

SC472485

Registered provider: The Sheiling Special Education Trust

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

- The home is part of an independent residential special school which is registered as a children's home. The school is run according to principles inspired by Rudolf Steiner.
- The home provides accommodation and personal care for up to 31 children and young people who have learning disabilities. Some may also have a physical disability.
- Children live in four homes within the extensive grounds.
- The home has two registered managers who were registered in January 2019.

Inspection dates: 18 to 20 June 2019

Overall experiences and progress of children and young people, taking into account **requires improvement to be good**

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

The effectiveness of leaders and managers **requires improvement to be good**

The children's home is not yet delivering good help and care for children and young people. However, there are no serious or widespread failures that result in their welfare not being safeguarded or promoted.

Date of last inspection: 2 May 2018

Overall judgement at last inspection: requires improvement to be good

Enforcement action since last inspection:

A monitoring visit took place on 23 January 2019 following a complaint received by Ofsted.

Recent inspection history

Inspection date	Inspection type	Inspection judgement
02/05/2018	Full	Requires improvement to be good
29/11/2017	Full	Good
15/02/2017	Interim	Sustained effectiveness
23/11/2016	Full	Good

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>6: The quality and purpose of care standard</p> <p>The quality and purpose of care standard is that children receive care from staff who—</p> <p>understand the children's home's overall aims and the outcomes it seeks to achieve for children.</p> <p>In particular, the standard in paragraph (1) requires the registered person to—</p> <p>ensure that the premises used for the purposes of the home are designed and furnished so as to—</p> <p>meet the needs of each child; and</p> <p>enable each child to participate in the daily life of the home.</p> <p>(Regulation 6 (1)(a)(2)(c)(i)(ii))</p>	16/08/2019
<p>13: The leadership and management standard</p> <p>The leadership and management standard is that the registered person enables, inspires and leads a culture in relation to the children's home that—</p> <p>helps children aspire to fulfil their potential.</p> <p>In particular, the standard in paragraph (1) requires the registered person to—</p> <p>ensure that staff have the experience, qualifications and skills to meet the needs of each child; and</p> <p>ensure that the home's workforce provides continuity of care to each child.</p> <p>(Regulation 13 (1)(a)(2)(c)(e))</p>	16/08/2019
<p>25: Fire precautions</p> <p>After consultation with the fire and rescue authority, the</p>	16/08/2019

<p>registered person must— ensure, by means of fire drills and practices at suitable intervals, that persons working at the home and, so far as reasonably practicable, children are aware of the procedure to be followed in case of fire.</p> <p>(Regulation 25 (1)(d))</p>	
<p>31: Staffing of children’s homes</p> <p>The registered person must ensure that the employment of any person on a temporary basis at the children’s home does not prevent children from receiving such continuity of care as is reasonable to meet their needs.</p> <p>(Regulation 31 (1))</p>	16/08/2019
<p>32: Fitness of workers</p> <p>The registered person must recruit staff using recruitment procedures that are designed to ensure children’s safety.</p> <p>The registered person may only— employ an individual to work at the children’s home; or if an individual is employed by a person other than the registered person to work at the home in a position in which the individual may have regular contact with children, allow that individual to work at the home, if the individual satisfies the requirements in paragraph (3).</p> <p>The requirements are that— the individual is of integrity and good character; the individual has the appropriate experience, qualification and skills for the work that the individual is to perform; the individual is mentally and physically fit for the purposes of the work that the individual is to perform; and 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 (1)(2)(a)(b)(3)(a)(b)(c)(d))</p>	16/08/2019
<p>33: Employment of staff</p> <p>The registered person must ensure that all employees— have their performance and fitness to perform their roles appraised at least once every year.</p> <p>(Regulation 33 (4)(c))</p>	16/08/2019

Inspection judgements

Overall experiences and progress of children and young people: requires improvement to be good

Weaknesses in how well children are helped and protected and the effectiveness of leaders and managers mean that children's overall progress and experiences require improvement to be good. Leaders and managers understand these weaknesses and have a suitable action plan in place to improve.

Children's progress in developing independence skills is limited due to the excessive use of locks in their homes. Independent access in and out of the home is prevented by electronic keypads. Some children's wardrobes and cupboards have locks on them meaning that children cannot access their personal belongings. In one home, the living room door has been locked during behavioural incidents. These restrictions place limitations on the amount of progress children can make.

While some good work is taking place to personalise children's bedrooms, not all areas in the four homes are achieving a homely style. Some areas of the homes require redecoration and there are too many signs displayed on walls. A suitable maintenance plan is being implemented aiming to address these weaknesses.

