

1236540

Registered provider: Calderdale Council

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home is run by a local authority. It is registered to provide care for up to three children who may experience social and/or emotional difficulties.

The manager registered with Ofsted in July 2022.

There were two children living at the home at the time of the inspection.

Inspection dates: 17 and 18 October 2023

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: 29 November 2022

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
29/11/2022	Full	Good
07/12/2021	Full	Outstanding
10/03/2020	Full	Outstanding
08/01/2019	Full	Outstanding

Inspection judgements

Overall experiences and progress of children and young people: outstanding

Staff are exceptionally child focused and spend time building positive relationships with children. Attention to detail when planning a child's admission to the home is well thought out, sensitive and conveys an insight into the child's world. A quote from the welcome booklet captures the ethos of the home: 'You will be feeling a little confused, anxious, suffocated and all those other feelings that make us feel scared. We accept we are not your choice of parents; I can assure you that you are our choice as a child.' This helps children to feel an immediate sense of belonging.

Children's time at the home is filled with memorable experiences that will stay with them well into adulthood. Children, past and present, have lived at the home for considerable periods of time. They have effectively 'grown up' in the care of the same staff. Staff have nurtured, repaired and restored family relationships, resulting in improved family time.

When the time comes for children to leave their home, it is done naturally. This is well planned to ensure that children settle into their new environment. Children have been taught the skills to live independently, and time spent at the home has helped children to be emotionally resilient and confident in what they do. The staff's dedication has played a significant role in improving the lives of children.

Children's hobbies, interests and talents are promoted and encouraged by staff. The staff show regard and have ambition and aspirations for children. Children have had holidays abroad; they go ice-skating, go to the cinema and have lots of fun. There are photos of the children around the home that gives them a sense of homeliness, normality and genuine affection.

Plans for children are excellent pieces of work; they are child friendly, personalised and accessible to the child. Children's review meetings provide the catalyst for further actions and decision-making and the voice of the child is prominent throughout, even when they choose not to attend. As a result, children feel they have an important role to play in decisions about their lives.

Key work with children is done at every opportunity and captures the moment. The trusting and strong relationships with the children allow staff to talk about difficult behaviours and/or concerns they may have. There are clear messages around the home about acceptance with regard to identity. These address the needs of one particular child. However, they are subtle messages of acceptance and inclusivity for all.

Children have excelled in education and have aspirations for their futures. Where there are barriers to learning, staff liaise with virtual schools to try and overcome them. Staff will go that extra mile to support children back into school and help

them to discover their full potential. As one headteacher commented, 'They have tried everything to support [name of child], such as transport, attending any identified meetings and accommodating all the different demands of each provision.'

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

The manager and staff have established an open and transparent safeguarding culture. Children are aware of the actions that staff will take to keep them safe should they go missing from home or behave in such a way that could harm others. This gives a strong but reassuring message to children that staff have their best interests at the centre of everything they do.

Children's behaviour passports are a useful and effective document to assist the staff team to recognise and manage any presenting risks and behaviours for children. They are well documented and highly individualised. The action taken by staff is responsive and proactive, ensuring that situations and risks are managed at the earliest opportunity.

Until recently, children living at this home presented minimal risk. For one child, the journey into care was distressing. The manager and staff have gone 'above and beyond' in modelling child-centred and needs-focused practice to support the child. The commitment and tenacity of the staff when a child is missing from the home have prevented children from coming to serious harm.

The use of holds is infrequent. However, when this has taken place, it has been reasonable and proportionate. The least restrictive holds have been used, and de-escalation techniques both before and after the intervention have been highly effective.

The manager takes any concerns or complaints children may have seriously. There have been some recent allegations made, and the manager has accessed specialist advice and guidance appropriately. This is often a very complex and sensitive area, but children do have the confidence to express themselves, knowing it will be investigated by the manager.

The 'safe area risk assessment' is kept up to date and fit for purpose. There is a clear overview of risk and impact in the context of the surrounding area and in consultation with relevant partners. The child's voice in the level of safety in the home and neighbourhood makes this a truly collaborative document, with clear management evaluation and oversight.

The manager and staff impose natural consequences and a restorative approach in helping children understand the impact of their behaviour. Outcomes for the child are situational and linked to the behaviours displayed, such as a room search or helping to clear up any damage. This means that children are not criminalised, and staff help children in other ways to learn the consequences of their actions.

The effectiveness of leaders and managers: outstanding

The manager is ambitious, aspirational and a motivated leader. She leads a committed staff team and models best practice throughout the home. Care is delivered by an experienced and committed staff team in a child-centred environment that focuses on meeting children's complex needs.

Children make exceptional progress relative to their starting points. The manager demonstrates tenacity and a strong resolve in giving children care experiences that they rightly deserve. The manager has a visual presence and is 'hands-on' in her management style. Good staffing ratios mean that children are safe and continue to enjoy individualised attention and support.

The training offer is responsive and meets the requirements of the staff team. The manager understands the diverse needs and risks of children and identifies additional pathways into any specific training needs for staff. This increases staff confidence and ensures that children and staff are safe.

Team meetings provide a forum for staff to discuss and reflect on their practice. The manager brings in experts and partners to share information with the team, and there is always a topic of the month. There are opportunities for staff to develop their practice using policies and procedures to embed consistency. This enables staff to be confident in what they do and secure in their role.

Staff report that they are supported by regular, reflective supervision. In addition, there is access to informal support, buddying and mentoring for new staff. Professional feedback is very positive, and an overview of partnership working, and information-sharing conveys a team-around-the-child approach.

Senior management oversight and a triangulation of feedback from independent visitors and stakeholders ensure that the feedback loop is completed, and learning is put into practice.

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: 1236540

Provision sub-type: Children's home

Registered provider address: Princess Buildings, Princess Street, Halifax, West Yorkshire HX1 1TS

Responsible individual: Guy Greenwood

Registered manager: Deirdre Silkstone

Inspectors

Cath Sikakana, Social Care Inspector

Rachel Fairhurst, Her Majesty's 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 2023