

1227335

Registered provider: Exceptional Care Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The provider states in its statement of purpose that this home provides care for three children who may suffer from behavioural, emotional and social difficulties.

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 4 November 2020 to carry out an assurance visit. The report is published on the Ofsted website.

Inspection dates: 15 and 16 March 2022

Overall experiences and progress of children and young people, taking into account	outstanding
-------------------------------------------------------------------------------------------	--------------------

How well children and young people are helped and protected	outstanding
-------------------------------------------------------------	-------------

The effectiveness of leaders and managers	outstanding
-------------------------------------------	-------------

The children's home provides highly effective services that consistently exceed the standards of good. The actions of the children's home contribute to significantly improved outcomes and positive experiences for children and young people who need help, protection and care.

Date of last inspection: 30 July 2019

Overall judgement at last inspection: requires improvement to be good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
30/07/2019	Full	Requires improvement to be good
23/01/2019	Full	Good
10/10/2018	Full	Inadequate
08/02/2018	Interim	Improved effectiveness

Inspection judgements

Overall experiences and progress of children and young people: outstanding

Children make exceptional and sustained progress from their individual starting points. Staff carefully plan how they will support each child when they move in and out of the home. One child who has moved to supported accommodation in line with her plans, told the inspector, 'I really felt loved. They taught me how to understand and trust people. We would use small stepping-stones together to help me with things like college and keeping safe.'

Staff really understand each child's needs and tailor their support accordingly. Managers ensure that they seek as much information about each child as possible before deciding whether staff can meet their needs. The managers challenge placing authorities when important information or documents are missing. This meets a previous requirement and recommendation.

The home has been renovated and beautifully redecorated. New bathrooms, flooring and furniture make the home feel comfortable and modern. Children are encouraged to personalise their bedrooms. Staff do this sensitively with the understanding that it can be difficult for children to settle when they first move in. Children's views and wishes are considered when looking at the plans for the home and garden. As a result, the atmosphere in the home feels calm and is full of laughter.

Children are encouraged to engage in a range of activities. One child who only recently moved in, has already joined a football club. Staff have fun and connect with children when out in the community, going on range of activities including swimming, shopping and walking. Photo albums are made for children to keep. As a result, children are building positive memories and relationships and are active.

Staff support children in achieving their educational goals. Managers work with external services to ensure that children are able to attend an education provision that meets their needs and opens up opportunities for their future. Close communication between home and school means that all children, including those with special education needs and disabilities, are well supported. A designated safeguarding lead at one child's school said, 'The progress [name of child] has made is very clear. Staff provide wrap-around care that meets his physical needs as well as his emotional health needs.'

Children are supported to build positive relationships with their immediate and extended families. Family members are invited for lunch to help them feel comfortable and included in the children's lives. One family member said, 'I was so worried when [name of child] moved there but it has all been very positive. The staff are lovely and kind to us. [Name of child] has always said it's amazing and he is happy there.'

Staff use a range of services and research informed resources and strategies to help them provide the best care for children. Psychologists, speech and language therapists, substance misuse specialists and mental health specialists provide support that guides the care provided and the strategies used. As a result, children become more able to express themselves and make informed decisions.

Children are encouraged to develop skills that will help them live independently. Staff support children with budgeting, and also provide them with support to get employment. Children are prepared both practically and emotionally when it is time for them to move on. One leaving care support worker wrote, '[Name of child] came with all paperwork, was amazingly well prepared and has a great range of life skills.'

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

Staff are both proactive and reactive in keeping children safe. The manager and responsible individual have created a culture of staff resilience and reflection. As a result, children have been able to live in the home for a number of years. This stability has meant that children have been able to receive the consistent care that they deserve.

The team works together with each child to reduce risk. Staff explain sensitively to children how actions and decisions now can affect opportunities for their future. This has empowered children to work together to reduce the risk in their lives. As a result, children have been able to move to living arrangements that they have chosen when reaching adulthood.

Managers work effectively to manage the risk of exploitation using a multi-agency approach. Regular meetings have taken place with complex safeguarding teams to ensure that relevant information is shared. Research-informed safety planning has been creative, measured and reviewed regularly. Staff are made aware of the decisions made in the meetings and follow the steps agreed to keep children safe.

Risk management plans are used as live documents. Clear strategies provide guidance for staff on the expectations of how they manage risk. Plans consider any health or communication needs that may impact on the level of risk. Plans have been updated to ensure that staff seek medical advice if children return under the influence of any substances. Referrals for ongoing support are also made when necessary. These steps meet previous recommendations.

Physical intervention is only used when absolutely necessary. Clear records are written and reviewed by the managers. Managers spend time reflecting and debriefing with children and the staff involved. Staff and children are supported to use this time as an opportunity for learning. Staff are reminded of the expectations within their role and given additional support and resources when needed.

Managers stay informed of any risks or developments emerging in the local area. Any relevant information is considered within the locality risk assessment and plans

are made accordingly. The location and services available are always considered when planning which children would benefit most from moving in.

The effectiveness of leaders and managers: outstanding

The manager has been registered with Ofsted since 2020. She is suitably experienced and qualified. Consistently positive feedback shows that all who have worked with the manager are impressed by how effectively she leads her team. She motivates the team to be ambitious when supporting children to achieve their goals. One independent reviewing officer said, 'The manager was a strong advocate for [name of child] throughout. The staff always strived to drive the plans in the right direction.' Another professional wrote that the team should 'share their good practice with other homes!'

The manager has recently been promoted to a more senior post. An interim manager has been employed and has enjoyed a lengthy induction process to ensure that there is a smooth transition. Staff spoke highly of the support provided by the managers and were confident that, as a team, they will continue to provide high-quality care to the children.

The team has remained child-focused throughout COVID-19. Infection control remained a high priority, this was achieved without impacting on the children. Creative strategies were put in place to ensure that children were not socially isolated when they tested positive.

Staff development is a high priority for the team. All staff have received the training necessary to meet the children's needs. Additional training is sourced and completed where it is identified that the children will benefit from staff who are more equipped to support specific needs. Staff have supported children with complex health needs, emotional health needs and children who may be at risk of harm.

The managers and staff are aware of the strengths of the team and the areas for development. Regular meetings with the company's quality team take place to ensure that the team continually develops. Creative methods are used to encourage children to invest and engage in their plans. Children's views and wishes are central to the decision making in the home.

Regular internal and independent monitoring of the home takes place. The independent person's report provides scrutiny and is used as a tool for development. Managers have oversight of the events in the children's lives. Strong working relationships ensure that children are always given the support that they need to achieve in life. Managers escalate their concerns if the response from anyone in the wider system is poor or delayed. As a result, children receive the services and assessments that they need.

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: 1227335

Provision sub-type: Children's home

Registered provider: Exceptional Care Limited

Registered provider address: Malthouse Business Centre, Southport Road,
Ormskirk L39 1QR

Responsible individual: Susan Rolfe

Registered manager: Hayley Bell

Inspector

Sylvia Eboigbe, Social Care Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022