



Medway Secure Training Centre

Inspection report for Secure Training Centre

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About this inspection

The purpose of inspection is to provide assurance to the Secretary of State that secure training centres (STCs) 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.

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.

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 managed by Rebound ECD Limited, which is part of the corporate G4S group.
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 period of inspection up to 64 young people were in residence. They live in house units, of which there are four in each of the three house blocks.

Summary

The overall quality rating is good.

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

4. Medway Secure Training Centre continues to develop and improve its services to young people.
5. The STC is managed by a committed and experienced senior management team, who ensure young people are at the centre of their thinking and planning. Direct work interventions are consistently tailored to the individual needs of young people. There is a culture in this STC of ensuring that 'lessons are learned' from practice and that this informs delivery and development. Young people benefit from a management team who are continually seeking to improve the quality of care and service and to provide clear direction to staff.
6. Excellent procedures are in place to consult with the young people at the centre. Their ideas and suggestions have resulted in an improved rewards and sanctions scheme, improved offending behaviour packages, better menu choice and extended work experience placements. Young people are also involved in the internal recruitment of staff.
7. There are consistently improving and transparent behaviour strategies which utilise positive relationships, partnership with families and outside agencies to effect positive change for young people.
8. Senior managers have made very positive links with the local safeguarding team to ensure all referrals made by the centre are dealt with quickly and

efficiently. The centre's child protection procedures have been developed in partnership with the team manager of the safeguarding team within the local authority children's services. This has improved the process of allegations against staff being referred to the local authority which are dealt with more quickly and efficiently.

9. External stakeholders, for example the local safeguarding manager and the advocacy service are routinely involved in meetings at the centre to ensure young people's safety and welfare are promoted.
10. There are a number of excellent initiatives now in place to ensure young people's diverse and cultural needs are met. Very good use is made of translators and interpreters. All relevant documents are translated in appropriate languages. Interpreters are used in review meetings to ensure both young people and their families are fully aware of the discussions and actively involved in decision making. Young people have translators available to assist them in understanding some of the more significant offending behaviour programmes, including substance misuse.
11. Excellent varied offending behaviour programmes are delivered in groups and individual sessions. Key workers are actively involved in delivery of these and have individual sessions with young people which are recorded and evaluated. The analysis of the direct work interventions with young people is excellent, with a wide range of information available to inform future planning and delivery of programmes.

What has been improved since the last inspection

12. All recommendations made during the inspections in November 2007 and August 2008 have been addressed, changes implemented and service improvement is apparent.
13. There is now very thorough recording of removal from association which is closely monitored, audited, analysed and evaluated. There is also clear guidance about the definition of removal from association. The recording and monitoring of use of restraint has also improved and is now good.
14. Good and improving complaints, safeguarding and suicide and self harm (SASH) procedures are supported by excellent monitoring and evaluation. Excellent advocacy arrangements are now in place to support young people to make complaints.
15. Robust security and health and safety arrangements are in place. The range of the closed circuit television (CCTV) system has been improved, to provide increased coverage.

16. There has been considerable work to raise awareness of equality and diversity within the centre. The young people's equal opportunities policy is now in a child friendly format and is prominently displayed across the centre in all communal areas. Equality, discrimination and prejudice are everyday topics of conversation held between young people and staff.
17. Significant improvements have been made in the promotion of good health outcomes for young people. Young people's health care plans have been redesigned and are now comprehensive, completed consistently, regularly audited and available to relevant parties. The process for gaining consents for medical treatment and sharing of medical information is now robust, as is the auditing of practice in this respect.
18. The procedures for the recording and auditing of medication have much improved. A positive development is that young people are now able to hold certain medications themselves, subject to risk assessment and level of maturity. However, the procedures for medicine management need to reflect these improvements.
19. The continued development of the specialist interventions service and substance misuse work has strengthened links with community based services, enabling greater continuity of support for young people both within the centre and when they return to the community.
20. The involvement of care staff in classrooms and clarification of their roles has improved significantly. They now complete training in their role as classroom support assistants and this is accredited.
21. The range of enrichment activities has continued to improve and there is now a broad range of activities available for young people irrespective of their incentive level. The introduction of a youth worker has improved the activities available through better coordination and encouragement of young people's involvement.
22. Procedures are in place to ensure that local authorities are reminded of their responsibility for children and young people who are remanded to the STC. They are 'looked after children' and all the relevant planning and monitoring systems are expected to be implemented. The process is robust and as a result the majority of young people remanded to the centre have the relevant documentation and planning in place.
23. The range of opportunities for young people to acquire vocational skills has improved. Young women in particular now have more opportunities to develop skills useful to them, for example hair and beauty. Young men can also participate in the hair and beauty sessions if they wish. As there are constraints on space and resources, efforts are being made to provide young people with vocational opportunities outside the centre.

24. There have been excellent developments in relation to the resettlement of young people when they leave the centre. A specific lead manager has been identified. An excellent resource pack has been developed that is prepared for each individual young person upon discharge.
25. A concerted effort has been made to support staff and ensure retention at the centre. Managers are aware that reducing the annual turnover of staff improves consistency of care to young people. Although there has been some success in the reduction of staff turnover, there is no room for complacency; this is a matter that is firmly on the agenda for senior managers.
26. Staff now have regular opportunities for training and development. The training and development strategy reflects the centre's objectives, but is also increasingly taking into account the individual training needs of staff. Care staff teams are also meeting regularly to consider the issues they face as a team and to ensure consistency in their work with young people.
27. Arrangements for the deployment of staff across the centre to ensure consistency of care for young people have been reviewed and improved. The ability of the centre to increase staff numbers at certain crucial times of the day has also contributed to a generally calmer atmosphere.

The effectiveness of the service

Helping children to be healthy

The provision is good.

