

1272220

Registered provider: Tees-Valley Care Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home is owned and managed by a private provider. It provides care for up to two children who may have social, emotional or mental health difficulties.

The experienced and suitably qualified manager registered with Ofsted in August 2022.

Inspection dates: 13 and 14 April 2023

Overall experiences and progress of children and young people, taking into account	good
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How well children and young people are helped and protected	good
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The effectiveness of leaders and managers	good
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The children's home provides effective services that meet the requirements for good.

Date of last inspection: 25 July 2022

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
25/07/2022	Full	Good
05/01/2022	Interim	Sustained effectiveness
24/05/2021	Full	Requires improvement to be good
12/08/2019	Interim	Sustained effectiveness

Inspection judgements

Overall experiences and progress of children and young people: good

Children live in this home for a long time. They are extremely settled and view this home as their home. The children know staff and managers well and have very good relationships with them. They trust staff to act in their best interests, and this is helping them to make ongoing and sustained progress.

Children's physical health needs are met. Staff spend considerable time reassuring children who are anxious about attending medical appointments. This support is very effective, and children receive the routine healthcare that they need. Children also have the option to go to the orthodontist and the opticians for contact lenses. This means that they have the same access to such services as other children, which enhances their self-esteem.

Children's emotional health and development is fully supported. Staff from the clinical team help children to think about the effects of any previous trauma. This support is highly individualised and available to children when they need it. The clinical team also provides essential training and support to staff. This means that children receive a consistent approach from staff that fits well with their clinical support. This helps children to make good progress from their starting points. The approach to understanding and meeting the emotional needs of children is a strength of this children's home.

Children's educational needs are met. Staff reassure children who are anxious about going to school. Children respond well to this input because of the strength of relationships that they have with staff. When school leaders do not understand children's needs, staff offer training to reduce barriers to success. This is very successful, and children make remarkable progress.

Children undertake a wide range of activities. These are individualised according to children's needs and interests. Some activities help to promote children's health and well-being, such as ice-skating and running. Staff also help children to celebrate significant events such as the school prom. They go to great lengths to ensure that children thoroughly enjoy these experiences. Children are building wonderful memories by taking part in these activities.

Children practise the skills that they need to become independent. Staff work with children to agree the targets that they want to work towards. Targets are regularly reviewed to ensure that they remain valid and achievable. Effective planning ensures that children have ample time to develop the skills that they need. Children are fully involved in all planning for their futures, which helps them to invest in these preparations.

Children do not have access to all parts of the home. Although this is necessary for one child, it is not appropriate for another.

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

Children feel safe in this home. They take part in frequent discussions with staff about potential risks. Children respond well to these conversations because of the trusting relationships that they have with staff. Individualised risk assessments are reviewed regularly. This ensures that staff, including new staff, know how to minimize risks to children. This coordinated approach means that children recognise that staff act to keep them safe. Consequently, children turn to staff for help when they are worried, confident that staff will protect them.

Children contribute to their own safeguarding arrangements. For example, children routinely work with staff to identify potential risks from different activities, such as trips away from home. This helps children to learn skills that they will need to be safe as they get older.

Children rarely go missing from this home. When they do, staff follow the home's protocols closely, including immediately searching for children. Staff communicate with each other to ensure that such searches are effective. Consequently, children are found quickly. Staff review the reasons that a child has been missing, which helps them to identify learning to improve practice. This leads to increased safety for children.

Consistent approaches to understanding and managing behaviour are successful. Staff follow plans that focus on supporting positive behaviour, and consequences are rarely used. Staff talk to children about incidents of poor behaviour. This ensures that children understand the effects of what has happened. This helps children to learn, and negative behaviour is rarely repeated.

Children are rarely restrained. Staff use their positive relationships with children to help them to become calm. This is generally successful. However, staff restrain children when this is needed to protect them or others. Management oversight, including discussions with staff and children, leads to learning for future situations. This is highly effective. The rate of physical restraint has reduced considerably over this period.

