

# 1254780

**Silverlining Childcare Limited**

Monitoring visit

Inspected under the social care common inspection framework

## **Information about this children's home**

This privately owned children's home provides care and accommodation for up to four children who may have faced adverse childhood experiences resulting in trauma.

The acting manager has been in post for eight weeks and intends to apply to Ofsted to be registered.

**Inspection date:** 5 November 2020

### **This monitoring visit**

On 13 and 14 October 2020, Sarah Berry, social care regulatory inspector and Paul Robinson, regulatory inspector manager undertook an assurance visit. The visit identified serious and widespread concerns. Ofsted issued a notice of restriction of accommodation. In addition, two compliance notices were raised under regulation 12 (the protection of children standard) and regulation 13 (the leadership and management standard).

On 5 November 2020, Sarah Berry and Michelle Spruce, social care regulatory inspectors undertook a monitoring visit. The purpose of the visit was to review the provider's progress in completing the action set out in the compliance notices. The other requirements raised at the assurance visit were not considered as part of this visit.

The inspectors identified that the provider had not taken enough action to meet the steps outlined in the compliance notices. There continue to be serious and widespread concerns about the care provided to children.

Children say that staff do not listen to them and that staff spend limited time with them. Children have raised their concerns with the manager, but they do not feel that this has made a difference. Furthermore, the manager told inspectors that in his opinion, some staff do not care about the children's welfare.

Managers and staff do not have a detailed understanding of children's needs. One child requires additional support with her hair. However, the manager and staff have not provided the young person with adequate financial and practical support to meet these needs. This has left the child feeling frustrated and upset.

A child told inspectors that they have repeatedly requested to move to one of the home's empty bedrooms. This is because they do not currently have enough storage space for their clothes and they feel that their existing bed is not big enough for their height and stature. Managers and staff have been unable to identify a solution to this issue. This has left the child feeling frustrated and has added to her perception that she is not well cared for.

One child made an allegation against a member of staff. There was no reassurance or explanation given to the child about what would happen next. Furthermore, the outcome of the investigation was not explained to the child. This meant that the child was unclear about the actions taken in respect of their allegation. As a result, the child felt anxious and unsupported.

Risk assessments contain inaccurate information. For example, strategies to manage identified risks, including the supervision of children, are not always documented. This means that staff are not given clear guidance on how to manage known risk. Furthermore, some agreed strategies, such as undertaking daily room checks and visual body checks of a child who has a history of self-harm, are not proportionate to the current risks or needs of the child. This undermines the effectiveness of existing safeguarding strategies.

Staff do not respond to children's behaviours effectively to keep them safe. For example, in one instance, a child was physically assaulted by another child in the home. This resulted in the child contacting the police to report the assault. This does not demonstrate that children receive appropriate support to safeguard them and help them to feel safe.

Prior to the assurance visit completed on 13 October 2020, the responsible individual completed an internal audit. The audit identified a range of actions required to improve the quality of care provided to children. For example, an action plan identified that all staff would complete a range of training courses and be given additional guidance from managers during fortnightly team meetings, formal supervisions and targeted sessions. These actions remain outstanding. This does not demonstrate effective leadership.

Insufficient action has been taken to address the training needs of the staff team. Training which is pertinent to their ability to fulfil their roles has not taken place. Since the assurance visit, only one training course has been completed by staff. This related to safeguarding and signs of abuse. Despite this, staff do not demonstrate that they have the knowledge and skills to keep children safe. Moreover, managers told inspectors that in their opinion, staff do not have the knowledge and skills

required to provide children with an adequate level of care. While training on recording and reporting had been planned, this was cancelled and has not yet been rearranged.

Gaps within the home's monitoring and review systems continue to exist. This impacts on the manager's analysis and evaluation of care. For example, managers do not monitor whether staff are following guidance and implementing strategies outlined in children's risk assessments. This means that they are unable to identify and respond to shortfalls in staff practice. As a result, this compromises children's safety and well-being.