28. Good arrangements are in place to ensure young people receive a varied diet. The menu is well planned by the catering manager in consultation with a dietician who regularly audits the menu content to ensure a nutritional balanced diet. Young people are consulted on menu planning and benefit from health education, including advice on healthy eating.
29. The food is well cooked and young people have the opportunity to select meals from a wide choice available each day. These include healthy options, such as a daily vegetarian dish and a salad. To assist choice the menu includes symbols indicating healthy options, vegetarian and suitable for a Muslim diet.
30. There are ample quantities of food and drink available. Young people are offered food and refreshments on arrival at the centre, which may be outside of mealtimes. Special arrangements are made to ensure that young people are provided with food and refreshments if they miss meal-times due to other appointments.
31. Young people are able to make suggestions regarding menu content in a comments section on the menu and through the Trainee council meetings. The catering manager attends the council every six weeks. Young people say that changes to the menu have been made following representation at that meeting.
32. Most young people say that the meals are 'good' and portions are plentiful, however a minority say that the choice of options and quality of some ingredients could improve. The development of wider choice in meeting individual needs and use of fresh ingredients is an area of work in progress.
33. The catering manager is teaching food 'taster' sessions with young people as part of the ASDAN programme, encouraging a wider experience of world foods and the opportunity to cook with fresh ingredients. This promotes understanding of diversity and is an area of strength. The catering staff celebrate key dates on the religious or cultural calendar.
34. Mealtimes are very well managed and are a pleasant social occasion. Young people also have limited opportunities to prepare some meals in the living units, usually at weekends.
35. Healthcare provided to young people is good. Comprehensive individual healthcare plans are now in place. Healthcare is provided by a private

company under a service level agreement. A team of nurses are based in the centre. All young people have access to suitably qualified and trained healthcare staff between 07.30 and 22.00 hours. Outside of these hours an on call service is available. There are clear healthcare policies, recently reviewed. Staff are reminded to adhere to the policies to ensure consistency and practice is audited by the healthcare manager. The quality of healthcare provision, the administration of medicines and assessment of health needs are regularly subjects of internal and external audit.

36. The healthcare team are supported by a visiting General Practitioner from a local practice. Currently that practice does not have any female doctors. While a female doctor can be requested, some young people say that this takes too long to arrange. The GP holds a weekly surgery and additional visits can be made as required. Community emergency healthcare services and routine appointments with the GP, dentist and optician are available to young people. All appointments are managed well by the healthcare team.
37. All healthcare staff receive training in the awareness of mental health issues. Referrals may be made to a psychiatrist who visits twice monthly, if required.
38. All young people are provided with an initial health assessment on arrival at the centre and are registered with the local medical practice. All young people receive an initial risk screening by a qualified nurse on admission to the centre. This includes known issues regarding self harm, substance abuse and mental health. The identification of health needs through initial screening is an area of good practice, and ensures that all young people's health needs are identified and treatment can be commenced shortly after admission to the centre.
39. Initial risks are identified and information passed to care staff so that they can respond appropriately. Information on the initial medical assessment is available to young people in widgeit format and in translations into other languages if English is not their first language. This is good practice in responding to the diverse nature of young people admitted to the centre.
40. A positive development is the introduction of an asthma clinic, available to those young people suffering with this condition. Nursing staff are currently being trained so they can provide an immunisation and vaccination clinic for young people. Investment in this respect seeks to further promote and improve the health of young people.
41. Some young people say that there can be delays in receiving a visit from a nurse when they request to see one. There is no system for monitoring the time lapse between requesting medical attention from a nurse and appropriate medical intervention being provided.

42. Generally the administration of medicines is good. It is subject to regular audit both internally and by a visiting pharmacist. The administration of medicines is also subject to regular review by the medicines management committee. However, the administration of medicines policy does not include a protocol providing an audit trail covering any occasion in which medicines cease to be managed in the usual manner. This shortfall was highlighted during the inspection when a young person refused to hand back medication to the nurse.
43. The introduction of an 'in possession' policy allowing some young people to retain and self administer certain medicines is a positive development promoting greater self responsibility.
44. Medication records now contain photographs of individual young people to enable nurses administering medication to correctly identify each young person.
45. Verbal consent for medical treatment is gained on admission, written consent is usually gained at the initial planning meeting and the healthcare manager also follows up medical consents by letter. The centre is introducing self consent where appropriate; there is a robust system for monitoring this and ensuring that consents are in place. This is an area of good practice.
46. Any known vulnerability or risks and any health concerns identified by the healthcare staff are passed to the unit staff, enabling them to provide appropriate care for the young person. Unit staff confirm they now receive sufficient information from healthcare, including an assessment of the risk of self harm and of the emotional needs of each young person. This improved practice has enabled them to respond more fully to associated risk factors and health needs on a day to day basis, such as eating disorders.
47. Following the initial screening, young people are given an in depth assessment of any substance misuse needs within five days. They are provided with individual and group work sessions addressing substance misuse issues, dependent on the level of assessed need. Individual programmes can be translated into other languages or work can be undertaken with young people through with the support of an interpreter. The centre does not have facilities to provide treatment for young people withdrawing from substance misuse but can provide relief from the symptoms.
48. Substance misuse work is an integral part of the specialist intervention service provided at the centre and staff have access to support from a psychologist. The substance misuse team are increasing links with community based substance misuse teams to improve practice and ensure the continuing diverse needs of young people are met.