Staff have excellent safeguarding knowledge. They receive regular training on recognising and responding to risk. They are vigilant about concerns such as online safety and the potential for exploitation. They respond swiftly and successfully to keep children safe. However, not all staff have a full understanding of the whistle-blowing policy. Although there has been no impact, this could leave children at risk.

The effectiveness of leaders and managers: good

The home is led by a highly effective registered manager. She is extremely aspirational for children and places their progress and well-being at the centre of her practice. She has high expectations of her staff team and leads by example. The registered manager is supported by a senior team who share her vision. Children

and staff are confident in the leadership of the home. This enables children to flourish and staff to excel.

The views of children are incorporated into all aspects of the home. For example, one child wrote the care plan that underpins the care that they receive. Children go to team meetings to ensure that their views are heard by all staff at once. This approach to involving children means that they feel invested in their care. This helps them to make and sustain ongoing progress.

The registered manager understands the strengths and weaknesses of the home. She reviews what works well and where improvements are required. She has a vision for the development of the home and knows that, as the manager, this is her responsibility. This means that children are living in a home that is constantly evolving to ensure that it best meets their needs.

Management monitoring of the home is very effective. Managers oversee all records and ask for clarity where this is needed. This means that records are accurate and provide children with a clear account of their time in the home. The level of oversight following any incident is exceptional. Reviews focus on the experiences of the child and any learning to improve future practice. This means that staff improve their responses to children, who make ongoing progress as a result.

Staff are provided with the learning that they need to perform well. A comprehensive induction package prepares new staff for their roles. All staff benefit from a detailed training programme. Training is provided by those with expertise in the topic, to ensure that learning is effective. This means that staff have the knowledge that they require to understand and meet the needs of children to a high standard.

Staff are fully supported by managers. Staff speak warmly about the availability of managers for ad hoc discussions about work or personal issues. Reflective supervision sessions, focused on children's needs, take place regularly. Staff value these opportunities to discuss their own practice as well as children's progress. The registered manager has increased the number of staff who are working towards the required qualification. However, some longer-term staff are not suitably qualified. This was raised as a shortfall at the last inspection and insufficient progress has been made.

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, the 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 ensure that—</p> <p>children can access all appropriate areas of the children's home's premises. (Regulation 21(b))</p> <p>In particular, the registered person must ensure that children's access within the home is not limited due to restrictions on other children.</p>	31 July 2023
<p>The registered person must recruit staff using recruitment procedures that are designed to ensure children's safety.</p> <p>The registered person may only—</p> <p>employ an individual to work at the children's home</p> <p>if the individual satisfies the requirements in paragraph (3).</p> <p>The requirements are that—</p> <p>the individual has the appropriate experience, qualification and skills for the work that the individual is to perform.</p> <p>For the purposes of paragraph (3)(b), an individual who works in the home in a care role has the appropriate qualification if, by the relevant date, the individual has attained—</p> <p>the Level 3 Diploma for Residential Childcare (England) ("the Level 3 Diploma"); or</p> <p>a qualification which the registered person considers to be equivalent to the Level 3 Diploma. (Regulation 32 (1) (2)(a) (3)(b) 4(a)(b))</p> <p>In particular, the registered person must ensure that any qualifications felt to be equivalent to the level 3 Diploma should include learning specific to the residential care of</p>	31 July 2023

children. This requirement is repeated from the last inspection.	
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Recommendation

- The registered person should ensure that all staff are familiar with the home's internal whistle-blowing procedures. ('Guide to the Children's Home Regulations, including the quality standards', page 53, paragraph 10.9)

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: 1272220

Provision sub-type: Children's home

Registered provider: Tees-Valley Care Limited

Registered provider address: PO Box 547, Middlesbrough TS1 9HG

Responsible individual: Daniel Johns

Registered manager: Helen Prescott

Inspectors

Jane Titley, Social Care Inspector
Shirin Kham, Social Care Inspector

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