

2490996

Registered provider: Horizon Care and Education Group Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is privately run and provides care and accommodation for up to three children or young people. The children and young people require care to support their emotional difficulties.

The manager has been registered since the home opened. He has relevant experience of working with children and young people and holds the level 5 qualification in leadership and management.

This is the home's first inspection following registration.

Inspection dates: 10 to 11 April 2019

Overall experiences and progress of children and young people, taking into account	good
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How well children and young people are helped and protected	good
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The effectiveness of leaders and managers	outstanding
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The children's home provides effective services that meet the requirements for good.

Date of last inspection: this is the home's first inspection

Overall judgement at last inspection: not applicable

Enforcement action since last inspection: none

Inspection judgements

Overall experiences and progress of children and young people: good

The young people have been making good progress in the short time that they have been in placement. This is the result of the strong relationships that the staff have quickly built with the young people. This enables the young people to trust in the guidance, advice and care that the staff provide. A young person said: 'We have great staff looking after us. I get on with them all. This is the best place that I have lived.'

The health of the young people has improved because they are supported to attend all their health appointments and respond to the advice of living a healthier lifestyle. Close attention is given to the young people's physical health, with a focus on eating a balanced diet and encouragement to stop smoking. A young person said: 'Staff do talk to us about the dangers of smoking. I am trying to stop and have reduced the number of cigarettes that I smoke.'

The staff give high importance to the education of the young people. The young people now recognise this too. Consequently, their attendance at school has increased and their engagement in learning is growing. However, not all of the information is recorded in their personal education plans. Deficits in the young people's previous subject grades are not recorded. This does not assist in helping to determine the progress that the young people are making.

The young people are consulted well about their daily life, the care they receive and the plans about their future. This is achieved through daily discussions with the staff and at the young people's weekly meetings, key-work sessions and statutory reviews. A young person said: 'We have a weekly residents meeting and we talk about lots of things, including what we would like on the menu, and the activities we would like to do.'

Considerable importance and attention are given to planning and making sure that the young people see their families regularly. This supports the young people very well, as they live some distance from those who are important to them. A social worker said: 'The staff go that extra mile to make sure [name of young person] sees their siblings. This is really positive.'

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

Protecting the young people is central to all that the staff do. The staff are trained and have a sound safeguarding knowledge. Having a consistent staff team and a compatible group of young people assists in the management of risks. This provides the young people with a safe home. This results in the increased safety of the young people as their risky behaviours reduce. The current young people said this is a safe place to live.

Missing-from-care episodes have ceased. Compared with the history of the young people prior to them living at the home, this is significant progress. The staff demonstrate their awareness of the missing-from-care protocol that will be followed when required. The

young people confirm that the staff keep in touch with them when they go out in the community. Strategies to manage and minimise the risks are shared with all the required professionals. This has been effective in minimising the identified individual risks to the young people.

The young people identify the staff with whom they can talk about any concerns or worries. A young person said: 'I get on with all the staff and would go to [name of staff member] if I was not happy about something. The staff do listen to us.' The unconditional warmth and nurturing environment make the young people feel valued and secure. Professionals consider the young people to be safe.

Clear boundaries and behaviour management strategies support good parenting and role modelling. Positive incentives and praise promote good behaviour, and the young people have responded quickly and positively.

The staff know the young people sufficiently well to identify any triggers that may result in behavioural outbursts and unrest. Their skilful approach diverts the young people through de-escalation techniques. In a short space of time, this has enabled the young people to self-regulate, which has avoided the use of restraint.

Clear and detailed written risk assessments and strategies support the young people's care and protection. The staff show a full understanding of each young person's identified risks and implement the strategies identified to reduce these. Over time, the young people's identified risks have reduced.

The effectiveness of leaders and managers: outstanding

There is a highly motivated and efficient manager who disseminates his aspirations for the young people to the staff team. Practice is consistent and is personalised to each young person. This enables the young people to make measurable progress. The manager wants all the young people in his care to be able to achieve the very best, and to have the greatest possible outcomes that will equip and support them into adult life successfully.

The manager has an insightful understanding of the young people in his care. He disseminates learning and research as part of developing the staff. He does this through discussions relating to the young people's needs. This contributes to the young people's progress and achievements.

The manager and staff are confident in challenging partner agencies and professionals. They do this when they think that a young person's best interests are not being addressed, or that decision-making is not being given priority. For example, the manager has raised concerns relating to decisions being made relating to a young person's education provision.

The staff praise the manager for the support and guidance that they receive. They describe the home as being like a large family. The atmosphere in the home is

immensely positive and nurturing for the young people. This gives them a sense of belonging. The positive management ethos has been used with good effect to develop a new staff team. The staff deliver consistent care within a happy environment for the young people to live and thrive in. Staff say that they enjoy being at work.

Good staffing levels create a safe environment where the young people always have someone to go to or be with. They can engage in individual activities of their choosing.

Training is up to date, and any additional training to meet specific needs for the young people is complete, including in relation to county lines. The manager recognises that working with the young people is an ever-changing environment and there is always room for improvement.

The manager has good systems in place to monitor and evaluate the service. Internal and external reports provide a reflective and evaluative overview of the home. The staff benefit enormously from routinely reflecting on their practice during daily discussions, formal supervision and team meetings.

Progress is clearly promoted, and staff work instinctively with the young people, drawing on their skills, talents and attributes. The staff work through challenges to allow the young people to do the best that they can.

What does the children's home need to do to improve?

Recommendations

- Progress in education can be measured and evidenced in various ways, including but not limited to: success in academic, vocational and other awards and qualifications; other formal attainment tests that are part of national assessment arrangements; and teachers' ongoing assessments. Measurements of progress should include qualitative information, such as how well the child is being prepared for their next stage of education, training or employment, and quantitative data where available. Other metrics can also be taken into account such as rewards and recognition of achievements, improvements in attendance and, where appropriate, reduction in behavioural incidents including exclusion. The child's personal circumstances, individual needs and educational history are relevant in considering what might constitute progress; but should not limit aspirations for them. ('Guide to the children's homes regulations including the quality standards,' page 26, paragraph 5.2)

In particular, ensure that personal education plans include the young person's historical education grades to enable measuring of the ongoing progress and achievements.

Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people. Inspectors considered the quality of work and the differences made to the lives of children and young people. They watched how professional staff work with children and young people and each other and discussed the effectiveness of help and care provided. Wherever possible, they talked to children and young people and their families. In addition, the inspectors have tried to understand what the children's home knows about how well it is performing, how well it is doing and what difference it is making for the children and young people whom it is trying to help, protect and look after.

Using the 'Social care common inspection framework,' this inspection was carried out under the Care Standards Act 2000 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the Children's Homes (England) Regulations 2015 and the 'Guide to the children's homes regulations including the quality standards.'

Children's home details

Unique reference number: 2490996

Provision sub-type: Children's home

Registered provider: Horizon Care and Education Group Limited

Registered provider address: Venture House, Unit 12, Prospect Business Park,
Longford Road, Cannock WS11 0LG

Responsible individual: Matthew Fisher

Registered manager: Sean Milnes

Inspector

Debbie Foster: social care inspector

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