49. The centre's specialist intervention service is a multi-disciplinary group, including substance misuse workers, psychology assistants, trainee forensic psychologist, mental health nurse, visiting clinical psychologist, and on occasions visiting psychiatrist. It plans, co-ordinates and reviews any interventions provided. The visiting clinical psychologist provides clinical supervision to the centre's psychologists. The specialist intervention service provides feedback to young people, parents, internal staff and external agencies. Links are being made with community based Child and Adolescent Mental Health Services. These are innovative developments which ensure that young people's mental health needs are speedily assessed and appropriate interventions are planned.
50. The appointment of a lead nurse with responsibility for developing health education is a positive development. Young people are provided with information and health education to support them in developing a healthy lifestyle. Nursing staff also contribute to the development of health information and guidance in the resettlement packs used to support young people in returning to the community. A library of teaching packs and materials is being developed. Delivery of this information is provided in an individualised format dependent on the needs of each young person and this is good practice.
51. Young people are encouraged to adopt healthier lifestyles through the health education programme, including participation in a wide range of physical activities.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

52. The centre has robust measures in place to ensure that young people, staff and the community at large are kept safe. Staff are well trained to manage security, and there are very well established and efficient security systems in place.
53. Young people and the community are also protected from the effects of unlawful or unacceptable behaviour by highly effective measures which identify, analyse and prevent breaches of security. There are explicit systems in place to monitor, record and evaluate 'soft intelligence', significant incidents and behaviour management which prevent and address breaches of security.
54. Thorough emergency and contingency plans in place protect young people from hazards, fire and emergencies. These are agreed with the emergency services and local custodial centres. Excellent health and safety policies and procedures are in place and are followed diligently by staff who are well aware of their responsibilities for health and safety.
55. The centre demonstrates respect for young people by ensuring that they are kept fully informed about how they will be treated and any intrusions on their personal space or possessions. There are clear procedures for searching and the maintenance of security which are explained fully to young people when they are admitted. All staff and others working or visiting the centre are carefully and routinely briefed to ensure that they maintain a high level of security and do not place themselves or others at risk.
56. Over the last few years there has been a consistent decrease in the use of removal of young people from association. Explicit behaviour management procedures at the centre ensure that young people are not locked in their rooms inappropriately. When young people choose to spend time in their rooms during waking hours this is recorded to ensure they are not avoiding contact with peers for an unacceptable reason, for example, bullying. The records are monitored very carefully and evaluated routinely as part of the centre's quality assurance system.
57. However, the increased presence of young people on the residential units during the school day and the change in practice not to lock young people in their rooms if they are not permitted to go to the dining room or on outside activities is having an impact on the flexibility and deployment of staff and duty operations managers. They are more involved in supervising and managing young people on units and are less available to respond to other

calls for their support, or to carry out individual work with young people. This has resulted in a reduction in the amount of individual work that staff have been able to do with young people.

58. Young people are well supported by a fair and consistent incentive and reward scheme. It encourages them to engage with staff and their peers more effectively to address conflict, and to address aspects of their behaviour identified as a problem for them or for others. The incentive and reward scheme is clearly understood by staff and young people, and carefully monitored as part of the quality assurance system to ensure that it is consistently and appropriately applied.
59. The centre has very good measures in place to ensure that all young people have appropriate information accessible to them to ensure that they are aware of their responsibilities and the standards required of them, and are informed of their rights and privileges. This includes those who speak English as an additional language.
60. Within the requirements of maintaining security, the staff respect, promote and preserve the privacy and dignity of young people.
61. Young people are restrained appropriately when necessary. There are stringent procedures in place to ensure all use of restraint is carefully recorded, and is minimal, appropriate and proportionate. The use of restraint at the centre is steadily reducing as staff find alternative ways to encourage young people to comply. All staff are thoroughly trained in the use of restraint, and its use across the centre and by individual staff is carefully monitored to ensure it remains appropriate. There is an explicit commitment to reduce the use of restraint and increase the role of good professional relationships in effecting positive change in young people's behaviour.
62. There are explicit and child centred procedures in place to ensure that young people are cared for safely in the event of any necessary information not being included with them at the point of admission. All young people are regarded as vulnerable when they are first admitted.
63. Established and effective procedures ensure that all newly admitted young people receive a systematic, comprehensive and multidisciplinary risk assessment that is reviewed and updated throughout their stay at the centre. Care is taken to ensure that any risk of self harm or potential risk to others is identified and plans put in place to address it.
64. Robust and explicit strategies are in place to monitor, supervise and support young people identified as being at risk of suicide or self-harm. These young people are well protected by very effective monitoring and support from staff. Parents, carers and youth offending team (YOT) workers are actively encouraged to participate in the planning for individual young people and

effective measures are in place to ensure that they are fully informed of developments.

65. There is a good and transparent complaints procedure for young people which ensures that they are treated fairly and can complain with confidence that they will be heard. The complaints procedure provides young people with a range of different opportunities to make complaints about their care. It is easily accessible and free from discrimination or the risk of recrimination. It allows young people to make complaint without the need to involve or inform staff, and includes clear timescales by which they might expect a response.
66. The complaints procedure and outcomes of complaints are monitored very rigorously to ensure it is fair and young people are satisfied with the outcome. Young people are advised that there is a right of appeal to the director and YJB performance monitor if they are unhappy with the outcome of any complaint they have made.
67. There are good and improving arrangements in place to ensure that young people can discuss their concerns in private with an independent person and they have easy and unrestricted access to an advocate. This ensures that young people are protected from abuse and enabled to share and receive independent support.
68. Young people at the centre are protected by robust, effective and improving child protection and safeguarding procedures drawn up in conjunction with the Local Safeguarding Children Board. The monthly 'safeguarding and effective practice meeting', which is attended by relevant external agencies, is an effective transparent process to review key management information in a multi-disciplinary forum in order to ensure best practice in relation to safeguarding.
69. There are also highly explicit and transparent procedures in place to address bullying and where possible to resolve underlying conflict through the use of mediation and restorative justice interventions.
70. Daily routines within the centre, including the movement of young people across the centre, are carefully and deliberately synchronised to ensure that those who might present a threat towards each other are kept apart. However, this is having the unintended side effect of sometimes making young people late for school and activities, as well as late getting to the dining room for meals on occasions.

