

1231311

Registered provider: Cove Care Residential Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is registered to provide care for up to three children with social, emotional and complex mental health difficulties.

The home is led by a manager who registered with Ofsted in February 2021.

Inspection dates: 12 and 13 December 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 **requires improvement to be good**

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

Date of last inspection: 25 October 2022

Overall judgement at last inspection: inadequate

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
25/10/2022	Full	Inadequate
21/02/2022	Interim	Sustained effectiveness
03/11/2021	Full	Requires improvement to be good
11/02/2020	Interim	Sustained effectiveness

Inspection judgements

Overall experiences and progress of children and young people: good

Two children live in the home. No children have moved in or out of the home since the last inspection.

Staff spend time with children doing activities that the children enjoy. As a result, children benefit from positive relationships with the staff who care for them. Children can raise concerns and talk to staff about their worries. This contributes to children feeling reassured and safe.

Children are supported by staff to keep in touch with people who are important to them. This supports children's identity and helps children to feel secure.

The registered manager ensures that the home is maintained to a reasonable standard. The home is decorated and furnished nicely and provides a warm and homely feel for children who live there.

Children grow in confidence as the staff encourage them to develop independence skills that will help them in their adulthood.

When children have a diagnosed medical condition, staff help them to understand this. Staff produce a child-friendly information leaflet about the condition and how the child's medication will help them. As a result, children engage in health reviews and receive recommended treatment.

Both children are now registered with local health services and their general health is good. Children attend health assessments and visit the GP when they feel unwell. There has been a delay in one child attending a vision check. An appointment has now been made. Some staff are not familiar with all children's health needs. For example, a staff member supporting a child during a health assessment was not aware that the child needed glasses.

Children have made some progress with their education. One child continues to attend school daily and is making progress with his learning. There is a delay in finding a suitable education provision for another child. Although the child now has a maths tutor, plans to increase his access to education and identify an appropriate school place are not clear. In addition, the registered manager and staff do not have access to children's education plans. This means that staff do not have a clear understanding of the subjects children are studying and the exams they are working towards.

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

Children's behaviour that can be challenging has reduced. For example, the frequency of aggressive behaviour has decreased. Staff can identify triggers to

behavioural incidents and manage these to prevent them from escalating. Staff follow the guidance set out in children's risk assessments, which promotes children's welfare and safety.

The registered manager and staff work consistently and have clear expectations for behaviour. This means that children understand what is expected of them and helps them to develop socially acceptable behaviours that will support them now and in the future.

Children get on well together and there have been no incidents of bullying. Staff promote and model positive relationships, which helps children to learn from them.

When children leave the home without permission, staff follow them and encourage them to return home. This good work has prevented children from going missing from home.

The registered manager and responsible individual have reviewed how they respond to allegations made against members of staff and other safeguarding concerns that arise. They now have a clear audit trail of actions taken and the outcome of recent investigations. In addition, there is a system in place to involve an independent person to look into concerns, should this be necessary.

Children have access to smartphones and gaming devices with online capability and can access the home's Wi-Fi. The registered manager has not put parental control measures in place to prevent children being able to access harmful content. No work is carried out with children to help them to understand the risks related to using the internet as well as the benefits, so they can learn about how to keep safe. This increases children's vulnerability when using the internet.

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

Management oversight is not always effective in identifying areas that need to be improved. For example, managers have not recognised delays in identifying a school placement for one child. As a result, they have not escalated concerns about this with the child's placing authority and local education authority in an effort to progress this child's learning.

There have been no medication errors since the last inspection. Improvements initiated at the time of the last inspection have largely been maintained. However, the registered manager has not identified through monitoring that some information from the prescriber about a child's medication was missing from the child's medication record. This was rectified during the inspection.

Children receive care from a consistent staff team. Some staff are qualified and others are working towards completing a qualification. The registered manager ensures that staff undertake training to support them in their roles. However, staff need further support and development in understanding the specific needs of the

children who live in the home. For example, staff did not demonstrate an understanding of attention deficit hyperactivity disorder, how this affects children and how to respond when caring for a child with this need.

Staff feel supported by the registered manager. He ensures staff receive regular supervision and attend team meetings. This provides staff with time to reflect on children's experiences and develop plans that enable children to make progress. Staff receive an appraisal each year which enables them to review their contribution to the team and to children's care and identify areas for development. This helps staff to improve their skills and learn new ones.

The registered manager seeks feedback from external professionals who support children. Feedback since the last inspection recognises good working relationships between staff and these professionals. The registered manager ensures that professionals are kept informed and their views are gathered. Good working relationships mean that children receive consistent messages and support from those involved in their care.

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 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 to overcome any such barriers;</p> <p>maintain regular contact with each child’s education and training provider, including engaging with the provider and the placing authority to support the child’s education and training and to maximise the child’s achievements;</p> <p>help a child who is excluded from school, or who is of compulsory school age but not attending school, to access educational and training support throughout the period of exclusion or non-attendance and to return to school as soon as possible. (Regulation 8 (1) (2)(a)(iii)(vi)(viii))</p> <p>In particular, the registered manager should ensure that children’s education plans meet the child’s needs and are accessible. Steps should be taken to escalate concerns when there are delays in children accessing a suitable education provision.</p>	<p>25 January 2023</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</p> <p>promotes their welfare.</p>	<p>25 January 2023</p>

In particular, the standard in paragraph (1) requires the registered person to—

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.

use monitoring and review systems to make continuous improvement in the quality of care provided in the home.
(Regulation 13 (1)(a)(b)(f)(h))

In particular, that managers use monitoring systems effectively to identify and act on shortfalls, including:

progressing a child’s education;

ensuring that a child is supported to attend optician appointments and that all staff are aware of all child’s health needs;

ensuring that information about children’s medication from the prescriber is retained;

reviewing the need for and implementing parental controls as needed to mitigate the risk of children accessing harmful content when using the internet;

ensuring that staff receive training to learn more about a child’s individual needs.

This requirement was raised at the last inspection and is repeated.

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: 1231311

Provision sub-type: Children's home

Registered provider: Cove Care Residential Limited

Registered provider address: 16 Waterloo Road, Wolverhampton, West Midlands
WV1 4BL

Responsible individual: Rachel Oliver

Registered manager: Godfred Summerville

Inspectors

Helen Malanaphy, Social Care Inspector
Jackie Line, Regulatory Inspection Manager

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