

# 1230411

Registered provider: Surrey County Council

Full inspection

Inspected under the social care common inspection framework

## Information about this children's home

This home is run by the local authority and provides bespoke care for one child who experiences complex social and emotional difficulties.

The previous manager left in January 2023. The new acting manager has submitted an application to register with Ofsted.

### Inspection dates: 28 and 29 June 2023

**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      good

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

**Date of last inspection:** 17 February 2023

**Overall judgement at last inspection:** good

**Enforcement action since last inspection:** none

## Recent inspection history

Inspection date	Inspection type	Inspection judgement
17/02/2023	Full	Good
20/07/2021	Full	Good
04/03/2020	Interim	Not judged
14/11/2018	Full	Good

## Inspection judgements

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

There was one child living in the home at the time of this inspection. The child is settled in the home and is well supported by the staff. The staff have taken the time to get to know, and understand, the child well. The staff are consistent in their approach, which has contributed to them forming trusting relationships with the child.

The child has made good progress. The trusting relationships they have developed with the staff mean they feel able to be more open about their feelings than they had previously been. Their willingness to engage with external professionals has also improved. This has led to partner professionals being able to support the child with their understanding of healthy relationships and keeping safe. This is not something the child would have previously engaged with.

Staff work well in partnership with external social care, health and education professionals. The staff have worked closely with the child's parents to motivate the child to engage with health appointments. The staff ensure that the child is aware of the available support from the emotional well-being services. The child's social worker is positive about the quality of support provided by the staff and confident that the child's needs are well met.

The staff were innovative in their thinking when the child struggled with being in a school setting. The staff provided the child with the opportunity to engage with education alongside their interest in hair and beauty. Consequently, the child has been more engaged in their learning.

The child regularly enjoys spending time with their family, with support from the staff. The child's parents are positive about the care and support provided by the staff. One parent said that the staff went the extra mile when their child was missing from home. Both parents recognise the progress their child has made since living in the home, particularly a reduction in their episodes of going missing. However, one parent reported difficulty in contacting the staff on the phone.

The staff regularly seek the child's views and mostly act on them. For example, the child is supported by staff with activities they enjoy, such as going swimming or for walks. The staff responded to the child's interest in music and arranged for them to have a music session, that they thoroughly enjoyed. Staff actions contribute to the child having positive day-to-day experiences. However, the child does not currently feel listened to, due to an outstanding problem with their bedroom window.

Staff informally support the child to develop their independence skills through encouraging involvement in household tasks such as cooking and tidying up their bedroom. The staff also help the child to develop their awareness of potential dangers and how to keep safe. The support provided by the staff helps the child

learn to gradually manage greater personal responsibility and to prepare them for later life.

The staff engage the child in positive thinking about diversity. This has led the child to reflect on their negative views about certain groups of people.

The home is well furnished, with a fresh, modern feel. The pictures of the child hung in the lounge make the house feel comfortable and homely. The child's bedroom is very well personalised with pictures of them and their family, posters of music artists and other personal belongings. The child said, 'This is the best home I have lived in.'

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

The staff have a good understanding of the child's complex needs. They recognise the child's vulnerability and prioritise their safety and well-being. The staff have positive relationships with the child. The child said that they feel comfortable to share any worries with staff.

The child's safety plan clearly details risks and how these are to be managed. Consequently, the staff understand current levels of risk and have clear guidance to reduce these. Staff follow all relevant plans to ensure the child's safety.

Staff are vigilant in the care provided. They are appropriately responsive when incidents occur. The staff act in line with the child's safety plans. For example, when the child left the home without permission, the staff followed and encouraged their safe return home. Staff recognise the importance of increasing the child's awareness of risks and ability to manage these. Staff and external professionals have ongoing conversations with the child about keeping safe.

The staff maintain good partnership working with external professionals, which helps keep the child safe.

The staff reflect on incidents and consistently make attempts to debrief with the child following any incidents. The staff help the child reflect on their behaviours. This reflective approach enables the child and staff to identify effective ways to manage difficult situations, without the use of physical intervention. This has contributed to a positive shift in the child's mindset.

The staff try to engage the child in activities of interest, such as music. The aim of this is to ensure that the child's time is spent positively and to reduce negative situations arising.

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

The manager's priority is to ensure positive outcomes for the child. This is evident by the decisions they have made. For example, the manager arranged for a very well-planned gradual moving-in process for the child from their previous home. The

child continued to be cared for by familiar staff from their previous home until they settled. This allowed the child to experience consistent and individualised care.

The manager is aware of the home's strengths and areas for development. They are undertaking an ongoing recruitment drive to recruit more staff. The manager ensures that suitable safer recruitment checks on new staff are completed. This helps to prevent unsuitable applicants from being employed to work in the home.

The manager has a strong focus on the ongoing development of staff practice. Experienced staff have been appointed as seniors . This supports new staff and less experienced staff through modelling good practice. Staff have been provided with the training relevant to the child's needs. Regular reflective group discussions for staff focus on continually driving improvements in practice. This ensures that the staff continue to provide good-quality care to the child.

There is effective partnership working between senior leaders, staff and the child's professional network. Regular communication and information-sharing allows a collaborative approach to the child's care. Steps taken by the manager to encourage the child's participation set a positive example to staff.

The management approach has led to staff feeling well supported and valued. Staff morale is high. One staff member said that the manager has inspired positivity within the team.

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

- The registered person should ensure that there are systems in place to improve the reliability of communication between parents and staff. ('Guide to the Children's Homes Regulations, including the quality standards', page 52, paragraph 10.3)
- The registered person should ensure that staff understand the importance of listening to, involving and responding to the children they care for. ('Guide to the Children's Homes Regulations, including the quality standards', page 22, paragraph 4.10)

## **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:** 1230411

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

**Registered provider:** Surrey County Council

**Registered provider address:** Quadrant Court, 35 Guildford Road, Woking, Surrey  
GU22 7QQ

**Responsible individual:** Lisa Wade

**Registered manager:** Post vacant

## Inspector

Sasha Reid, Social Care Inspector

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