Helping children achieve well and enjoy what they do

Education

The provision is good.

71. Achievement and standards in education are good overall. All young people at Medway leave with some form of recognised accreditation. Young people gain high levels of qualifications in a wide range of subjects including literacy and numeracy, science, humanities, citizenship and personal development subjects. For many, this is their first experience of educational success. The more able young people successfully complete GCSEs and a small number of AS levels and GCE A levels. Last year 54 GCSEs were achieved by young people, including 15 in mathematics. Some higher grades were also achieved. Thirteen young people gained a GCSE in art and design.
72. There is some accreditation of young people's 'everyday living skills'. This work is carried out on the residential units. This accreditation is inappropriate for almost all young people as it includes everyday tasks such as making hot drinks. This clearly is not challenging and is not valued by young people.
73. In practical lessons young people's behaviour is good and often very good. Young people's behaviour, although satisfactory is less good in classroom based lessons. In these lessons, on a few occasions young people can be confrontational and there is the occasional use of bad language. Attendance is generally good although increasing numbers of young people are returning to the units during the school day. Punctuality to lessons is poor preventing crisp starts to lessons.
74. Standards of work are good overall. Standards are good in art, food technology and information and communication technology (ICT). In art young people produce good work using a wide range of materials and techniques. In a food technology lesson young people worked diligently and with great imagination and enthusiasm to produce a range of innovative and complex dishes.
75. There are very good displays of young people's work in corridors and offices throughout the centre. Most classrooms also have good quality displays of curriculum related materials and young people's work. This is very successful in demonstrating the work young people have been involved in and celebrating the considerable successes and achievements they have made.
76. Teaching and learning is good overall, particularly in practical lessons, with a couple of lessons judged as satisfactory. In the better lessons, teachers have planned a range of interesting and challenging tasks that young people see as relevant to their learning. Young people take responsibility for their own

learning and they enjoy these lessons and achieve well. Behaviour in these lessons is at least satisfactory and often good. In a lesson on health and safety young people were able to discuss the importance of personal protective clothing before watching a short video on which they answered questions to a high standard. They then went on to use ICT, including the internet to carry out a range of tasks to a high standard.

77. In the less effective lessons, tasks and activities fail to engage or interest young people sufficiently. There is often a reliance on young people completing written tasks on printed worksheets and young people sometimes fail to see the relevance of the activity. There is too little variety in these lessons which also often lack pace, urgency and challenge.
78. The curriculum is broad and balanced and contains a good range of subjects based on the national curriculum. A small range of vocational subjects have been introduced since the last inspection including hairdressing and beauty therapy. The centre is also able to provide courses such as leisure and tourism and business studies where these are required by individual young people. The emphasis on meeting individual needs is effective and successful.
79. Some young people gain useful skills and knowledge through programmes of work experience within the centre in areas such as the kitchen, the library and in ICT support. This work enjoys high status amongst young people and provides a good alternative to full time education for a small number of young people. A small range of after school clubs is available to young people and outside visitors such as the 'Bug Man' increase young people's enjoyment.
80. Guidance and support for young people is good. Induction is effective and young people receive clear information about education options and the support they can expect to receive. Guidance is also provided on the points-based incentive scheme. Useful information is collected about young people's individual needs and their prior attainment which is recorded well and shared with key staff. Provision for young people with learning difficulties and or disabilities is very effective and co-ordinated well by the special educational needs team. This work enables young people with learning difficulties to learn and make progress alongside their peers. Educational targets are set which take account of abilities and expected length of stay. Progress against targets is monitored effectively and young people are aware of what they need to do to improve.
81. The educational welfare officer works closely with the resettlement team to help young people prepare for their next placement or community phase of their sentence. Good links with the Connexions service personal advisor gives young people access to a wide range of work and further education information, helping inform their future careers choices.

82. Young people are given timely advice on their care, welfare and support appropriate to their age and understanding. Posters, leaflets and information booklets are readily available to further supplement information supplied in health education, citizenship and personal, health and social education lessons. Good liaison between training centre assistants, teachers, the educational welfare officer and learning support staff is very effective in supporting young people's capacity to stay safe and healthy.
83. Self-evaluation has become integral to the quality improvement cycle. All teachers are involved in reviewing their subject areas and identifying strengths and areas for improvement. However not all staff had yet seen the final self-evaluation form. A few strengths identified in the report were standard practice again leading to grades that were over-generous. Action plans are clear and realistic and contain clear targets which are monitored routinely by the senior management team.
84. Equality and diversity is promoted well through the curriculum and through posters and displays. Posters raising awareness of children's rights and responsibilities and promoting positive behaviour and attitudes are also on display throughout the education department.
85. Communication between teachers, support staff, training centre assistants and managers, is good. A range of staff and departmental meetings highlight any major issues affecting young people and their education and care. Staff strive to adapt approaches and teaching methods to best meet individual needs and work hard to create an ethos of harmony and trust. Increased collaborative work between training centre assistants and teachers, including joint training activities, is beginning to be effective. A coherent and accepted approach to behaviour management is promoted and shared with young people. However this has yet to have sufficient impact.
86. Young people have good access to a range of resources and equipment to support learning. Recently increased internet access has been successful in improving the range of information available to young people. The library is bright and attractive with a good supply of books available to support learning and reading for pleasure. Accommodation is fit for purpose. Furniture appropriately reflects the needs of the service. However the physical environment appears stark with few soft furnishings. The deployment of resources is carefully considered and availability controlled so as to maximise use. Recently installed electronic white boards are used well and increased internet access enables a wider choice of research methods for many young people.

