

# 1280371

Registered provider: Time-Out Childrens Homes Limited

Full inspection

Inspected under the social care common inspection framework

## Information about this children's home

The home provides support for children who have experienced early childhood attachment disruptions, which may have a negative effect on their behaviour.

If required, children can access the organisation's school and therapy department.

The manager has been registered with Ofsted since July 2018

Due to COVID-19, at the request of the Secretary of State, we suspended all routine inspections of social care providers carried out under the social care common inspection framework (SCCIF) on 17 March 2020. We returned to routine SCCIF inspections on 12 April 2021.

We last visited this setting on 2 March 2021 to carry out a monitoring visit. The report is published on the Ofsted website.

### Inspection dates: 1 and 2 February 2022

**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      outstanding

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

**Date of last inspection:** 3 March 2020

**Overall judgement at last inspection:** good

**Enforcement action since last inspection:** none

## Recent inspection history

Inspection date	Inspection type	Inspection judgement
03/03/2020	Full	Good
21/11/2019	Interim	Improved effectiveness
26/02/2019	Full	Good

## Inspection judgements

### **Overall experiences and progress of children and young people: good**

Children are encouraged and supported to build trusting and secure relationships with staff. Staff get to know the children well. They promote their well-being and keep them safe. This supports children to feel a sense of security.

Staff communicate well with each other and are consistent in their approach to caring for the children. There is a strong emphasis on using the home's preferred model of care to support the staff in offering consistent and reliable responses to children. This means that staff provide a safe, stable routine and clear boundaries. Positive behaviour is encouraged. An individually tailored and realistic reward system is in place. As a result, children have something positive to aim for each day.

Children are supported to attend school and have excellent attendance. Staff at one of the children's schools are pleased with the high level of communication from the home and the support for the child to engage with his schoolwork. The head teacher said, 'There has been lots of positive change. [Name of child]'s confidence has grown.'

Staff ensure that they provide children with opportunities which expand their life experiences. Children have access to lots of different activities in the home. In addition to home-based activities, children are encouraged to attend local activities, such as swimming lessons, circus skills and dance classes. This increases children's connections with their local community and helps to build their confidence.

Staff offer warmth and acceptance to the children in their care. Children choose to spend time with staff and have fun with them. Children have developed respectful relationships with each other and with staff. Children are supported to meet with friends and have friends around to play at the home. The children feel safe and valued. Their ability to form and maintain relationships successfully will enhance their resilience and ability to manage their thoughts, feelings and behaviour as they grow up.

Children are supported to maintain their family links. Contact with family is supported where this is appropriate. The inspector spoke to one of the children's parents who said, 'He's in a good routine. He's moving forward all the time. He's doing amazing!' It is important for children's sense of self and belonging to maintain links with their families where possible.

The home is warm and comfortable. The children's rooms are individualised and well equipped; however, there are areas of the home that require improvement. The manager has a plan in place to achieve this in the coming year.

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

The staff know the children in their care very well. Each child has a detailed risk assessment which is regularly updated to reflect any changes for the child. The risk

assessments are realistic and effective. Individual sessions between staff and children relate to their identified risks and needs and are tailored to support them to understand themselves and to move forward positively. The result of this work has meant that the number of physical interventions with children has reduced significantly over time. Children feel safe and well supported.

Children receive high-quality, individualised care. Each child has a very detailed plan and visual map displayed on the wall to support their behaviour and development. Children can refer to their maps each day, see their achievements and measure their own success. This builds their confidence and encourages a sense of accomplishment and well-being.

Managers have a good, research-based understanding of child development and the effects of early life experiences. The preferred model of care encourages children to have a sense of family membership or belonging. Other therapeutic models are employed when it is felt necessary to support children with individual issues. Children's behaviour is analysed and managed extremely well. Staff take the time to understand what the children need individually and put measures in place to support their positive behaviours. Children have easy access to therapeutic support, which builds their self-esteem and helps them to manage their feelings.

Responses to children are measured and consistent across the staff team. Staff make good use of models of therapy to help them to understand the children and their behaviour. Staff provide a safe and secure environment, and children are clear about their boundaries. This means that children learn how to manage their behaviour and get positive responses from people outside of the home, which builds their confidence.

### **The effectiveness of leaders and managers: outstanding**

The registered manager is very experienced in providing good outcomes for children. She is passionate about her role and successful in providing a caring and therapeutic environment where children thrive and are supported well. The manager knows the children and the staff team extremely well. She is aware of the home's strengths and weaknesses and uses thorough and effective monitoring systems to identify when change or improvements are needed.

The management team embraces the opportunity to seek feedback regularly from involved agencies and to use that feedback to improve the service. The team reflects and acts on the feedback given following independent visits, Ofsted inspections and monthly consultations with the therapeutic team.

Staff have access to regular reflective supervision with the manager or senior staff member. They also have access to two appraisals each year to support them to identify any learning needs or development opportunities. The organisation supports staff development with a structured career pathway. Staff have access to regular therapeutic consultations, which assist them to offer intelligent, informed care to the children.

The home has a stable staff team. Staff trust the manager and feel secure in their roles and in the quality of care they offer to children. Children know the staff who are caring for them extremely well and know who is going to be there for them all the time. The stable staffing arrangements and consistent rota system provide a predictable environment, which helps children to feel safe and secure.

The manager seeks specific training for staff to meet children's individual needs. This ensures that staff can offer informed care and thoughtful responses to the children they are looking after.

Leaders and managers have excellent working relationships with partner agencies, schools and family members. This ensures that children are at the centre of a network of support and, as a result, have the best possible experiences.

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

- The registered person should ensure that the areas of the home that are looking worn are updated. ('Guide to the children's homes regulations, including the quality standards', page 15 paragraph 3.9)

## **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:** 1280371

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

**Registered provider:** Time-Out Childrens Homes Limited

**Registered provider address:** Unit 2, Mill Fold, Ripponden, Sowerby Bridge HX6 4DH

**Responsible individual:** Janet Lumb

**Registered manager:** Katie Tomlinson

## Inspector

Cathy Wilkins, Social Care Inspector

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