Relationships between children and staff are good. Staff treat children with respect and implement the ethos of the home well. Excluding the use of environmental restrictions, children receive individualised and well-thought-out care that meets their needs. Achievable targets and goals in relation to self-care, behaviour and education are well implemented into day-to-day living. Children make progress in these areas.

Children benefit from an effective, integrated therapy team that works collaboratively in school and in the home. The therapy team gives good support to enable staff to implement children's individual communication and sensory plans. The children's sensory and communication needs are met well.

All children have opportunities to contribute to the life of the home and the school. Consultation takes place in several ways to try and be inclusive to all children. Children are progressively making more choices.

Increasingly, children are offered more choice about activities and their own leisure time. The homes are set in extensive grounds, which children enjoy being within. Children enjoy the new youth club set up within the grounds where they take part in age-appropriate activities such as manicures, foot spas, movie nights and music. Activities in the community are also accessible and children enjoy an annual holiday. Memory books bring children's experiences to life.

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

Leaders and managers cannot be certain that all staff have been recruited safely because they do not apply the same rigorous checks of agency staff as they do for permanent staff. In addition, they have not assured themselves that all agency staff have completed child protection training.

While regular fire drills and practices take place, records do not detail which staff are present during the drill. This means that leaders and managers cannot be certain that all staff have taken part in a fire drill as required.

Staff understand their responsibility to protect children and to report concerns swiftly. In particular, staff are very good at identifying changes in children's behaviour. Leaders and managers take quick action to refer concerns to external professionals and they follow the advice provided. Concerns about practice and outcomes from internal investigations are addressed appropriately during staff supervision.

Trustees add an additional layer to monitoring the effectiveness of safeguarding arrangements. The safeguarding trustee is well informed and sufficiently trained. Trustees spend time with children in their homes and at school and they hold leaders and managers to account. This level of scrutiny promotes children's welfare.

Positive relationships between children and staff promote children's positive behaviour. However, serious incidents have occurred where de-escalation strategies were not effective and staff restrained children to prevent harm. Leaders and managers have good oversight of these incidents and support staff through effective debriefs. Progress to improve children's debriefs through individualised debrief tool kits is not yet embedded fully.

Staff identify children's individual risk and think of ways to reduce this. One-to-one work with children helps them to progress and to become more independent, for example children learn to cook, to cross a road safely and to travel in the car wearing a seat belt. This work enhances children's experiences. Children have not gone missing from this home in this inspection period.

The effectiveness of leaders and managers: requires improvement to be good

Senior leaders took action to strengthen the leadership team since the previous inspection. Two registered managers have responsibility for the four homes and provide seven days a week management cover. An additional management post sits in-between the registered managers and principal, offering further oversight. Leaders and managers understand the strengths and weaknesses of the home. An effective development plan addresses the weaknesses.

Not enough permanent staff means that there is a reliance on agency staff to meet the needs of children. Although the use of agency staff is reducing, on occasions the agency staff on duty in one home has exceeded more than half of the staff team. In addition, incorrectly completed rotas mean that there is no accurate account of where and when staff work in the home as required.

Leaders and managers took effective action to address the gaps in staff supervision that they identified through their monitoring. Since January 2019, staff are receiving more frequent supervision, and this includes some agency staff. However, staff have not had their performance appraised annually as required. Regular team meetings give staff opportunities to discuss and reflect on the care provided to children.

Permanent staff receive good training to meet the needs of children. In particular, the therapy team offers support and training about children's sensory and speech and language plans. This enables staff to respond quickly to children's changing needs.

Trustees hold leaders and managers to account and have good oversight in monitoring the quality of care and education. Monitoring and scrutiny by the trustees is child-focused, with regular review and understanding of the experiences of children.

Leaders and managers are taking action to improve and are prioritising the sufficiency of staffing and the quality of the environment. The registered managers have not had enough time to implement fully their development plan. This means that there are still some high priority areas which require improvement to be good.

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: SC472485

Provision sub-type: Residential special school

Registered provider: The Sheiling Special Education Trust

Registered provider address: Horton Road, Ashley, Ringwood, Hampshire BH24 2EB

Responsible individual: Corine Van Barneveld

Registered managers:

Samuel Meletiou

Joao Schorn

Inspectors

Nicola Lownds: social care inspector

Janice Hawtin: social care inspector

Clare Davies: social care inspector

Wendy Anderson: social care inspector

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