

# SC461363

Registered provider: The Roman Catholic Diocese of Arundel and Brighton

Full inspection

Inspected under the social care common inspection framework

## Information about this children's home

This service is a residential special school, registered as a children's home which provides care and accommodation for up to 40 children. It is owned by a charity, which also has other services within the grounds. The home's statement of purpose states that it aims to provide a total learning environment where every aspect of the children and young people's experience helps them in the development of new skills and understanding which they can use now, and will continue to be of value in the future. Accommodation is provided in seven individual areas located across the site. The manager has been registered with Ofsted since February 2013.

**Inspection dates:** 12 to 13 June 2018

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

How well children and young people are helped and protected requires improvement to be 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:** 24 May 2017

**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>
24/05/2017	Full	Good
22/11/2016	Interim	Declined in effectiveness
13/06/2016	Full	Good
22/03/2016	Interim	Sustained effectiveness

## 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, 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 protection of children standard</p> <p>In particular, the standard in paragraph (1) requires the registered person to ensure—</p> <p>that staff—</p> <p>assess whether each child is at risk of harm, taking into account information in the child’s relevant plans, and, if necessary, make arrangements to reduce the risk of any harm to the child;</p> <p>that the home’s day-to-day care is arranged and delivered so as to keep each child safe and to protect each child effectively from harm; (Regulation 12(2)(a)(i)(b))</p>	01/09/2018
<p>Fitness of workers</p> <p>The registered person may only—</p> <p>employ an individual to work at the children’s home;</p> <p>if the individual satisfies the requirements in paragraph (3).</p> <p>The requirements are that—</p> <p>full and satisfactory information is available in relation to the individual in respect of each of the matters in Schedule 2.</p> <p>(Regulation 32(2)(a)(3)(d))</p>	01/09/2018
<p>Employment of staff</p> <p>The registered person must ensure that all employees—</p> <p>receive practice-related supervision by a person with appropriate experience. (Regulation 33(4)(b))</p>	01/09/2018

### Recommendations

- Children must be consulted regularly on their views about the home’s care, to inform and support continued improvement in the quality of care provided. Due consideration should be given to the child’s cognitive ability in the development and implementation of any consultation processes. Children should be able to see

the results of their views being listened to and acted upon, specifically to ensure that records of one-to-one sessions reflect the voice and participation of the child. ('Guide to the children's homes regulations including the quality standards', page 22, paragraph 4.11)

- Staff should understand factors that affect children's motivation to behave in a socially acceptable way. Staff should encourage an enthusiasm for positive behaviour through the use of positive behaviour strategies in line with the child's relevant plans. ('Guide to the children's homes regulations including the quality standards', page 39, paragraph 8.13)
- The use of external agency staff can be a positive choice to complement the skills and experiences of the permanent workforce. Any external agency staff should meet the requirements in regulation 32(4) regarding mandatory qualifications and the registered person should consider their skills, qualifications and any induction necessary before they commence work in the home. The use of agency staff should be carefully monitored and reviewed to ensure children receive continuity of care. ('Guide to the children's homes regulations including the quality standards', page 54, paragraph 10.16)

## Inspection judgements

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

Staff have good relationships with children and these develop through the presence of stable and consistent staff teams. Staff have good understanding, knowledge and insight into children's needs and vulnerabilities.

Children learn essential life skills such as shopping, cooking, independent travel, personal care and basic household chores. They are encouraged to socialise with peers and develop turn taking and sharing skills. Children access the local community and have a sense of belonging to it. Children are encouraged to develop their independence, and targets focus on essential and beneficial life skill development. Staff are proactive and support children to take positive risks that promote their learning and preparation for adulthood.

Staff use a wide variety of systems and aids to talk, communicate and engage with children. They gain children's views about the care that they receive. This enables children to communicate needs and feelings with staff and peers. Staff provide children with meaningful education in one-to-one sessions, although records lack evidence of the child's voice or participation.

Children transitioning into and on from the home are well supported through clear and considered plans. Staff provide information, guidance and choice to children through the individual plans and timetables. This allows children to prepare and have an understanding of their futures.

Staff share information daily with on-site education colleagues which ensures a smooth transition from home to school. Staff promote education and learning in the home

through the linked care and education targets.

Children are supported to attend health appointments. Those with complex health needs have clear protocols and plans which staff follow. Staff encourage children to live healthy lifestyles through exercise and diet.

### **How well children and young people are helped and protected: requires improvement to be good**

The number of incidents and physical interventions has reduced. Senior leaders have actively moved away from the use of high level holds and staff now focus on de-escalation strategies. Staff have developed effective records and debrief processes. However, several incidents reviewed did not explore 'why' the de-escalation and management strategies used were not as detailed in individual behaviour support plans. Some plans do not detail all of the proactive strategies used to calm a child when in crisis.

Children have a good understanding of expected behaviours and boundaries. Staff provide education and advice to children about how to keep safe. They regularly talk to children about how to be safe when online and using social media.

Staff complete risk assessments that explore children's vulnerabilities. They detail what is required to manage and minimise risk. Children rarely go missing, but staff are prepared with clear, detailed plans that provide essential information and guidance to support staff in locating and supporting children should this occur.

Reporting systems and responsibilities in the home have changed. Staff report concerns and allegations promptly with referral to others when required. Records detail information and actions taken to address and investigate concerns. Some records do not demonstrate decision-making processes or the rationale for particular decisions made. Leaders have not ensured that actions are completed in a timely manner. Staff have good knowledge and understanding of risk factors and the required responses.

Managers have not ensured that safer recruitment processes are adhered to. References are not explored or scrutinised and staff have not applied professional curiosity to better ensure that all staff have the necessary skills.

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

Leaders and managers are appropriately qualified and experienced. The manager has had a greater presence in each home, which has positively impacted on the evaluation and monitoring processes. There is focus on improving the presentation of each home area. Staff and children select soft furnishings and furniture to make the home feel more homely and comfortable.

Senior leaders are passionate and aim to ensure that each child receives good-quality care that provides them with the varied experiences and opportunities to help them fulfil their full potential.

The monitoring and evaluation systems implemented by all managers have improved.

They identify the home's strengths and weakness. Managers formulate plans that address and improve weaknesses. The regular independent visits to the home provide an additional and effective layer of scrutiny.

Senior leaders and managers have clear knowledge of each child and the progress that they make. The student welfare meetings provide a whole school approach with input from care, education and therapy staff to formulate collaborative plans to support children.

The home has staff vacancies, which senior leaders address through the use of fixed-term agency staff and permanent staff working overtime.

Staff access supervision, but this lacks consistency in frequency and quality. Records do not show if staff within their induction, agency staff or permanent staff receive regular effective supervision as per the home's policy and procedure.

## **Information about this inspection**

Inspectors have looked closely at the experiences and progress of children and young people. Inspectors considered the quality of work and the differences made to the lives of children and young people. They watched how professional staff work with children and young people and each other and discussed the effectiveness of help and care provided. Wherever possible, they talked to children and 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.

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:** SC461363

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

**Registered provider:** The Roman Catholic Diocese of Arundel and Brighton

**Registered provider address:** Bishops House, The Upper Drive, Hove, East Sussex  
BN3 6NB

**Responsible individual:** Anne Sutton

**Registered manager:** Alan Day

## Inspectors

Amanda Maxwell, social care inspector  
Emeline Evans, social care inspector

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