

# Adel Beck Secure Children's Home

Registered provider: Leeds City Council

East Moor Lane, Leeds LS16 8EB

Full inspection

Inspected under the social care common inspection framework

## Information about this secure children's home

This home is owned and managed by a local authority and is approved by the Secretary of State to restrict children's liberty.

The home provides care for up to 24 children aged between nine and 17 years. Care is provided for up to 14 children placed by the Youth Custody Service and 10 children under section 25 of the Children Act 1989 who are placed by local authorities.

Admission of any child under Section 25 of the Children Act 1989 who is under 13 years of age requires the approval of the Secretary of State.

The commissioning of health services in this home is the statutory responsibility of NHS England under the Health and Social Care Act 2012. Education is provided on site in dedicated facilities.

The manager registered with Ofsted in 2007.

At the time of this inspection, 23 children were living in the home.

The home has operated at full occupancy levels since the last inspection.

## Inspection dates: 21 to 23 May 2024

**Overall experiences and progress of children and children**, taking into account **good**

Children's education and learning **good**

Children's health **good**

How well children and children are helped and protected      good

The effectiveness of leaders and managers      good

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

**Date of last inspection:** 20 June 2023

**Overall judgement at last inspection:** good

**Enforcement action since last inspection:** none

## Recent inspection history

<b>Inspection date</b>	<b>Inspection type</b>	<b>Inspection judgement</b>
20/06/2023	Full	Good
27/09/2022	Full	Requires improvement to be good
06/10/2021	Interim	Sustained effectiveness
11/05/2021	Full	Outstanding

## Inspection judgements

### Overall experiences and progress of children and children: good

Children benefit from living in a stable and structured environment which provides them with support and routine. They respond well to the staff's high expectations around their behaviours. As a result, children begin to make progress in their lives.

Children said they have staff who they trust and can talk to. Staff encourage and support children to build positive relationships. Staff receive training in therapeutic approaches that support them to communicate effectively with children and to understand the impact of children's previous life experiences. One child was moving on from the home at the time of the inspection. This child said, 'The staff are mint.'

Consultation with children is part of their daily care. Children's views are sought and listened to. Children contribute to their meetings, and they understand and use the child-friendly complaints procedure. An advocacy service visits the home regularly, and children can contact the service directly. This gives children numerous opportunities to express any concerns that they may have.

Children are encouraged to lead healthier lifestyles. Most children develop improved sleep patterns, have a more varied diet and participate in a range of physical activities. Children are supported to pursue their interests and hobbies. Recently, children have planned and performed in a musical production written by one of the children. This was a great success and helped children to grow in confidence and self-esteem.

Each child has an individualised care plan that includes targets agreed with the child and the team of professionals around the child. Regular one-to-one conversations take place between children and their key staff. During these discussions, children's views are listened to and captured. As a result, most children make progress through undertaking offence-related work where this is appropriate. There is a reduction in impulsive and harmful behaviours, and children are more able to develop and maintain relationships. However, not all direct work is recorded in a timely manner. This means that this information is not available to inform children's continuous assessment and the children cannot see the work they have done.

Many children are a significant distance from their home. However, they can maintain relationships with their family through face-to-face and virtual visits. Appropriate monitoring arrangements are in place to ensure that these visits can take place safely and provide children with positive experiences.

Children are well prepared for moving on from the home. For some children, this means that they can spend time in the community with staff, following risk assessments being carried out and as agreed in their care plans. This supports the development of children's independence and life skills. Staff work closely with the placements that children are moving to and provide children with the information they need to move on

with confidence. This supports children to leave the home in a positive way and have the best start to settle in their new home.

### **Children's education and learning: good**

Teachers and staff working across the home have high aspirations for children's education and learning. Staff encourage children to access and enjoy formal and informal learning. This enables children to make progress and has a positive impact on their future education and career opportunities. Children value their education, and their attendance is good. Children are happy, proud and confident to talk about their work.

The curriculum is full and varied and includes a broad range of academic and vocational subjects which meet children's needs and interests. The classrooms and workshops are stimulating environments. They are well equipped to aid learning.

Teaching staff work patiently to gain children's trust, build their confidence and inspire them to achieve their full potential. Staff are tenacious in encouraging children to attend classes. Children can recognise how far they have come in developing their knowledge and their positive attitude to learning.

Initial assessments of children's learning needs are carried out in a timely manner after children arrive at the home. These assessments identify children's educational levels appropriately. Where appropriate, children are entered to sit their exams. When staff believe a child should have, or does have an education, health and care plan, they follow this up with the child's local authority to access this information. Staff are not yet using this information well enough to plan an individualised curriculum and set specific targets to enable all children to make the full progress of which they are capable.

