

2727794

Registered provider: Phoenix Care and Education Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is owned and managed by a small private provider. It offers care for up to four children who may experience social and emotional difficulties.

The home and the manager registered with Ofsted in April 2023.

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

Inspection dates: 22 and 23 July 2024

Overall experiences and progress of children and young people, taking into account	good
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How well children and young people are helped and protected	good
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The effectiveness of leaders and managers	outstanding
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The children's home provides effective services that meet the requirements for good.

Date of last inspection: 6 September 2023

Overall judgement at last inspection: requires improvement to be good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
06/09/2023	Full	Requires improvement to be good

Inspection judgements

Overall experiences and progress of children and young people: good

Children in the home are making good progress and are supported by a child-focused staff team. Children have developed positive and trusting relationships with staff and feel confident that their needs are consistently promoted.

Staff support children to meet their health needs and see medical professionals as required. When children have chosen not to engage in medical appointments, staff have offered nurture to encourage children's attendance and to promote healthy lifestyles.

Staff actively promote education for children and have high aspirations for their learning. Since the last inspection, two children have faced significant challenges which have impacted on their engagement in school and college. The registered manager has identified barriers to learning for these children, and staff have offered effective support that meets their individual needs. As a result, one child is now enrolled on a full-time apprenticeship. The registered manager has worked closely with education professionals and has developed a bespoke timetable to support the other child to reintegrate into an education setting in the next term.

Family time with those who are important to children is promoted and balanced regarding any identified risks. Staff are supportive when children have experienced challenges in their relationships and have advocated children's wishes to ensure that time with family and friends is a positive experience.

Children have access to a range of activities that promote their interests. Their views and wishes are sought on a regular basis. Children enjoy attending the gym, horse riding, football and going on holidays with staff.

Children feel confident that the staff team will support their views and opinions. Staff know the children well, and children's individual personalities are well promoted in the home. Children are encouraged to personalise their bedrooms and regularly engage in themed events in the home, such as cooking or sporting activities. This has further developed children's knowledge and relationship building skills.

How well children and young people are helped and protected: good

Staff promote positive behaviour for children by providing them with clear boundaries and routines. Praise and rewards are used regularly to recognise children's achievements. Consequences are used only when necessary, with restorative conversations used to help children to reflect on incidents of challenging behaviour. Children regularly engage in individual direct-work sessions, which has supported their understanding of risk and how to manage areas of vulnerability.

The registered manager has developed clear protocols for staff in the event of a child being missing from home. Staff consistently follow these plans and ensure that children

return to the home as quickly and safely as possible. Children are offered the opportunity to speak to an independent person on their return to the home. As a result, staff have been able to develop their understanding of the reasons why children have been missing. For one child, where missing-from-home incidents were increasing, the registered manager actively engaged with the child and professionals involved in their care. The registered manager supported the creation of a plan that allows the child to meet with those who are important to them in a structured way. The registered manager has been a strong advocate in developing the plan, which reduces risk and ensures that the child's voice is heard. Consequently, missing-from-home incidents have reduced.

Individual assessments have been developed by the registered manager to support staff's understanding of known behaviours for children. Assessments also identify any triggers that may escalate such behaviours. Staff have the skills and knowledge to de-escalate situations, which means that physical intervention is rare and is only used as a last resort. When physical intervention has been necessary, the registered manager evaluates incidents to identify any learning for staff on how to better support the children.

Staff engage in a range of training, including training that is specific to the needs of the children in the home. However, one staff member has not completed a refresher course in de-escalation techniques within the necessary time frame. This leaves the staff member and children vulnerable in the event the use of physical intervention is required. The staff member has been registered on an upcoming course.

The effectiveness of leaders and managers: outstanding

The home is led by a confident and inspirational registered manager who models excellent practice and strives to achieve the most positive outcomes for children. She is supported by an enthusiastic deputy manager who shares her motivation to promote children's care. The registered manager has high aspirations for staff and promotes their learning through continuous practice development.

The registered manager encourages staff to actively review the quality standards and provide practice examples of how these are being met in the home. On a monthly basis, the registered manager tasks staff to research different social theories and link these to their practice. This is shared with the staff team to inform a consistent approach. As a result, staff provide care to children that is well informed and research based.

Staff are overwhelmingly positive about the support they receive from the registered manager and wider staff team. They have positive experiences of working in the home and say that the registered manager has developed a culture that promotes good-quality relationships between staff and children. Consequently, children trust the adults who work in the home, which helps them to feel safe.

The registered manager promotes multi-agency working, and the home has developed highly effective working relationships with partner agencies and children's families. An education professional described staff as 'incredibly empathetic' and 'really proactive and

child focused'. One parent said that they could not ask for any more from the home and said, 'They keep me updated on everything and their communication is great.'

The registered manager is a strong advocate for children. Children are confident that their wishes and feelings are listened to and that the registered manager promotes their views when decisions are being made about their life. For one child, the registered manager was clear that she was not in agreement with the proposed care plan for the child to be moved out of the area after a period of instability. She identified a bespoke package of support and shared the child's views that they did not wish to move. As a result, the child has remained in the home and is making positive progress.

Staff receive regular high-quality supervision from the registered manager or a team leader. Staff are encouraged to discuss and review any new or emerging needs for children, as well as any progress made in their own professional development. The registered manager provides constructive challenge for staff and has supported their reflection on incidents where their response could be improved.

The registered manager understands the importance of detailed and evaluative quality assurance. The registered manager is thorough in her management oversight, which has enabled her to identify any patterns of behaviour for children and ensures that clear support is in place.

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

Recommendation

- The registered person should ensure that all staff are up to date with their training. This includes ensuring that staff complete refresher training within the recommended time frame. ('Guide to the Children's Homes Regulations, including the quality standards', page 53, paragraph 10.11)

Information about this 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: 2727794

Provision sub-type: Children's home

Registered provider: Phoenix Care and Education Limited

Registered provider address: Phoenix Care and Education Limited, 22 to 24 Balfour Road, Bootle L20 4NZ

Responsible individual: Nicola Seasman

Registered manager: Veronica Dodd

Inspector

Carrie Mayes, Social Care Inspector

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