

# 1228091

Registered provider: Phoenix Care & Education Ltd

Full inspection

Inspected under the social care common inspection framework

## Information about this children's home

This home is owned and managed by a private provider. The home provides care for up to three children with emotional and social difficulties.

At the time of the inspection, the home was providing care for three children.

The manager registered with Ofsted in November 2023.

### Inspection dates: 27 and 28 February 2024

**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:** 18 October 2022

**Overall judgement at last inspection:** good

**Enforcement action since last inspection:** none

## Recent inspection history

Inspection date	Inspection type	Inspection judgement
18/10/2022	Full	Good
29/04/2021	Full	Good
20/08/2019	Full	Good
19/03/2019	Full	Good

## Inspection judgements

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

Children make sustained progress in all areas of their lives because of the care they receive from staff who know them well. Staff work hard to build excellent relationships with the children in their care. These relationships provide a foundation for children to flourish. An independent reviewing officer said, 'The care provided by staff in terms of love and care is second to none.'

Since the last inspection, three children have moved out of the home. Children experience planned moves out of the home in line with their individual care plans. Staff celebrate children's time living in the home and help children to move into their new homes. This enables children to experience positive endings. One child said there is nothing they would change about their time living in the home.

Staff have high aspirations for children. Staff support children to access education and develop their independence skills in line with their abilities. Children's engagement with education improves because of the care they receive. Children who are not yet attending full-time education have structured routines in place to enable their learning and development.

Children are in good health. Staff understand children's individual health needs and ensure that they are met. Staff persistently sought medical attention for one child and challenged health professionals to ensure that this took place. One nurse said, 'They [the staff] didn't give up; they knew something wasn't right.' As a result, the child was diagnosed with a life-threatening condition and received emergency surgery. Staff then worked tirelessly with external professionals to ensure the child achieved a full recovery.

Children's views are sought regularly and acted on, which supports children to contribute to decisions made about their care. Children enjoy a wide range of activities and are also encouraged by the staff to contribute to local charities. This enables children to pursue their own interests and develop a sense of responsibility within their local community.

Staff recognise the importance of supporting children to stay connected with important people in their lives. Staff nurture children's relationships with their families. This supports their sense of identity and nurtures their support networks for the future.

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

Staff have a clear understanding of their safeguarding roles and responsibilities. Risks to children reduce because of the care that they receive from the staff. Children say they feel safe and identify the staff as trusted adults that they can share any worries with.

Children's plans provide staff with clarity about steps to take to keep children safe. Staff regularly complete direct work to enable children to understand their own needs and steps that they can take to keep themselves safe.

Boundaries for children are clear, and positive behaviour is rewarded. Staff support children to manage difficult feelings safely. As a result, unsafe behaviours reduce. Physical intervention is used as a last resort to keep children safe. Managers ensure that debriefs are held with the children and staff involved in physical interventions. This ensures that practice in this area remains safe and appropriate.

Children who are missing from home experience well-coordinated responses from staff to locate them quickly. When children return home, they are offered independent return home interviews. The staff work closely with external professionals to understand the reasons why children go missing from home and put plans in place to keep them safe.

Children are supported to take risks in line with their own abilities. This has included supporting children to develop their independence skills, such as travelling independently. This develops children's social awareness, confidence and skills for the future.

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

The management and leadership teams are child-focused. Managers know the children well and lead a culture of high expectations. Staff feel valued and express a high level of job satisfaction. Staff are overwhelmingly positive about the support they receive from managers.

Since the last inspection, there has been a change in management and leadership in the home. Managers and leaders have embedded monitoring and review systems to understand the quality of care that children receive. As a result, shortfalls in staff practice are quickly identified, and immediate steps are taken to resolve them. This means that children experience consistent care.

Staff receive supervision and team meetings regularly. This provides staff with an opportunity to learn and develop. Staff receive training that provides them with the skills, experience and knowledge to meet the needs of the children. Managers have a good understanding of the strengths and development needs of the staff team. Managers and leaders are ambitious, and staff feel included in service development plans.

Working relationships with partner agencies are used effectively and promote a 'team around the child' approach. Managers make an appropriate level of challenge to partner agencies when children's needs are not met. This means that shortfalls in children's care planning are quickly resolved.

There are no shortfalls identified and no breaches of regulations. Consequently, there are no requirements or recommendations made.

## **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:** 1228091

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

**Registered provider:** Phoenix Care & Education Ltd

**Registered provider address:** Phoenix Care & Education Ltd, 22-24 Balfour Road, Bootle L20 4NZ

**Responsible individual:** Nicola Seasman

**Registered manager:** Carla Mackin

## Inspector

Sally Griffiths, Social Care Inspector

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