Children benefit from a dedicated key teacher to discuss their progress in lessons and explore challenges and future aspirations. Staff know the children well and work to their strengths. Older children, or children who have been living at the home for a longer period, are encouraged to help and explain things to other children. This enables children to recap their own knowledge successfully.

Teachers do not fully explore opportunities for future careers with all children well enough to help them identify the vast range of opportunities that exist. Children do not currently benefit from work experience either internally or externally.

In lessons, teachers and support staff work well together to support and meet the needs of each child. Children are taught in small groups, of mixed abilities and ages. Staff support children to manage their emotions and to stay focused. They provide lots of praise and encouragement and create a safe environment for learning. In music, children have overcome their shyness and performed their newly acquired skills to an audience of staff and children. As a result, children build confidence and pride.

Education leaders have developed a whole-school reading strategy. Leaders have invested in a wide range of books that are suitable for various age groups and abilities

and cover many interests. Children are encouraged to take books back to their rooms to read. Children talk enthusiastically about the books they are reading. This easy access to books provides children with opportunities for learning and enjoyment.

### **Children's health: good**

Children benefit from easy access to a skilled and experienced team of healthcare staff who work creatively to quickly build positive relationships with them. They know the children well and focus their practice on listening to children to understand their health needs. This approach helps children to feel comfortable when discussing their health needs.

Children receive timely initial health assessments on their arrival to the home. The wider health team expands on this to include children's mental, physical and sexual health and neurodiversity needs. This collaboration leads to consistent practice that supports children's progress.

Healthcare staff work with the wider multi-disciplinary team in the home to share information and develop children's care plans. Children have comprehensive plans that detail their emotional and physical healthcare needs. These plans include children's contributions, often in their own words. Children attend reflective practice sessions and carry out trauma-informed work which helps them to understand and address their previous life experiences. This helps to build the foundations for children to make progress in their lives.

Children are routinely seen by a healthcare professional following a physical restraint or after any incident of self-harm. This helps staff to identify any additional needs that children may have and ensures that any immediate medical issues are attended to. These interventions also provide children with additional emotional support at times of distress.

Medication is administered as prescribed. This is recorded on the electronic system. Care staff have been trained by the health team and competencies assessed to use this system. Care staff are not yet consistently recording the administration of medication on the clinical system. As a result, it is not always clear on this system if children have had their medication. This administrative issue has not resulted in any harm to children.

The healthcare staff regularly refresh their mandatory training and have a range of training opportunities. They take part in reflective supervision sessions and appraisals. This ensures that healthcare staff have the skills, knowledge and training to identify and meet children's health needs. The monitoring of the healthcare service by leaders and managers is effective and ensures that any identified shortfalls are quickly addressed.

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

Children said that they feel safe and can go to staff if they have any concerns. They respond well to the calm environment and clear house rules. This helps children to become increasingly safe.

Staff are aware of each child's vulnerabilities and potential risks. There are written risk assessments and formulation plans that are reviewed and updated regularly. These plans set out how children are to be supported to maintain and improve their well-being and make progress. These plans support staff to care for children in ways which help to keep children safe.

When conflicts arise, these are addressed through reflective individual work with children and restorative interventions. Discriminatory language is challenged appropriately to keep all children safe and to support children to understand the impact of their behaviour on others. Kind and respectful behaviours are reinforced through an incentives programme that children understand and generally respond well to.

Staff are clear when the criterion is met for a child to be held. Children have a good understanding of why this happens. Children said that staff are fair in their approach and help to reduce their distress where they can. The physical intervention records demonstrate that children are only held to keep themselves and others safe.

There is clear and thorough monitoring of the use of physical intervention techniques and the supporting records. Children are routinely consulted and are spoken to after all incidents involving the use of physical intervention techniques by care staff and health staff. However, the records of conversations with children lack detail and substance to demonstrate that a full debrief has taken place to obtain the child's thoughts and views.

There is appropriate use of single separation (where children are locked into an area alone) and managing away (when children are locked into an area but with staff always present). These practices are used to help children to calm, reflect and be able to reduce their emotional distress. Staff support and monitor children during these periods. There is regular management oversight of these practices to ensure that they remain in line with the home's policy and the legal criteria.

Managers and staff are clear on the procedures to follow to safeguard children. There is regular consultation with the local authority designated officer (LADO). The LADO is also part of the quality assurance panel used to oversee physical intervention practice. This panel is used effectively to learn from incidents and highlight best practice.