Helping children achieve well and enjoy what they do

Welfare

The provision is outstanding.

87. Activities and enrichment opportunities for young people are excellent. Staff members are employed whose specific role is to ensure a coordinated approach is in place and to help facilitate sessions. Funding is available to increase the resources needed and to train staff members in specific areas of activity delivery where required.
88. A skills audit is in place which details the interests and hobbies of all staff members. This audit is regularly updated and all new staff members are asked to contribute to the data held. In this way, staff skills are used to lead and assist in activity delivery, enhancing young people's experience.
89. A comprehensive programme is available for structured activities. Each month an activity theme is identified and activities are linked to this to increase learning experiences. Themes which have already been undertaken include the Chinese New Year and Romans. An activity pack is produced which contains information on the chosen subject, ideas for activities to tie into the theme and a competition to complete. A plan is in place which details the enrichment themes to be undertaken until December 2009.
90. A weekly plan of activities and clubs is produced which shows the whole range available, including lunchtime, weekend and evening sessions. The activities available at the weekends take place for longer periods. Young people are able to request a place in any of the sessions on offer prior to the commencement of the programme. A matching process is carried out, allocating places for the week. On occasions clubs can be oversubscribed and young people do not receive their first choice of activity. In some cases young people do not put down a second or third choice and this can mean that they are not allocated to a different club. This means that enrichment opportunities for young people are not fully maximised at all times.
91. The programme has developed to allow young people a greater choice of activities and clubs. The requirement to have achieved a high level of attainment on the centre's incentive scheme prior to attending some clubs has now been dropped. While some clubs appropriately require young people to be risk assessed due to the nature of equipment used or the optimum numbers who can safely take part, there are few restrictions in place. This means that young people can opt to be considered for the majority of clubs or activities that interest them. However, some youth club and other activity sessions still remain available to higher level achievers only. This ensures that those who have attained higher levels through their positive behaviour have their efforts suitably rewarded. Some of the staff

members leading clubs demonstrate an excellent ability to engage young people who have found achievement difficult elsewhere within the centre.

92. The range of activities on offer ensures that there is something available to meet with young people's interests or stimulates them to try something new. Clubs commence with taster sessions so young people can decide if they wish to commit to a six week course. A youth worker employed at the centre cross references attendance at the clubs with any work related activity carried out in school. The Duke of Edinburgh award scheme continues to play a major part in activity provision and many of the activities allow accreditation to be achieved towards units of the award. Some young people are able to experience outdoor pursuits external to the centre in conjunction with the award. Encouragement is given to young people to continue the award when they leave the centre and contact is made with a local group in preparation.
93. Ongoing projects at the centre include a printing operation which allows young people to learn new skills and have links with the community. There is continued production of a magazine 'Lockdown', which is circulated to young people throughout the secure estate. Young people are able to stage musicals and shows. A recent production of Joseph resulted in some of the young people attending a professional theatre production of the musical.
94. The enrichment team encourage positive links with the local community. Network rail, the fire service and the YMCA have all had some input to the content of sessions available, which are delivered and accredited through education and offending behaviour programmes. Other links have been made with individuals who visit to demonstrate their interests, such as a magician. The chaplain holds a weekly lunchtime club where he uses young people's television show contents to link with areas of family life and behaviours.
95. An indoor sports facility with the addition of a weights room and traversing climbing wall is available, along with a larger mobile climbing wall. Outdoor areas include a hard surface basketball/netball court and an artificial surface multi-sport facility. The range of facilities available enables young people to experience a wide variety of physical activities.
96. Evaluation and feedback is routinely requested from young people on the quality of activities and the results from this are used to inform future provision. There are also some good evaluations completed by staff members of sessions undertaken, especially so where an activity has been used to enable interaction to take place with a young person who may be encountering difficulties within the centre. The evaluations look at how activities could be used to divert negative behaviours and how the young person can be encouraged to take part. A database is held which identifies the activities young people have taken part in. This information is available to all staff at the centre and is used to contribute towards preparation of

reports for reviews. Young people are generally able to contribute towards the development of activities.

97. Where young people are not involved in a structured activity, unstructured sessions take place on the house units. In the main these sessions are well run by care staff and a wide range of games and crafts are undertaken to stimulate young people's interests. Some staff teams are better than others at motivating young people to take part and negative behaviour can be experienced on those units where young people are not engaged in interesting pursuits.
98. Each house unit has a good stock of board games and craft materials and these are topped up as required by the enrichment team. Appropriate reading material is available and young people can also access the library. Some units have games machines and others pool tables to use and there is a DVD library which can be accessed.
99. Each unit has an allocated time each day during which they are able to spend periods on the green area of the centre. This enables young people to take some fresh air or spend time with other young people. Additional sessions are available for those who have achieved a higher level of attainment on the incentive scheme.
100. Unit staff offer good support to the formal education of young people and some unit staff assist learning in the classrooms. There is good support offered in the house units should young people require guidance with school work and assistance is offered when accessing the library or other media required for research.
101. Young people are encouraged to practice their faith whilst at the centre. A chaplain visits the centre and is able to arrange contact from religious leaders of other faiths should this be necessary. Support is available to young people to celebrate any festivals which may be related to their cultural background. Any physical support required to observe a young person's cultural identity is also made available, for example visits from specialised hairdressers or cultural foods.
102. Assistance is also given to those young people who speak English as an additional language, for example menus and 'all about me' record books have been translated into their first language. Software is also available to transcribe information for young people into symbols should this make it easier for them to understand. A manager has been appointed to oversee all equality and diversity issues and this has contributed to a significant improvement in the level of awareness of young people and staff. Staff members all take part in a diversity day following which they complete a reflective assignment. Diversity meetings are held regularly which include input from young people who are able to raise any matters where they feel improvement is required to meet their needs.

