

1226612

Registered provider: Harmony Residential Homes Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home is owned and managed by a private organisation. It is registered to provide care for three children who have social and emotional difficulties. The manager was registered with Ofsted on 30 April 2018.

Inspection dates: 20 to 21 August 2019

Overall experiences and progress of children and young people, taking into account **good**

How well children and young people are helped and protected good

The effectiveness of leaders and managers good

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

Date of last inspection: 20 February 2019

Overall judgement at last inspection: improved effectiveness

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
20/02/2019	Interim	Improved effectiveness
13/08/2018	Full	Good
12/09/2017	Full	Requires improvement to be good
20/12/2016	Full	Good

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

Statutory requirements

This section sets out the actions that the registered person(s) must take to meet the Care Standards Act 2000, Children's Homes (England) Regulations 2015 and the 'Guide to the children's homes regulations including the quality standards'. The registered person(s) must comply within the given timescales.

Requirement	Due date
<p>If the Regulatory Reform (Fire Safety) Order 2005(a) applies to the home—</p> <p>the registered person must ensure that the requirements of that Order and any regulations made under it, except for article 23 (duties of employees), are complied with in respect of the home. (Regulation 25(2)(b))</p> <p>In particular, implement the actions identified in the fire risk assessment.</p>	13/09/2019
<p>For the purposes of paragraph (3)(b), an individual who works in the home in a care role has the appropriate qualification if, by the relevant date, the individual has attained—</p> <p>the Level 3 Diploma for Residential Childcare (England) ('the Level 3 Diploma'); or</p> <p>a qualification which the registered person considers to be equivalent to the Level 3 Diploma.</p> <p>The relevant date is—</p> <p>in the case of an individual who starts working in a care role in a home after 1 April 2014, the date which falls 2 years after the date on which the individual started working in a care role in a home; or</p> <p>in the case of an individual who was working in a care role in a home on 1 April 2014, 1st April 2016. (Regulation 32(4)(a)(b)(5)(a)(b))</p>	30/12/2019
<p>The registered person must maintain records ('case records') for each child which—</p> <p>include the information and documents listed in Schedule 3 in relation to each child; and</p> <p>are kept up to date. (Regulation 36(1)(a))</p>	31/10/2019

Recommendations

- Provide a nurturing environment that is welcoming. ('Guide to the children's homes regulations including the quality standards', page 15, paragraph 3.7)
In particular, ensure that the communal areas and garden are maintained to a good standard.
- Staff must help each child to prepare for any moves from the home, whether they are returning home, moving to another placement or adult care or to live independently. This includes supporting the child to develop emotional and mental resilience to cope without the home's support and, when the child is moving to live independently, practical skills such as cooking, housework, budgeting and personal self-care. ('Guide to the children's homes regulations including the quality standards', page 17, paragraph 3.27)

Inspection judgements

Overall experiences and progress of children and young people: good

The children make good progress from their starting points in all areas of their development. The staff's interactions with the children are nurturing and supportive, providing children with strong attachments and positive experiences. The staff are interested in the children's views and actively fulfil children's wishes when appropriate. This gives the children an active voice at the home.

Children flourish because of consistent routines, achievable targets and recognition of their achievements. They benefit from well-planned and individualised care.

Children make considerable progress in their education. The home's routines support good attendance and achievement in education. Effective communication with school staff addresses any barriers to children's learning. Children value the importance of education.

Some children engage with the home's therapist, who visits the home fortnightly. The therapist spends good-quality time with the children to build relationships to support their emotional well-being. In addition, the therapist provides sessions for staff to develop their knowledge and improve the support that the staff offer to children.

The staff have an in-depth understanding of the children's individual needs. They consider each child's history, identity and cultural background. The children engage in sessions in which they discuss their individual circumstances and how these define their identities.

The promotion of independence skills is inconsistent. One child who is moving to semi-independent provision has not had enough guidance or support. This may have an

impact on the effectiveness of their transition into adulthood.

The staff provide a welcoming and calm environment. Pictures of the children are displayed around the home. The children's bedrooms are personalised. However, carpets in the communal areas require cleaning or replacing, and the garden needs tending in order to improve the environment for the children.

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

The manager effectively follows up incidents. Each incident is discussed at team meetings to enable learning and to identify actions to reduce the risk of recurrence.

There have been no physical interventions since the last inspection, and measures of control are used appropriately. Effective reflection with children following incidents and meaningful incentives help children to develop better strategies to manage their behaviour positively.

Staff supervision and good relationships keep the children safe. There is no bullying and children do not go missing. Awareness and forward planning help the staff to identify potential risks and the triggers for the children's behaviours. Children's previous risk-taking behaviour has reduced. The staff help children to increase their understanding of how to keep themselves safe.

The staff team models consistent and caring behaviours. The staff provide positive role models who are calm in their responses to children. This encourages a sense of security and belonging that helps the children to feel calm.

A recent fire risk assessment identified some actions. These actions have not all been undertaken. This reduces the fire prevention safety at the home.

The effectiveness of leaders and managers: good

The registered manager is undertaking a relevant level 5 qualification. She has a strong commitment to improve outcomes for the children. She has made improvements to the safety of the children and the daily routines. The manager leads by example and is actively involved in all the home's operations.

The manager has good oversight of day-to-day practice. She challenges poor performance and takes prompt action in response to concerns. She works effectively with the wider professional network and advocates on behalf of the children to ensure effective care planning.

The staff spoke positively about the support that they receive from the manager. The staff enjoy their work and are dedicated to providing positive experiences for children. They receive regular supervision and take part in team meetings. A diverse staff team

that is knowledgeable and receives appropriate training fully meets the children's needs.

Two agency staff complement the core staff to meet the children's needs. However, one member of staff has not achieved a relevant level 3 qualification within the required timescales. This does not ensure that children are cared for by staff with the required qualifications.

The staff provide detailed information in children's daily and weekly records. Photographic memorabilia and journals of significant days provide children with memories of their time at the home. However, some children's records, such as behaviour management and placement plans, are not up to date. This may be confusing for staff as information may be misleading.

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: 1226612

Provision sub-type: Children's home

Registered provider: Harmony Residential Homes Limited

Registered provider address: 155 Cross Road, Mawneys, Romford RM7 8EA

Responsible individual: Sajida Kiyanni

Registered manager: Caprice Haines

Inspector

Natalie Burton, social care inspector

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