

# 1254740

Registered provider: Keys Group Limited

Full inspection

Inspected under the social care common inspection framework

## Information about this children's home

This home is operated by a national provider of children's homes and offers care and accommodation for up to two children. The provider states in its statement of purpose that care is provided for children with social, emotional or behavioural difficulties.

The registered manager has been in post since April 2017.

Due to COVID-19 (coronavirus), at the request of the Secretary of State, we suspended all routine inspections of social care providers on 17 March 2020.

We last visited this setting on 20 October 2020 to carry out an assurance visit. The report is published on the Ofsted website.

### Inspection dates: 9 and 10 June 2021

<b>Overall experiences and progress of children and young people,</b> taking into account	<b>requires improvement to be good</b>
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How well children and young people are helped and protected	requires improvement to be good
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The effectiveness of leaders and managers	requires improvement to be good
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The children's home is not yet delivering good help and care for children and young people. However, there are no serious or widespread failures that result in their welfare not being safeguarded or promoted.

**Date of last inspection:** 17 September 2019

**Overall judgement at last inspection:** good

**Enforcement action since last inspection:** none

## Recent inspection history

Inspection date	Inspection type	Inspection judgement
17/09/2019	Full	Good
16/07/2018	Full	Good
30/01/2018	Interim	Sustained effectiveness
17/10/2017	Full	Outstanding

## Inspection judgements

### **Overall experiences and progress of children and young people: requires improvement to be good**

Outcomes for children are mixed. One child left the home recently and made good progress. The staff succeeded in supporting the child to meet the aims of their plan; consequently, the child made a successful move back to foster care. However, a second child was moved from the home to an alternative placement as the staff were unable to manage his behaviour. One child has recently moved into the home.

The staff fail to implement routines and boundaries effectively. The child currently living at the home is regularly refusing to get out of bed until at least late morning on a school day. This means that he is not able to engage in meaningful educational activities.

The staff have not used creative strategies to ensure that the child is making progress with his education. For example, the staff failed to ensure that alternative educational activities were put in place until a formal education plan was available. Prior to arriving at the home, the child had been out of education for two years. The home's plan does not detail how the child will be supported effectively by the staff to re-engage with education.

Leaders and managers do not ensure that the child is provided with good routines and a healthy lifestyle. For example, he is not regularly eating nutritious meals and is snacking on 'junk' food in his bedroom. He does not always eat with staff at the table; instead, he eats alone in his bedroom. Meals eaten are not recorded accurately by the staff to ensure that there is oversight of what the child is eating and how this can contribute to the maintenance of a healthy weight.

The child is beginning to build relationships with the staff. He can name a member of staff who he would speak with if he was worried or unhappy. However, in an attempt to engage with the child and help him to settle, the staff are allowing him too much control in the home and are not implementing the consistent boundaries and expectations to ensure that he makes progress and feels safe. He is deciding when he gets up, what he eats and what he does during the day.

The child's placement plan does not contain comprehensive and creative strategies that the staff need to support the child effectively and that will help to monitor his progress.

The staff succeed in supporting the child to maintain relationships with his family. His friends are welcome to stay overnight, as a child's friends would be in a family home. In addition, his family members are always made to feel welcome at the home by the staff.

The home is generally comfortable and homely. Any damage to the home is promptly repaired. However, the staff fail to ensure that the child is being supported to learn to keep his bedroom clean and tidy. His bedroom was found to be very untidy, with the previous evening's fish and chip meal remains still in his bed and on the floor.

**How well children and young people are helped and protected: requires improvement to be good**

At times, staff are struggling to manage the behaviour of the child, who has highly complex care needs. They report that they often feel on edge because of repeated aggressive incidents where the child has hurt and threatened members of staff. One incident resulted in the staff locking themselves in the office and the police being called. However, staff are remaining calm during incidents and are using a therapeutic approach. Consequently, the child's levels of aggression are slowly reducing.

Behaviour management strategies are not comprehensively documented in the child's behaviour management plan to offer the inexperienced members of staff guidance and direction.

Risk assessments do not offer the staff comprehensive, clear strategies and control measures for potential risks, for example if a child's friend stays overnight or if the staff find illegal substances in a child's bedroom.

The child reports that he feels safe living at the home. Since he arrived at the home, he has not gone missing from care. Any safeguarding incidents are appropriately referred to safeguarding professionals.

Leaders and managers follow staff disciplinary and recruitment procedures effectively to ensure that only suitable people are employed to work at the home.

**The effectiveness of leaders and managers: requires improvement to be good**

There is a lack of management oversight in the home. Documents and records are not being comprehensively reviewed by the manager to closely monitor the quality of care and to inform care planning and staff practice.