When allegations are made against staff, leaders and managers share information quickly to protect children. Children are supported to understand that action will be taken to keep them safe. Staff who are subject to allegations receive appropriate support to ensure that they are treated fairly. Where there has been delay in concluding investigation into staff conduct, this has been outside the control of the leaders and managers in the home.

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

The home continues to benefit from the leadership of an experienced registered manager. The registered manager's commitment to the children in his care ensures that children's time at the home has a positive impact on their lives.

The registered manager has a good understanding of practice across the home and a balanced view of strengths and areas for continued development. The responsible individual seeks information from a range of sources to inform his oversight of the home. He works with the registered manager to advocate effectively for additional resources. There are detailed strategic plans in place to support the ongoing development of the home.

There have been recent appointments to the redefined roles of deputy manager with oversight of care and a manager with responsibility for casework and interventions with children. These will strengthen the senior leadership team and provide additional skills and expertise to further improve the oversight of the quality of care for children.

The staff team is skilled and dedicated. Staff said that they enjoy working at the home. They are focused on, and understand, the needs of the children in their care. Children said that being cared for by staff who mirror their own backgrounds makes a positive difference to their lives.

The home continues to have vacancies across the care staff team. Senior leaders are seeking creative ways to retain existing staff and attract new staff to the service. Staff and children said that they are being impacted by the reduction in staff and the additional pressure on the remaining staff.

The staff teams in the three separate 'houses' in the home benefit from regular team days. These are used effectively, and records of these meetings show that staff engage in discussions about practice. These team days are opportunities for staff to come together and focus on the children in their care and their own practice and development.

Staff have regular supervision of their practice. Staff said that this is of value and supports them in their role. Some staff are not receiving written records of their supervision in a timely manner. The registered manager's auditing of supervision has identified issues with some line management practice, and he has quickly acted to address these. Where staff need additional support, prompt action is taken to identify areas for improvement. Clear written plans are put in place to provide this support and clarify expectations around practice standards.

There is a strong culture of learning and development in the home and a desire to work with others nationally in the secure estate to learn from each other and improve practice. A comprehensive workforce development plan is in place, with good oversight of the delivery of the programme through the home's workforce development lead. The recent implementation of a competency-based assessment for staff following formal training provides an additional mechanism to assess the impact of training on practice.



Investment in the learning and development of staff underpins the continued improvements in the quality of care experienced by children..

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

### Recommendations

- The registered person should ensure that children who have been restrained can express their feelings about their experience of the restraint and that these are evidenced in the child's records. This should ideally take place within 24 hours of the incident and no longer than five days after the incident. Children should be offered the opportunity to access advocacy support to help them with this. ('Guide to the Children's Homes Regulations, including the quality standards', page 50, paragraph 9.16)
- The registered person should ensure that written records of one-to-one work with children are kept up to date and are signed and dated by the author of each entry. ('Guide to the Children's Homes Regulations, including the quality standards', page 62, paragraph 14.3)
- The registered person should ensure that education staff use the information collected about each child to plan an individualised learning programme that allows them to fill gaps in knowledge, achieve qualifications and progress in their learning. ('Guide to the Children's Homes Regulations, including the quality standards', page 27, paragraph 5.11)
- The registered person should ensure that children can access careers advice and guidance and have opportunities to participate in internal and external work experience where appropriate. ('Guide to the Children's Homes Regulations, including the quality standards', page 28, paragraph 5.17)
- The registered person should ensure that care staff follow agreed processes for recording the administration of medication on the clinical system. ('Guide to the Children's Homes Regulations, including the quality standards', page 35, paragraph 7.15)
- The registered person should ensure that staff receive a written record of their supervision in a timely manner after each supervision meeting. The record should demonstrate that supervision is being delivered in line with regulation. ('Guide to the Children's Homes Regulations, including the quality standards', page 61, paragraphs 13.3 and 13.4)

## **Information about this inspection**

Inspectors have looked closely at the experiences and progress of children and children, 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'.

## Secure children's home details

**Unique reference number:** SC033457

**Provision sub-type:** Secure unit

**Registered provider:** Leeds City Council

**Registered provider address:** Merrion House, Merrion Centre, Leeds LS2 8LX

**Responsible individual:** Benjamin Finley

**Registered manager:** Francis N'Jie

## Inspectors

Dawn Parton, Social Care Inspector (lead)

Debbie Foster, Social Care Inspector

Cathey Moriarty, Social Care Inspector

Hayley Lomas, His Majesty's Inspector, Further Education and Skills

Sandra Smith, Children's Services Inspector, Care Quality Commission

The Office for Standards in Education, Children’s Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and children, 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 looked after children, 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](mailto: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](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024