Staff ensure that children attend school. Children are making good progress with their education. However, limited consideration has been given to supporting children to complete school work in the home. For example, the kitchen, which is a busy area of the home, is the only space in the house where children have a table to be able to complete their homework.

## **Recent inspection history**

<b>Inspection date</b>	<b>Inspection type</b>	<b>Inspection judgement</b>
12/06/2018	Full	Requires improvement to be good
20/02/2018	Full	Inadequate

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

### Statutory requirements

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

Requirement	Due date
<p>The quality and purpose of care standard is that children receive care from staff who—</p> <p>ensure that the premises used for the purposes of the home are designed and furnished so as to—</p> <p>meet the needs of each child.</p> <p>(Regulation 6 (1)(c)(i))</p>	30/11/2020
<p>*The children's views, wishes and feelings standard is that children receive care from staff who—</p> <p>develop positive relationships with them;</p> <p>engage with them; and</p> <p>take their views, wishes and feelings into account in relation to matters affecting the children's care and welfare and their lives.</p> <p>In particular, the standard in paragraph (1) requires the registered person to—</p> <p>ensure that staff—</p> <p>ascertain and consider each child's views, wishes and feelings, and balance these against what they judge to be in the child's best interests when making decisions about the child's care and welfare;</p> <p>help each child to express views, wishes and feelings;</p> <p>help each child to understand how the child's views, wishes and feelings have been taken into account and give the child reasons for decisions in relation to the child;</p>	30/11/2020

<p>regularly consult children, and seek their feedback, about the quality of the home's care;</p> <p>make each child aware of and, if necessary, remind them of each of the matters in sub-paragraph (d)(i) to (iii);</p> <p>ensure that each child—</p> <p>is enabled to provide feedback to, and raise issues with, a relevant person about the support and services that the child receives;</p> <p>is given appropriate advocacy support;</p> <p>ensure that an explanation is given to each child as soon as reasonably practicable after the child's arrival about—</p> <p>what advocacy support or services are available to the child, how the child may access that support or those services and any entitlement the child may have to independent advocacy provision.</p> <p>(Regulation 7 (1)(a)(b)(c) (2)(a)(i)(ii)(iii)(iv)(vii)(b)(i)(iii)(d)(iii))</p>	
<p>The positive relationships standard is that children are helped to develop, and to benefit from, relationships based on— mutual respect and trust;</p> <p>an understanding about acceptable behaviour; and</p> <p>positive responses to other children and adults.</p> <p>In particular, the standard in paragraph (1) requires the registered person to ensure—</p> <p>that staff—</p> <p>meet each child's behavioural and emotional needs, as set out in the child's relevant plans;</p> <p>help each child to develop socially aware behaviour;</p> <p>encourage each child to take responsibility for the child's behaviour, in accordance with the child's age and understanding;</p>	<p>30/11/2020</p>

<p>help each child to develop and practise skills to resolve conflicts positively and without harm to anyone;</p> <p>communicate to each child expectations about the child's behaviour and ensure that the child understands those expectations in accordance with the child's age and understanding;</p> <p>understand how children's previous experiences and present emotions can be communicated through behaviour and have the competence and skills to interpret these and develop positive relationships with children;</p> <p>de-escalate confrontations with or between children, or potentially violent behaviour by children.</p> <p>(Regulation 11 (a)(b)(c) (2) (1)(a)(i)(ii)(iii)(iv)(v)(ix)(xi))</p>	
<p>*The protection of children standard</p> <p>is that children are protected from harm and enabled to keep themselves safe.</p> <p>In particular, the standard in paragraph (1) requires the registered person to ensure—</p> <p>that staff—</p> <p>assess whether each child is at risk of harm, taking into account information in the child's relevant plans, and, if necessary, make arrangements to reduce the risk of any harm to the child;</p> <p>help each child to understand how to keep safe;</p> <p>have the skills to identify and act upon signs that a child is at risk of harm;</p> <p>understand the roles and responsibilities in relation to protecting children that are assigned to them by the registered person;</p> <p>take effective action whenever there is a serious concern about a child's welfare; and</p>	<p>30/11/2020</p>