Helping children make a positive contribution

The provision is outstanding.

103. Admission processes ensure a very thorough assessment is undertaken by qualified experienced staff which takes account of a young person's vulnerability. Nurses and staff from the youth offending service review all the information available in supporting documentation at the time of admission and they interview each young person. The evaluation of this information influences recommendations made and is taken to the initial planning meeting where a training plan is agreed.
104. Initial planning and review meetings are well managed and child focused. The initial planning meeting focuses on the immediate needs of an individual and agrees targets for them to work on during their stay. Initial planning meetings and subsequent review meetings consider the young person's future needs, such as what school they will attend and where they will live upon discharge.
105. The comprehensive assessment of a young person's individual needs on arrival includes any risk factors in a young person's life as well as the specific offences they have committed. This informs the development of training plans, highlighting specific work to be undertaken with a young person while they are at the centre. Young people have plans of care that are individualised to meet their specific needs.
106. A dedicated multi-disciplinary team provides consistent, individualised support to young people. Young people have positive relationships with staff and can talk to them about how they feel, stating that 'residential staff and Youth Offending Service staff care about us, they look after us and help us'.
107. Good systems are in place to ensure young people have access to and support from people external to the centre when needed, such as their solicitor, interpreter or an independent advocate.
108. The key working role is clearly defined and effective. Staff are confident in their role as key workers and young people benefit from a staff group that is confident in their direct interventions.
109. Young people are encouraged to make a telephone call to someone important to them when they arrive. Clear administration processes ensure young people's possessions are logged into the centre and those not kept in their possession are securely stored.
110. Staff know about the changing needs of the young person with whom they are directly working and they work with others to review progress. Recent training for staff has assisted them in understanding the issues that affect young people. Each young person has specifically dedicated named staff

allocated to work with them, located in the three care staff teams working across shifts. This is excellent practice and ensures that there is always a staff member available to oversee the progress and development of each young person and these staff plan future work to meet individual needs. Young people say they feel well supported by staff who know them and to whom they can talk.

111. Effective systems are in place to work with external agencies such as the youth offending team. Support is provided to young people and their families to communicate and express their views. Cultural and language issues are exceptionally well managed at the centre and interpreters are used effectively to meet individual needs. Each young person and their family members are actively involved throughout the assessment, planning and review processes.
112. Staff have access to a wide range of resources they can use with an individual young person or on a group work basis. Training plans, offending behaviour programmes (OBP) and specialist interventions are increasingly individualised to meet specific needs and interests. Restorative justice training is being provided to some staff to work with young people. Young people have been involved in developing programmes and state that the OBP and citizenship work helps them understand their issues, what could happen if they do not change, and how what they do and say affects others.
113. Positive initiatives are in place which enable OBPs to be integrated with work done in partnership with internal staff and external providers such as Network Rail, Mothers Against Murder and Aggression, Kent Mediation Services and the local fire department. Funding has also been obtained to deliver a programme on preventing violent extremism.
114. Excellent and robust mechanisms are in place to evaluate the effectiveness of offending behaviour and active citizenship programmes. Young people and staff are involved in the evaluation process and training is provided to staff to continue to improve quality. The result is that young people are helped to address their offending patterns and negative attitudes, as well as to understand a wide range of issues that will assist them in relating positively when discharged from the secure setting.
115. Multi disciplinary meetings effectively monitor, review and update each young person's progress towards the targets set in training plans. The plans are agreed by the relevant YOT worker and clearly describe the role each department has to play in supporting the young person. They include objectives which are health related, education targets and the specific OBP programmes decided for the individual.
116. The centre actively encourages young people to maintain contact with family and friends as agreed in their training plans. Young people have very good access to phones in their living units and good systems are in place for them

to call out from the centre. However, the response time to incoming telephone calls is at times inadequate and families report difficulty trying to contact their child in the evening.

117. Consultation with young people across the centre is good and enables them to have a say in how the centre is run. Each group of young people meet every day with the staff on duty and are encouraged to share their views and raise any concerns. A representative from each living unit attends a 'Trainee Council Meeting' and takes the views of other young people in their unit. Young people are also invited to nominate a peer representative to attend diversity meetings.
118. Excellent consultation processes with young people inform development of offending behaviour programmes. The trainee council meetings are chaired by young people; they discuss issues pertinent to them and can invite people from various departments to attend, for example, the Youth Justice Board monitor and the catering manager. The recent introduction of a monthly diversity meeting enables young people to contribute to discussions on the promotion of diversity within the centre. This is an excellent initiative.
119. Excellent systems ensure parents are regularly informed of any issues relevant to their child. Weekly child care updates are provided to parents. Young people are encouraged and supported to attend reviews. The regular use of interpreters in reviews, to facilitate direct work programmes, initial assessments and contact with families is excellent practice.
120. The remand protocol in place in the centre is an excellent process to ensure relevant looked after child documentation is obtained and each young person's right to a service is recognised by their local authority.

Helping children achieve economic wellbeing

The provision is good.

