

# SC020193

Registered provider: The SENAD Group Limited

Interim inspection

Inspected under the social care common inspection framework

## Information about this children's home

The provision is an independent day and residential school for up to 25 children and young people, aged eight to 19 years, who have severe learning disabilities and/or autism spectrum disorder, and display associated challenging behaviour.

**Inspection date:** 21 January 2020

**Date of last inspection:** 9 April 2019

**Judgement at last inspection:** Requires improvement to be good

**Enforcement action since last inspection:**

None.

## Recent inspection history

Inspection date	Inspection type	Inspection judgement
09/04/2019	Full	Requires improvement to be good
23/10/2018	Full	Requires improvement to be good
13/06/2018	Full	Inadequate
18/04/2018	Full	Inadequate

## **This inspection**

### **The effectiveness of the home and the progress and experiences of children and young people since the most recent full inspection**

This home was judged requires improvement to be good at the last full inspection. At the interim inspection, Ofsted judges that it has improved effectiveness.

An interim registered manager is currently overseeing the home. She is very experienced and appropriately qualified. She has good plans for the service and is ably supported by three assistant managers. Together, they are improving the quality of care provided for children.

The children appear happy and settled. They enjoy a range of activities, including going to the cinema, going out for meals, attending youth club and relaxing in their home with a puzzle or a game. Children and their families enjoyed a Christmas ball. Staff are currently planning activities for the Chinese New Year.

Staff enjoy spending time with the children. This is evident in the quality of their interactions. Staff form warm and nurturing relationships with children. They know the children well and follow their care plans.

Care planning is now much clearer. It provides better information for staff. For example, a head-injury protocol is now individual to the child and is very clear about what staff need to be aware of. Furthermore, information about children's allergies is set out in a way that is more helpful to staff. This ensures that practice is more consistent.

Most children make good progress, particularly in learning to manage their own behaviours. For one child who had found it difficult to maintain school attendance, this means that he is now going to school much more regularly. Staff follow good behaviour management strategies and have a good understanding of the issues that might trigger challenging behaviour for each child. This has helped to reduce the number of incidents for most children.

Some parts of the home have been refurbished and are now homelier. However, this work needs to continue to ensure that the environment becomes more child focused. The language staff use could also be more child friendly. Work has begun on this issue, with staff training focused on helping staff to think about different, less institutional, terminology.

The management of some records is poor. For example, an audit of a child's file had not identified that a member of staff's personal information was stored in the file. In addition: some body maps and staff debriefs are missing; staff do not clearly record the actions they take after a child has been hitting their head; and daily logs are not dated each day.

Staff feel increasingly valued and listened to. Sickness levels and the number of vacancies have reduced significantly. This has helped to ensure consistency and continuity of care. Staff feel very well supported by each other and by their managers. Regular meetings and training help to support staff. New staff feel welcomed into the team and receive a good induction. This prepares them well to support children. New staff said that they feel able to contribute ideas and that their ideas are listened to.

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

### **Recommendations**

- For children's homes to be nurturing and supportive environments that meet the needs of their children, they will, in most cases, be homely, domestic environments. ('Guide to the children's homes regulations including the quality standards', page 15, paragraph 3.9)
- All children's case records (regulation 36) must be kept up to date and stored securely whilst they remain in the home. Case records must be kept up to date and must be 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)
- Staff should be familiar with the home's policies on record keeping and understand the importance of careful, objective and clear recording. ('Guide to the children's homes regulations including the quality standards', page 62, paragraph 14.4)

## **Information about this inspection**

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.

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:** SC020193

**Provision sub-type:** Residential special school

**Registered provider:** The SENAD Group Limited

**Registered provider address:** Senad Group Ltd, 1 St Georges House, Vernon Gate, Derby DE1 1UQ

**Responsible individual:** Mark Flynn

**Registered manager:** Helen Frewer, Kelly Watson

## Inspector

Joanne Vyas, Social Care Inspector

Simon Hunter, Social Care 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](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 <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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020