

GYO. PROGRAMME DIALOGUE CHRIS FREESTONE

Module 3. Day 3
Preparation for ,
managing ,
receiving feedback –
inspections .



MODULE 3 DAY 3.

The focus of the session today is to look at getting ready for inspection, managing the day and receiving feedback

The day will involve discussions and a substantial piece of case study work this afternoon.

Working together

- Sharing experiences
- Confidential to the room
- Ask naïve questions- they are always helpful.
- Manage your other devices so that you have this time for the session
- If you have to leave/ answer a call / please send me a message on chat / let me know
- Remember to unmute yourself in order to speak
- Leave your camera on if possible.....
- The opportunity to network
- Enjoy!

Inspections are a key element of a Manager's life

Why ?

What types of inspections ?

Open discussion.

Inspections are a key element of a Manager's life

How do these processes make you feel ?

Small group work

Please nominate one person to feed back.

Inspections are a key element of a Manager's life

Putting inspection into perspective

From Ofsted's point of view and the SCCIF:

Types of inspection

We carry out 3 different types of inspection of children's homes, as described below.

Full inspections

A full inspection is carried out usually at least once annually. We inspect against the evaluation criteria, and this results in a set of graded judgements. The inspector will normally be on site for up to 2 days.

Assurance inspections

When we judge a home requires improvement to be good at its full inspection, we usually inspect it again in the same inspection period (1 April to 31 March). This second inspection will usually be an assurance inspection.

If a home is judged requires improvement to be good or inadequate in the last quarter of the inspection period (between 1 January and 31 March), the regulations do not require us to complete the second inspection in that inspection year. If we do not complete the second inspection in the same inspection year, the full inspection must take place before 30 June in the next inspection period.

When we judge a home good or outstanding at its full inspection, we do not usually carry out another inspection in that same inspection period. However, we may decide to carry out another inspection if we receive concerns about a home or we are concerned about the management arrangements. A second inspection would usually be an assurance inspection unless, exceptionally, the criteria for a [monitoring visit](#) are met.

We will make a single judgement based on the findings of the inspection. This will be either:

- the setting does not have serious or widespread concerns
- the setting has serious or widespread concerns

The inspector will normally be on site for 1 day.

Inspections are a key element of a Manager's life

Monitoring inspections

We may also carry out monitoring inspections:

- to monitor compliance and enforcement
- to monitor progress after an inadequate inspection
- if the specific nature of our concerns means a monitoring visit is the best course of action

- How often may other inspections occur? Who may they be ?
- What are some of the possible “urban myths”, concerns around inspections?

Getting ready:

The following are key documents :

- SCCIF
- Regulations- Children's Homes
- Standards

- And Ofsted tell us what are the key features in good and outstanding homes.....

**HAVE YOU GOT
THESE COVERED**

.....



dialogue

Getting ready:

1. Behaviour Management

For many children, testing adults or boundaries or doing risky things can be as a result of low self-esteem or because the children don't care what happens to them.

The best children's homes:

- recognise why children are doing what they are doing
- respond with empathy
- support children to regulate their behaviour, so physical interventions are rare

IS THIS YOU ? DO YOU HAVE WELL TRIANGULATED EVIDENCE ?



Getting ready:

2. Matching process

Having effective matching processes for referrals and planned moves into the home is vital. Homes that do this well make sure that:

- placements are suited from the get-go and have the best chance of succeeding. Careful matching secures the ongoing stability of the home for the other children living there
- staff are using clear and straightforward risk assessments and regularly review care and behaviour management plans. The staff team know their children really well and understand their particular needs

ARE YOU DRAWING UP EFFECTIVE IMPACT RISK ASSESSMENTS ,
MATCHING CAREFULLY ? EVIDENCE SECURE ?

Getting ready:

3. Inspirational leadership

In the very best homes, we see inspirational leaders who set high standards. In turn, their staff are dedicated professionals whose skill, enthusiasm and understanding make them excellent role models for children.

These staff:

- provide consistent care and measured approaches
- demonstrate tolerance and respect for everyone
- importantly, stick with children when they try to push them away

THINK ABOUT CULTURE, LEADERSHIP AND MANAGEMENT STYLE, CLARITY OF VISION ETC – EVIDENCE IN PLACE ?

Getting ready:

4. Consistent boundaries

Homes have the most success when they provide clear and consistent boundaries combined with incentives and rewards for children's progress and achievements. In these homes:

- staff help children to understand and regulate their emotions
- there is a reduction in negative incidents, and those that do occur are well-managed, respecting the child, and their rights
- children are involved in their own care planning and, as inspectors saw in some homes, allowed to determine the rewards used. This approach helps children to feel invested in the home. But it also encourages continued positive behaviour as well as promoting confidence and self-esteem

IS THIS WHAT YOU SEE , FEEL , HEAR AND CAN EVIDENCE ?

