction on the unit where they are going to work. They are not part of the shift complement of staff during this time. New staff shadow a more experienced staff member, often their team leader. They are also expected, with support from their team leader, to complete an induction pack. This in a recently improved format and is linked to a revised probation monitoring and recording procedure. These processes serve to prepare new staff for their role and support them as they gain confidence and experience in working with young people in a custodial setting.
121. There is a commendable commitment to staff development and training. A significant number of staff have obtained professional qualifications during their employment at the centre, including obtaining social work diplomas.

However, the centre has not yet, as previously planned, commenced the programme of national vocational qualifications (NVQ) level 3 awards for residential care staff. There have been a number of discussions about the relevance of the youth justice NVQ level 3, or the alternative award in working with children and young people. This has caused delay in providing care staff with a nationally recognised qualification. Given that an increasing number of staff have worked at the centre for two years or more, the delay is frustrating to some staff that are keen to develop even further their skills and understanding of the child and adolescent development.

122. Rebound and managers at the centre actively promote succession planning. Staff across all departments are provided with opportunities for secondment to other posts and or to shadow more senior staff and managers. The take-up for shadowing experiences is particularly high and those staff involved are positive about the opportunities provided to understand the responsibilities of other staff, particularly managers.
123. There are robust recruitment and selection procedures which incorporate extensive vetting. These processes are constantly under review to ensure appropriate candidates are attracted to the position of care officers. Young people are involved in the selection of staff applying for internal promotions. This practice has continued to develop with young people producing their own questions and providing very useful feedback on the performance of candidates during their interview.
124. The promotion of equality and diversity is outstanding. The centre has a dedicated diversity officer in post who works with managers to ensure that equality, diversity and inclusion is promoted throughout all aspects of the centre's practice. There are many examples of excellent practice in this respect, for example during the inspection when dealing with a young person who was particularly distressed a suitable interpreter was obtained very quickly.
125. All staff receive training in equality and diversity as part of their initial induction and training programme. This includes a visit to a culturally diverse community, with opportunities to meet with representatives of a wide range of cultures within a London borough. This raises staff awareness and knowledge of the needs of young people from diverse backgrounds.
126. Equality and diversity statements are written in plain English and available in different languages and with widgit symbols.
127. A single page statement of purpose is prominently displayed throughout the centre. This provides a clear and concise account of the overall objectives of the centre and is translated into a number of key languages. A detailed statement of purpose is also available that supplements the displayed version and provides considerably more information.

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128. There is a wide range of written information available at the point of admission for young people. They are also shown a DVD explaining what they should expect during their stay.
129. Detailed information is available for parents and carers in booklet and leaflet form. These set out what parents and carers can expect to be provided for their child, including contact arrangements. Although there is detailed information, there are no details of how a parents or carers can raise a concern or complaint with the centre.
130. Efforts are made to continually improve the building and an ongoing improvement programme is in place. There have been recent steps to soften the living environment for young people and ensure it is as comfortable as possible given the need to maintain appropriate levels of safety and security. The centre is well maintained by an experienced and efficient facilities team.

Recommendations

The following recommendations are made to the Director of the secure training centre unless otherwise stated.

<ul style="list-style-type: none"> ensure medication administration records are well maintained and consistently comply with the centre's own procedures (Being healthy - Standard 5)
<ul style="list-style-type: none"> ensure all duty directors and managers receive appropriate training in incident management command (Staying safe - Standard 3)
<ul style="list-style-type: none"> ensure that all sanctions applied to correct young people's behaviour are relevant to the misdemeanour (Staying safe - Standard 11)
<ul style="list-style-type: none"> ensure young people are given the opportunity to gain substantial and meaningful educational or vocational accreditation where possible (Enjoying and achieving - Standard 3)
<ul style="list-style-type: none"> improve the quality of teaching and learning to that of the best (Enjoying and achieving - Standards 2/3)
<ul style="list-style-type: none"> improve the consistency of behaviour management in classrooms (Enjoying and achieving - Standard 2)
<ul style="list-style-type: none"> increase the input from the Connexions service (Enjoying and achieving - Standards 1/2)
<ul style="list-style-type: none"> ensure self-evaluation reflects a more accurate picture of the quality of provision in the learning centre (Enjoying and achieving - Standards 2/5)
<ul style="list-style-type: none"> ensure all young people have the opportunity to gain and practise life and vocational skills sufficient to prepare them appropriately for adulthood and life following discharge or transfer from the centre (Economic wellbeing - Standards 4/5)
<ul style="list-style-type: none"> review the training available to care staff and whenever possible provide them with opportunities to gain a nationally recognised qualification relevant to their role (Management - Standard 24)
<ul style="list-style-type: none"> ensure that the literature provided to the parents or carers of young people placed at the centre informs them of the procedures should they wish to raise a concern or make a complaint (Management/Staying safe - Standards 1 & 23).