

1274846

Registered provider: Parkview Care (Broadstairs) Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This privately run home provides care for up to six children who have experienced neglect, abuse or trauma that has left them vulnerable.

The manager registered with Ofsted in March 2022.

Inspection dates: 19 and 20 December 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: 20 June 2022

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
20/06/2022	Full	Good
01/03/2022	Interim	Improved effectiveness
23/08/2021	Full	Requires improvement to be good
11/02/2020	Interim	Sustained effectiveness

Inspection judgements

Overall experiences and progress of children and young people: good

At the time of the inspection, three children were living at the home. Two children have moved out since the last inspection. Staff supported the move for one of the children to support the child to be closer to their family. One child had an unplanned ending supported by their social worker and the staff. The child has moved to accommodation that better suits their needs.

The house is large and feels warm and happy. Staff and children have fun together and enjoy shared laughter. Children actively engage in lively conversations with staff, who respond in kind. When children go to staff, they know that they will be listened to. Recently, staff have encouraged children to complete a list for updating their bedrooms. The children have requested new furniture, bedding and storage items to help further personalise their bedrooms.

The children are all registered with appropriate health services. Staff ensure that appointments for services with long waiting lists are booked ahead. This means that treatment plans remain on time. The children are supported to engage with mental health services by staff who understand how childhood trauma can affect a child's emotional well-being. Children feel confident that staff will support them to attend their appointments.

Staff talk about diversity at the home. They encourage the children to be aware of local and national news events. When the children do not understand what is happening in the world around them, they are confident to ask staff. The children talk about their cultural identity, which helps to maintain family relationships.

The children are supported to choose meals that are healthy and nutritionally balanced. There is a good selection of kitchen equipment that staff use to help children learn to cook. One of the children regularly shops for food that she cooks herself. She eats a varied diet, makes juices and encourages the other children to eat healthily. A large new dining table supports family-style meals where everyone can eat together. One of the children is an enthusiastic baker, which is appreciated by everyone at the house.

None of the children currently attend mainstream education. Staff support the children with online education, but this is not always achieved. One child is home tutored while she waits for a school place to become available. The children have not been able to attend local mainstream schools, meaning that they are out of full-time education for long periods. This has not been challenged effectively by the leaders and managers and does not support the children to reach their potential.

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

Staff generate risk assessments that are tailored to individual need and address known and probable risks. These are discussed with the children, so they understand why staff need to protect them. When children are upset, staff use reflective conversations to explore their behaviours. Staff know that children will not always be able to talk immediately after being upset, but they encourage them to learn how to manage their emotions. This is helping the children to be more self-aware.

When children go missing from the home, staff actively look for them. They help children to understand the importance of keeping in touch when they have left the home. Staff are trained in safeguarding and are becoming confident in using therapeutic language in conversations when the children return home. These conversations help the children know that staff will respond positively and kindly when they return.

Staff benefit from regular trauma-informed group supervision sessions with the lead therapist. These sessions explore how working with children has an impact on staff emotionally and how this can affect how they respond to children. The therapist provides staff with techniques and strategies to manage complex behaviour. This helps the staff to understand the impact of childhood adversity and provide the children with consistent responses. As a result of these meetings, staff are developing professional curiosity when they talk to the children.

All of the children engage in key-work sessions with staff, who use a variety of topics to encourage discussion. When incidents occur, staff use key-work sessions as well as natural conversations to explore how children respond. This is helping the children to learn life lessons and prepare for independence.

Staff are confident to use whistle-blowing procedures. They know the importance of children taking age-appropriate risks. The staff work with the children to help them to develop life skills and understand their personal safety. This supports the children to engage with community projects.

The effectiveness of leaders and managers: good

The manager is currently studying for a level 5 qualification in leadership and management. He has excellent relationships with the children, and they know he has an open-door policy. This means the children will seek him out, as they like to spend time with him, knowing he will listen to them.

Professional relationships are valued. Feedback from a social worker was positive. They stated that communication with the staff is very good and that their child is the most settled since they came into care. The manager makes sure that family time for the children is supported wholeheartedly. One parent described him as 'always upbeat and cheerful'. The manager ensured that a parent could see his child when

he was unable to drive after an illness. This shows a strong commitment to children's family relationships.

The manager receives supervision sessions. However, these sessions lack reflection, which means that he does not get the opportunity to discuss how running the home has an impact on his own emotional well-being.

The manager's quality assurance system is subject to the manager manually analysing data collection. The manager's analysis lacks depth and detail, which does not always drive development and improvement.

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 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>help each child to achieve the child's education and training targets, as recorded in the child's relevant plans;</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>help each child to understand the importance and value of education, learning, training and employment. (Regulation 8 (1) (2)(a)(i)(iii)(iv))</p> <p>In particular, develop the plans regarding the children's education and structure days for children who are not in school.</p>	29 March 2024
<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>In particular, the standard in paragraph (1) requires the registered person to—</p> <p>use monitoring and review systems to make continuous improvements in the quality of care provided in the home.</p>	29 March 2024

<p>(Regulation 13 (1)(a)(b) (2)(h))</p> <p>In particular, ensure strong quality assurance and monitoring systems support consistent, analytical quality assurance reports.</p>	
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Recommendation

- The registered person should ensure that the manager receives regular, reflective supervision that supports them to reflect on their own feelings and responses that may be affected by the behaviour of the children they care for. ('Guide to the Children's Homes Regulations, including the quality standards', page 39, paragraph 8.15)

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: 1274846

Provision sub-type: Children's home

Registered provider: Parkview Care (Broadstairs) Limited

Registered provider address: The Brentano Suite Solar House, 915 High Road, North Finchley, London N12 8QJ

Responsible individual: Balwant Bhogal

Registered manager: Clayton Hall

Inspector

Trudy Potter, Social Care Inspector

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