121. Residential and youth offending service staff in the centre have recently received resettlement training, raising their awareness of this area. All staff understand their role in supporting young people prepare for adulthood and resettlement and to improve their life chances when they move into the community.
122. Initiatives such as the Duke of Edinburgh's awards scheme and vocational opportunities enable young people to raise their self esteem, gain confidence in interacting with others and acquire practical skills.
123. Good relationships between the education welfare officer and YOS staff enable a young person's educational needs to be fully considered in reviews and plans for their future. Information provided assists some young people, where appropriate, to forge positive links with community education and employment initiatives prior to leaving. The range of resources available helps a young person move into the community better informed.
124. Staff at the centre take steps to ensure the education of a young person continues when they are admitted. Suitable arrangements are made to enable them to follow the courses they were on prior to being admitted and to find courses that would suit them on release.
125. Young people receive advice on interview skills and complete course application forms, to help them obtain access to courses at a college near the place where they are due to live.
126. Young people are consistently encouraged to maintain their living spaces tidy and undertake basic domestic chores on the residential units. Chores are part of daily routines or individual plans for young people which are agreed with their key workers. This provides young people with basic self care skills.
127. Cooking opportunities are regularly available to young people. They are encouraged to bake cakes and biscuits during the evenings and cook meals at weekends. A 'preparing for adulthood' check list establishes areas the young people want to concentrate on while at the centre. This is good child focused and individualised practice. However, for those young people at the centre preparing to live independently, the opportunities to plan, shop and prepare meals on a tight budget are limited.
128. Effective joint working with the Youth Offending Team (YOT) assists each young person's transition from the centre. Child focused practice is evident, for example in the use of a diary which helps a young person to keep

appointments when in the community.

129. Joint working starts at the point of admission and continues while at the centre and also during resettlement. Good child focused partnerships between the professionals involved in the care of a young person assist them to develop strategies and skills to cope in the community and during their transition.
130. There are opportunities for approximately 12 young people to be involved in paid tasks within the centre such as assisting in the dining hall, delivery of supplies to the house units, window cleaning and ensuring the general tidiness of the site.
131. Staff will take action to ensure young people receive appropriate preparation and support from local authorities prior to discharge. They consider their needs at reviews and the Howard League and VOICE are also contacted to assist young people.
132. The centre has a very good remand protocol that effectively reminds a local authority of their duty to a young person. However, they do not have as effective a protocol with detailed time lines for staff to follow, when a young person is preparing for discharge.
133. Risk assessments are undertaken and agreements obtained from the YJB prior to mobility taking place. The centre uses mobility well, enhancing a young person's work experience opportunity and access to college courses. Mobility is also used while they are at the centre to visit future care placements, easing the transition from custody into the community.
134. An extensive range of information is available to the young people preparing to leave the centre. This is used in review meetings with the YOT worker and provides young people and post release officers with up to date information on options that can be used in setting bail conditions. This includes details of college courses available, local facilities and information from local youth offending teams across England.
135. The centre has introduced an outstanding initiative in the 'UR 2 Feet' portfolio which enables young people to prepare and integrate into the community more comprehensively than under previous arrangements. This pack is produced in the appropriate language to the individual and an interpreter is used, when needed, to introduce and discuss it with young people. It includes information on services reflecting their specific interests and needs in the area where they choose to live.

Management

The provision is good.

136. Leadership and management at the centre are good. The director and his heads of departments present as a senior management team with clearly defined roles and agreed aspirations to achieve excellence in service delivery.
137. To ensure succession planning for management positions, relevant staff are provided with opportunities to shadow residential service managers (RSM) and duty operations managers (DOM), and to complete a professional development programme. This is a positive initiative which ensures that as managers move on from the centre or are promoted, there are other staff who are familiar with their duties.
138. The roles and responsibilities of training supervisors have been reviewed, requiring them to achieve clear key performance indicators (KPIs). They are now referred to as team leaders and are more consistently held to account as first line managers of their teams.
139. Leadership and management in education are good. Senior managers have made good progress in addressing the areas for improvement identified in the previous inspection report. A greater emphasis has been placed on improving the quality of teaching and learning. Lesson observations are in place. These are quality assured through paired observations and improved moderation processes. However, some observations identify normal practice as strengths, resulting in the grades awarded being artificially high. Training centre assistants have received accredited training as classroom assistants at level 2 and many now play a very effective role in supporting teaching and learning. Links with partners and external organisations such as local schools, the local authority and the voluntary sector have been increased and strengthened.
140. The centre receives good support from an external manager who is supportive and encourages development and innovation. There are well established procedures in place for the monitoring of the centre by the external manager. He visits the centre several times each month and undertakes a number of checks, reviewing logs and reports. He checks planning and interventions with young people and raises any concerns he might have with the director. His visits and subsequent reports provide an additional quality checking process that ensures a high standard of service for young people.
141. Carefully considered and agreed strategies are in place to ensure the ongoing development of the centre, with the focus on improvements across all departments. This reflects sound business planning and development that is informed by clear departmental plans. Clearly defined KPIs are agreed for

staff at all levels in all departments and sound quality assurance processes are in place to ensure compliance. The range of quality checking has improved considerably during the past year and any issues raised are flagged up with relevant managers who deal with any deficiencies. The aim is to ensure consistency of practice with young people and there has been improved delivery in this respect.

142. Practice in this respect indicates a good performance management approach that facilitates a learning environment. This includes encouraging staff at all levels to use reflective practice as a means of exploring attitudes toward equality and diversity.
143. There are effective monitoring systems in place to ensure that the STC is compliant in a range of contract matters, related to the Youth Justice Board. Reports and statistics reflect a thorough monitoring of practice and a willingness to address any shortfalls immediately.
144. Residential care staff have regular opportunities to meet as a team. They meet every three weeks with their RSM. This has resulted in improved communication between the care teams. This in turn enhances consistency of practice with young people and contributes to improved awareness and safer practices. Waking night staff also have opportunities to meet as a team.
145. Although communication across the centre is generally good, the interaction between staff in the control room and care teams falls short of the desired standard. Staff in the control room are responsible for directing movements across the site and they communicate with other staff via radios. Young people overhear communications between these staff groups and are at times critical of the abruptness of comments from control room staff.
146. Regular shift hand over meetings take place and a record is kept of the points raised. However, the handover process with the night care team is inconsistent and at times ineffective. A formal hand over meeting does not consistently take place with staff coming on shift for night time periods as members of the night team arrive at different intervals between 20.00 and 21.00. Night staff are eventually made aware of the issues that have arisen during the day, including the arrival of any new placements. However they do not consistently have an opportunity to meet as a group prior to commencing shift to have a clear and focused discussion with staff leaving the site.
147. The deployment of staff across the site is now managed more effectively. Duty Operations Managers and RSMs make joint decisions and ensure staff are directed to work in the most appropriate area of the centre. This takes into account the needs of young people. Staff who need to remain on a particular living unit are able to do so and improved deployment ensures adequate staff are available at particularly busy times during the day and

evening periods.