<p>that the home's day-to-day care is arranged and delivered so as to keep each child safe and to protect each child effectively from harm.</p> <p>(Regulation 12 (2)(1)(a)(i)(ii)(iii)(v)(vi)(b))</p>	
<p>*The leadership and management standard is that the registered person enables, inspires and leads a culture in relation to the children's home that—</p> <p>helps children aspire to fulfil their potential; and (b) promotes their welfare.</p> <p>In particular, the standard in paragraph (1) requires the registered person to—</p> <p>lead and manage the home in a way that is consistent with the approach and ethos, and delivers the outcomes, set out in the home's statement of purpose;</p> <p>ensure that staff work as a team where appropriate;</p> <p>ensure that staff have the experience, qualifications and skills to meet the needs of each child;</p> <p>ensure that the home has sufficient staff to provide care for each child;</p> <p>ensure that the home's workforce provides continuity of care to each child;</p> <p>understand the impact that the quality of care provided in the home is having on the progress and experiences of each child and use this understanding to inform the development of the quality of care provided in the home;</p> <p>demonstrate that practice in the home is informed and improved by taking into account and acting on—</p> <p>research and developments in relation to the ways in which the needs of children are best met; and</p> <p>feedback on the experiences of children, including complaints received; and</p> <p>use monitoring and review systems to make continuous improvements in the quality of care provided in the home.</p>	<p>30/11/2020</p>

(Regulation 13 (a)(b) (2) (1)(a)(b)(c)(d)(e)(f)(g)(i)(ii)(h))	
<p>The care planning standard is that children—</p> <p>receive effectively planned care in or through the children's home; and have a positive experience of arriving at or moving on from the home.</p> <p>In particular, the standard in paragraph (1) requires the registered person to ensure—</p> <p>that children are admitted to the home only if their needs are within the range of needs of children for whom it is intended that the home is to provide care and accommodation, as set out in the home's statement of purpose.</p> <p>(Regulation 14 (1)(a)(b))</p>	30/11/2020
<p>When the independent person is carrying out a visit, the registered person must help the independent person—</p> <p>if they consent, to interview in private such of the children, their parents, relatives and persons working at the home as the independent person requires; and</p> <p>to inspect the premises of the home and such of the home's records (except for a child's case records, unless the child and the child's placing authority consent) as the independent person requires.</p> <p>(Regulation 44 (2)(a)(b))</p>	30/11/2020
<p>The registered person must ensure that all employees—</p> <p>undertake appropriate continuing professional development; receive practice-related supervision by a person with appropriate experience; and</p> <p>have their performance and fitness to perform their roles appraised at least once every year.</p> <p>(Regulation 33 (4)(a)(b))</p>	30/11/2020

\*These requirements are subject to a compliance notice.



## Recommendations

- The ethos of the home should support each child to learn, emphasising the value of independent study and reading for enjoyment. The home must make available suitable facilities, equipment and resources for learning and ensure that the home's routines do not form barriers to children wishing to use the home's resources to study. ('Guide to the children's home regulations including the quality standards', page 29, paragraph 5.18)
- Children should have access to a computer and the internet to support their education and learning. ('Guide to the children's home regulations including the quality standards', page 29, paragraph 5.19)

## Information about this inspection

The purpose of this visit was to monitor the action taken and the progress made by the children's home since its last Ofsted inspection.

This inspection was carried out under the Care Standards Act 2000.

## Children's home details

**Unique reference number:** 1254780

**Provision sub-type:** Children's home

**Registered provider:** Silverlining Childcare Limited

**Responsible individual:** Tanya Humphries

**Registered manager:** Post vacant

## Inspectors

Sarah Berry, social care inspector  
Mrs Michelle Spruce, social care inspector

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