Getting ready:

5. Internal relationships

When disagreements and arguments inevitably occur, the best homes use a restorative approach to help children understand how they impact on each other. This:

- teaches them the benefits of treating one another with warmth and respect
- allows them to explore the reasons behind their behaviour
- helps repair relationships

Staff in good or better homes are specifically trained in understanding cycles of behaviour.

CLEAR LINK TO ALL STANDARDS – CAN YOU MAKE THOSE LINKS BACK TO CULTURE AND THE SOP /WORKFORCE DEVELOPMENT PLAN?

Getting ready:

6. Staff support

“I don't think you can underestimate how important it is for the adults working with children to have time to think about their practice. When you combine good quality training with supervision and other support structures, staff are better able to meet the needs of young people.”

Some homes also use the skills and expertise of other professionals such as clinical psychologists, psychiatrists and speech and language therapists to guide practice and support both children and staff to good effect.

EVIDENCE IN PLACE?

Getting ready.....

7.CSE

In the best places, staff are highly trained both to support young people and to recognise the warning signs.

- Homes that excel in this area take a holistic approach to protecting children. Multi-agency working is pivotal. Leaders and staff work proactively with local police and safeguarding agencies, as well as other homes in the area, so they are fully aware of potential risks to young people in the community. This approach means there is a cohesive and uniform response to local risks and threats.
- Children tell us they value this kind of individual planning and the sense of stability and clear boundaries it provides. Value is enhanced when staff give children genuine involvement in their care: a common factor across all good and outstanding homes.
- Effective education is vital. In the best homes, staff explore young people's understanding of appropriate relationships, sexual health and online safety.

IS THIS YOU ?

Getting ready.....

8.Children missing from home

In the best homes, we see:

- staff focusing their time and energy on finding the missing child
- a good understanding of the children and their individual needs, so they are usually able to locate them quickly
- agreed strategies in place to deal with missing episodes
- close work and coordination with families, police and other agencies
- And then, importantly, staff work proactively with children to support them and ensure that they understand the risks of repeatedly going missing.
- Effective education, again, is vital.

LOOK AT THIS CAREFULLY- MISSING EPISODES UNDERSTOOD? ARE YOU ALSO USING ABSENT WITHOUT AUTHORISATION- WHAT DOES THIS MEAN ?

Getting ready....

9.Children with autism and complex disabilities

Many homes specialise in caring for children with autistic spectrum disorder or other complex disabilities and do so very well. This group of children has unique needs, so specialist training and expertise are essential to ensure that children achieve the very best outcomes.

Those homes doing particularly well first and foremost ensure that placements are stable.

Staff in the best homes:

- have an in-depth understanding of children's needs
- are nurturing
- show emotional warmth towards children

IS THAT EXPERTISE , TRAINING IN PLACE ? DOES YOUR SoP AND WORKFORCE DEVELOPMENT PLAN ALIGN ? Evidence ?

10. Emergency placements

While a well-planned placement usually has the most chance of succeeding, some emergency placements will always be necessary. I know from my previous experience how we all try to avoid these emergencies, but sometimes things happen. Whether this is due to a sudden breakdown of a previous placement or other unforeseen events such as a parent being taken to hospital, staff in the best homes are well equipped to manage them.

HOW DO YOU MANAGE THESE SITUATIONS – EVIDENCE ?

SO.....

- Have all of your evidence / information in one place and accessible to you and the RI
- Make sure staff are aware of the inspection process.
- Make sure they are aware to ask for ID
- Have a log in for the inspector (time constrained) to hand so that they can access all of the records as they case track. It is a regulatory issue for Ofsted to be able to access records in a timely way
- Have a lap top accessible for them – not the

RM's

ANY OTHER THOUGHTS ?

PLAN FOR THE AFTERNOON

- You are going to spend some time in small groups looking at a case study and discussing the evidence base you could put together:



Case study / discussions / small group work

Elm House is a three bedded Ofsted registered children's home for young people aged between 11 and 17 years of age . It is registered in the EBD category

It has had a chequered regulation history in its four years since opening:

Yr 1- Good

Yr 2- RI – delay in new RM seeking registration / R40 notifications out of time / PI not logged or poorly recorded

Yr 3-Inadequate – L&M and safeguarding/children's voice not heard consistently .

Yr 4 – RI- L&M , staffing / rotas/ agency staff

Case study:

You are preparing for the next inspection . What would you consider to be a robust and secure evidence base in order to gain GOOD in respect of :

1. LEADERSHIP AND MANAGEMENT
2. SAFEGUARDING
3. QUALITY OF CARE

Please nominate one person to feedback.

HOW DO YOU MANAGE FEEDBACK?

Open discussion- how do you prepare, how does it make you feel ?

Remember our first session in relation to challenge , fight or flight, managing emotions/ stress.

Feedback is not a “personal attack” – but everyone’s reaction differs- how do you feel it and perceive it ?

Who should receive the feedback ?

How do you make effective notes ?

What next ? ----- next session will take this forward



Many thanks and
see you next time.

Chris .