148. The centre has stringent recruitment and vetting procedures. The vetting procedures include an initial telephone interview with experienced human resource staff who test attitudes and values and decide if the candidate should proceed to the next stage. This involves further testing at an assessment centre and includes psychological testing, verbal reasoning and numeracy reasoning. Applicants are asked to participate in role-play with young actors. Young people placed at the centre are involved in the selection of staff for promotional positions.
149. There has been improvement to the induction of new care staff to the centre. Prior to being certified as custody staff, they complete a seven week initial training course, followed by a week's induction on the unit. 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. The induction process is also carefully linked to an improved probation assessment procedure.
150. 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 the community. This raises staff awareness and knowledge of the needs of young people from diverse backgrounds.
151. The focus on staff training has continued to develop and a comprehensive training and development strategy is in place for all staff across the centre. The range of training staff have already benefited from has included; behaviour management, conflict management, restorative justice and resettlement. Providing relevant training for managers has also been a priority, particularly for team leaders in their role as first line managers. A particular emphasis has been placed on providing training that is accredited and therefore providing additional value to staff.
152. Although staff in the night care teams have received training in mandatory courses, such as physical control in care and first aid, the range of other training has been limited compared to other staff across the centre.
153. Teaching staff are well qualified and appropriately supported. Annual appraisal and regular supervision is well established, focuses on improving teaching and learning and is linked to staff development and training. All staff access a wide range of training opportunities.
154. Considerable efforts have been made to ensure the retention of staff and reduce the impact of high turnover on young people. The turnover rate of staff at Medway has been historically high, but during 2008 the statistics reflect a reduction in turnover of approximately 22%. The numbers of staff on site working directly with young people is usually above the minimum

staffing levels as agreed with the YJB.

155. Staff sickness absence is effectively managed by managers at all levels, including by team leaders, which was not previously the case.
156. Although the majority of residential care staff receive formal supervision each month, this is not the case for all staff. Supervision records reflect a good process of monitoring and support that includes clarity of expectations and holding people to account. There are also clear processes in place for recognising staff achievements, both in terms of personal praise from supervisors and employee recognition schemes.
157. The promotion of equality and diversity is good. This is a standing agenda item for all meetings, including the trainee council with young people. The appointment of a manager with lead responsibility for the promotion of equality and diversity, in addition to an equality and diversity worker demonstrates the commitment to raising awareness of these issues throughout all aspects of the centre. Young people say their experience of staff is that they encourage equality and encourage them to highlight any particular needs they have during their stay.
158. 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 objectives. Equality and diversity statements are written in plain English and widge symbols and these are prominently displayed throughout the centre and in each living unit.
159. Detailed information is also 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 detailed, the information for parents or carers does not include advice about how to complain.
160. There is a wide range of information at the point of admission to the centre. Young people are informed of their rights and responsibilities and the privileges they can expect whilst at the centre. A DVD is also shown upon admission. The admission process is handled sensitively and ensures young people's safety.
161. Efforts are made to create a homely and comfortable living environment for the young people, within the confines of a secure setting. There is a rolling programme of maintenance and upgrade. Young people's mattresses have been replaced in the past year, as have televisions and other leisure equipment on the living units. Young people continue to complain about the temperature in their bedrooms and living units and although efforts have

been made to resolve this, the design of the heating and cooling system does not allow for individual temperature preferences.

Recommendations

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

- ensure that the procedure for the safe storage and administration of medicines includes provision for occasions when young people may retain their medicines without authorisation (Being healthy - Standard 5)
- ensure there is sufficient choice for young people in choosing a doctor, particularly relating to gender (Being healthy - Standard 3)
- review the response times between a young person requesting medical intervention and receiving treatment (Being healthy - Standard 3)
- review the potential for the duty operations team to respond to incidents, when several young people are on living units instead of being in school (Staying safe - Standard 2)
- review the management of movement of young people across the centre to minimise any delays and ensure that young people are not late for school, to activities, or for meals in the dining room (Staying safe - Standard 29)
- improve the quality of all teaching and learning to that of the best (Enjoying and achieving – Standard 2/3)
- improve the impact of and ensure consistency in behaviour management in classrooms (Enjoying and achieving – Standard 2)
- increase the rigour of lesson observations so as to ensure consistency (Enjoying and achieving – Standard 5)
- increase the rigour of analysis informing the judgements in the self assessment report and ensure the involvement of all stakeholders (Enjoying and achieving – Standard 2/5)
- improve telephone access to the centre to ensure parents and significant others can get through to speak with young people without undue delays (Positive contribution - Standard 19)
- ensure independent living skills are tailored to meet the needs of individual young people, taking into account their time at the centre and their future needs (Economic wellbeing - Standards 4/5)
- ensure appropriate planning, preparation and support from local children's authorities prior to discharge and resettlement (Economic wellbeing - Standards 6/7/9)
- ensure that members of the night care team are fully and appropriately briefed prior to taking over responsibility for the care of the young people (Management - Standard 23)
- review the effectiveness of communications between control room and care staff (Management - Standard 16)
- ensure night care staff have training and development opportunities (Management - Standard 24)