

## Children's homes – Interim inspection

<b>Inspection date</b>	<b>14/03/2017</b>
<b>Unique reference number</b>	<b>SC358046</b>
<b>Type of inspection</b>	<b>Interim</b>
<b>Provision subtype</b>	<b>Residential special school</b>
<b>Registered provider</b>	<b>The Senad Group Limited</b>
<b>Registered provider address</b>	<b>Senad Group Ltd, 1 St George's House, Vernon Gate, Derby DE1 1UQ</b>

<b>Responsible individual</b>	<b>Mark Flynn</b>
<b>Registered manager</b>	<b>Karen Tatham</b>
<b>Inspector</b>	<b>Corrinne Barker</b>

<b>Inspection date</b>	<b>14/03/2017</b>
<b>Previous inspection judgement</b>	<b>Outstanding</b>
<b>Enforcement action since last inspection</b>	<b>None</b>
<b>This inspection</b>	
<p><b>The effectiveness of the home and the progress and experiences of children and young people since the most recent full inspection</b></p> <p>This home was judged <b>outstanding</b> at the full inspection. At this interim inspection, Ofsted judges that it has <b>sustained effectiveness</b>.</p> <p>The home continues to provide an outstanding service. Young people make very good progress from their starting points, particularly in their personal, social and emotional development. A strength of the home is providing young people with positive and enriching experiences, with the intention of improving confidence and self-esteem. Young people have access to a broad range of extra-curricular activities and have opportunities to try new things. Staff encourage friendships. They support young people to navigate social relationships as part of their social and emotional development and eventual transition to independence.</p> <p>Staff get to know young people well, including their interests and preferences. Young people have meaningful input into how their home looks. This is particularly evident in young people's bedrooms which reflect their personalities. Thoughtful planning ensures that young people live in appropriate, safe and well-designed accommodation.</p> <p>Outstanding individualised care and support is provided, tailored in response to young people, their families and professionals. Over time, staff encourage young people to develop self-care and independence skills in preparation for adulthood.</p> <p>All the young people attend school on site, and engagement with education is very good. One parent spoke about the success of the placement and the disruption that her child had previously experienced in education: 'This is the first time that my daughter has really settled and says that she wants to go back after holidays. I am impressed with the individualisation of what they offer.'</p> <p>The school and home work very closely together to ensure that young people have integrated education and care packages to meet their individual needs.</p> <p>Shared access to young people's plans and risk assessments ensures that all staff are working to the young person's most up-to-date plan. In addition, staff provide</p>	

each other with verbal updates at the start and end of the school day. Effective multi-disciplinary information sharing supports staff across care and education to respond to any issues appropriately.

Communication with parents is generally very good, although staff acknowledge that there is room for improvement. Staff fully recognise the importance of partnership working and communicate with families in the manner that individual families find most effective.

Regular multi-disciplinary meetings take place to discuss progress, and staff have access to specialist support on site. This enables staff to access specialist advice or intervention at an early stage.

Staff utilise effective behaviour management strategies. All young people have behaviour support plans, detailing their individual needs and risks and how staff should respond. Staff use a restorative approach, supporting young people to reflect on any negative behaviour and learn from these experiences. Staff supervise young people well and employ effective strategies to de-escalate challenging behaviour. Staff use physical intervention infrequently to manage behaviour. If physical intervention is used, staff record this clearly. The registered manager reviews all incidents to ensure that decisions made by staff are proportionate and interventions are safe.

Staff provide consistent and dependable care. This enables young people to develop secure and trusting relationships with them, and helps staff to recognise when young people might need extra support.

Staff manage transitions well. Admissions to the home are carefully considered. Managers are determined that young people make a successful transition to the home, and have a positive experience. The impact of a new admission upon the young people already living in the home is equally important. A system of pre-admission assessment ensures that the home and young person are matched appropriately.

As placements come to an end, detailed planning takes place to ensure that young people are prepared for moving on. Flexibility and continued multi-disciplinary support ensure that plans respond to young people's needs.

Staff have access to a broad range of training opportunities. They have the appropriate training and skills to provide high-quality care, including specialist training to meet complex needs.

There have been some staff changes since the full inspection. This can be

unsettling for young people and their families, but the registered manager has ensured that families are kept up to date about changes. New staff have been subject to appropriate induction and probationary procedures, and access all necessary training.

The registered manager and senior staff provide strong leadership. Monitoring systems are robust, providing excellent oversight of the care provided.

Recommendations made as part of external monitoring of the home are responded to appropriately. Leaders and managers see the home as a learning organisation and they are happy to consider and respond to any suggestions that can improve the care provided. The home continues to develop and build upon the excellent care provided.

## Information about this children's home

This privately run service is registered as a children's home which is part of a residential school. It provides care and accommodation for up to 38 children and young people with autism, Asperger syndrome and communication difficulties.

## Recent inspection history

Inspection date	Inspection type	Inspection judgement
06/06/2016	Full	Outstanding
21/01/2016	Interim	Sustained effectiveness
01/06/2015	Full	Good
13/01/2015	Interim	Improved effectiveness

## **What the inspection judgements mean**

At the interim inspection we make a judgement on whether the home has improved in effectiveness, sustained effectiveness, or declined in effectiveness since the previous full inspection. This is in line with the 'Inspection of children's homes: framework for inspection'.

## **Information about this inspection**

Inspectors have looked closely at the experiences and progress of children and young people living in the children's home. Inspectors considered the quality of work and the difference that adults make to the lives of children and young people. They read case files, watched how professional staff work with children, young people and each other and discussed the effectiveness of help and care given to children and young people. Wherever possible, they talked to children, young people and their families. In addition, the inspectors have tried to understand what the children's home knows about how well it is performing, how well it is doing and what difference it is making for the children and young people whom it is trying to help, protect and look after.

This inspection focused on the effectiveness of the home and the progress and experiences of children and young people since the most recent full inspection.

This inspection was carried out under the Care Standards Act 2000 to assess the effectiveness of the service 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'.

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