There is now a full and consistent staff team. Despite the challenging and complex needs of the child, the staff report that there is good morale. They feel well supported by the manager and are well trained. If specialist training is requested by a member of staff, then this training is obtained. For example, training is planned in substance misuse reduction, and trauma and attachment. In addition, the staff benefit from therapeutic sessions from an outside provider to inform their practice.

Staff receive regular supervision sessions from the manager. Records of these sessions are not comprehensively recorded. For example, when a new member of

staff requested strategies to use to safely manage the behaviour of the child, the response of the manager is not recorded.

Feedback from placing social workers and professionals is positive. One foster carer reported that the manager and staff provided effective support to ensure that a child experienced a smooth move from the home to foster care. Professionals and comment positively on the quality and regular communication from the home.

A requirement from the previous inspection was for the manager to ensure that notifications of serious events are sent to Ofsted without delay. On two recent occasions, the staff failed to notify Ofsted of a serious incident in a timely manner. This requirement is therefore repeated.

## 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 registered person must notify HMCI and each other relevant person without delay if—</p> <p>an incident requiring police involvement occurs in relation to a child that the registered person considers serious;</p> <p>there is any other incident relating to a child which the registered person considers serious. (Regulation 40 (4)(b)(e))</p>	2 July 2021
<p>The quality and purpose of care standard is that children receive care from staff who—</p> <p>understand the children's home's overall aims and the outcomes it seeks to achieve for children;</p> <p>use this understanding to deliver care that meets children's needs and supports them to fulfil their potential.</p> <p>In particular, the standard in paragraph (1) requires the registered person to—</p> <p>understand and apply the home's statement of purpose;</p> <p>ensure that staff—</p> <p>protect and promote each child's welfare;</p> <p>provide personalised care that meets each child's needs, as recorded in the child's relevant plans, taking account of the child's background;</p> <p>help each child to understand and manage the impact of any experience of abuse or neglect;</p> <p>help each child to develop resilience and skills that prepare the child to return home, to live in a new placement or to live independently as an adult.</p>	2 July 2021

<p>(Regulation 6 (1)(a)(b) (2)(a)(b)(ii)(iv)(v)(vi))</p> <p>This specifically relates to leaders and managers ensuring that: the child has a planned daily routine; expectations are clear; and boundaries and rules are consistently applied by the staff.</p>	
<p>The education standard is that children make measurable progress towards achieving their educational potential and are helped to do so.</p> <p>In particular, the standard in paragraph (1) requires the registered person to ensure—</p> <p>that staff—</p> <p>understand the barriers to learning that each child may face and take appropriate action to help the child overcome any such barriers;</p> <p>help each child to understand the importance and value of education, learning, training and employment;</p> <p>promote opportunities for each child to learn informally;</p> <p>help each child to attend education or training in accordance with the expectations in the child's relevant plans. (Regulation 8 (1) (2)(a)(i)(iii)(iv)(v)(x))</p>	<p>2 July 2021</p>
<p>The health and well-being standard is that—</p> <p>the health and well-being needs of children are met;</p> <p>In particular, the standard in paragraph (1) requires the registered person to ensure—</p> <p>that staff help each child to—</p> <p>achieve the health and well-being outcomes that are recorded in the child's relevant plans;</p> <p>understand and develop skills to promote the child's well-being. (Regulation 10 (1)(a) (2)(a)(i)(iv))</p> <p>This specifically refers to ensuring that the child eats regular, healthy meals with adults and that the child's weight is regularly monitored.</p>	<p>2 July 2021</p>

<p>The positive relationships standard is that children are helped to develop and to benefit from, relationships based on—</p> <p>mutual respect and trust;</p> <p>an understanding of 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>help each child to develop and practise skills to resolve conflicts positively and without harm to anyone;</p> <p>are provided with supervision and support to enable them to understand and manage their own feelings and responses to the behaviour and emotions of children, and to help children to do the same.</p> <p>(Regulation 11 (1)(a)(b)(c) (2)(a)(i)(ii)(iv)(x)(xi))</p> <p>This specifically refers to leaders and managers ensuring that creative strategies to manage a child’s behaviour are clearly documented in a child’s behaviour management plan for staff to follow, and that these strategies are discussed in supervision sessions with staff.</p>	<p>2 July 2021</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 reach their potential.</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>2 July 2021</p>



understand the impact that the quality of care provided by the home is having on the progress and experience of each child and use this understanding to inform the development of the quality of care provided in the home.  
(Regulation 13 (1)(a) (2)(a)(f))

## Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people, 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:** 1254740

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

**Registered provider:** Keys Group

**Registered provider address:** Maybrook House, Second Floor, Queensway,  
Halesowen, West Midlands B63 4AH

**Responsible individual:** Guy Mammatt

**Registered manager:** Stacy-Ann Parry

## Inspector

Tina Maddison, Social Care Inspector

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