



Quality Assurance Training

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2.07.24

Message to you all from NWADCS

- These sessions are for you and your personal development.
- There is no mandate to use any regional templates or guidance referenced in this training.
- The ISP template, guidance and information can be found on our website [Information Sharing Protocol | NWADCS](#).
- We hope the content is useful for you and your service.



Information and Agreement

- Please keep your microphones on mute to help prevent background noise.
- Please keep your camera's on where possible.
- Confidentiality
- Please add your job title into the chat.
- Please take part and engage and share your experiences. Use the raised hand function to help me facilitate the conversations.
- Looking after yourself.
- It is a 3-hour session we will have quick break for a cup of tea or coffee.



A bit about me.

- **QUALIFICATIONS AND ACHIEVEMENTS**

- I have an NVQ Level 4 in Health and Social Care (Children and Young People) and Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (Children and Young People's Management).
- I have completed vocational courses throughout my career and pride myself on being an experienced safeguarding lead. Throughout my career I have supported many young people supporting them to achieve their goals.
- Was involved in the development of the Philomena Protocol with Durham Police. My home was one of the pilot homes in the project.
- Received an award from Durham Police for my work in restorative approaches.

- **EXPERIENCE**

- I have a 20-year career in children's residential services working with Children and Young People. I have worked in long term, secure and transitional children's homes throughout my career. I have experience of registering a home with Ofsted, policy writing, management experience, delivering training and extensive safeguarding knowledge. I have a history of building strong multiagency care teams to ensure that young people have their needs met and are safe. I have advocated for young people at every opportunity and supported them to have their voices heard. I have supported commissioning teams with placement searches, developed ideas and contributed to positive referrals for young people. I have been a registered manager of a children home and received commissioning visits and I have supported commissioners to do visits to homes too.



Plan for the session

- Slido's
- Quality Assurance
- Types of commissioning visits
- Children's homes – links to key legislation
- Supported accommodation – links to key legislation
- Unregistered provisions
- The environment



Plan for the session

- Triangulation
- Quality assurance mapping
- Quality assurance template – something that is designed to help you in your role.
- A group task.
- Feedback and thoughts. Please complete the evaluation at the end, I will add a link into the chat at the end of the session.



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- The app has a white background and green S or green writing saying Slido.



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Goal for the day

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Goal for the day

Develop better learning and confidence

To give better understanding

Gain further understanding

Increase confidence

Gain further knowledge

Awareness

Knowledge

good

Learn

Develop confidence

Develop

Confidence

visit

Learning

Increase my confidence

quality

deliver

Common challenges

Development

Understand

assurance

Listen to people's thoughts

Understand more about expectations from a QA visit

Equip me with tools and knowledge to assess quality

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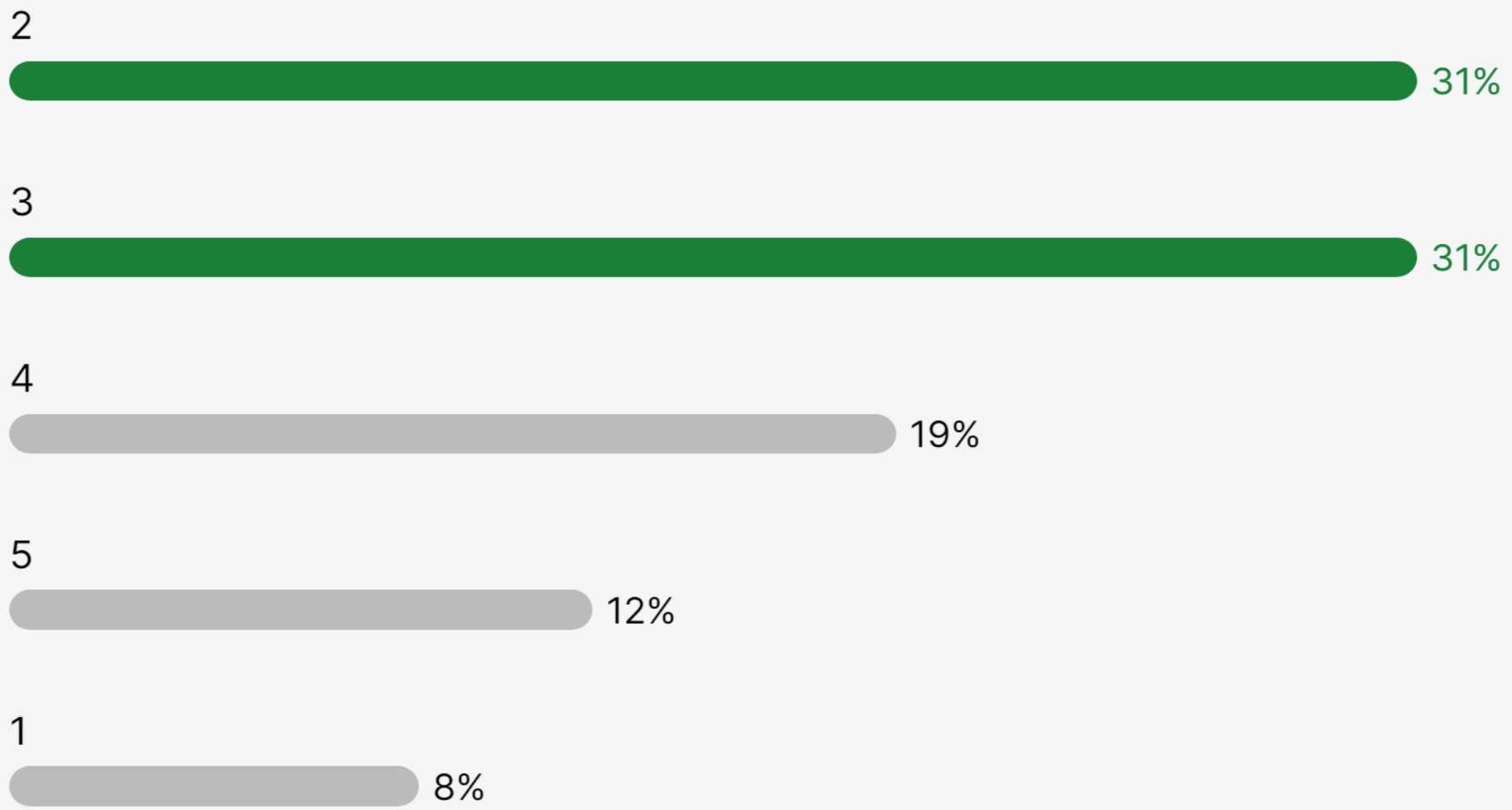
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**How confident do you
currently feel about
completing quality assurance
visits.**

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How confident do you currently feel about completing quality assurance visits.



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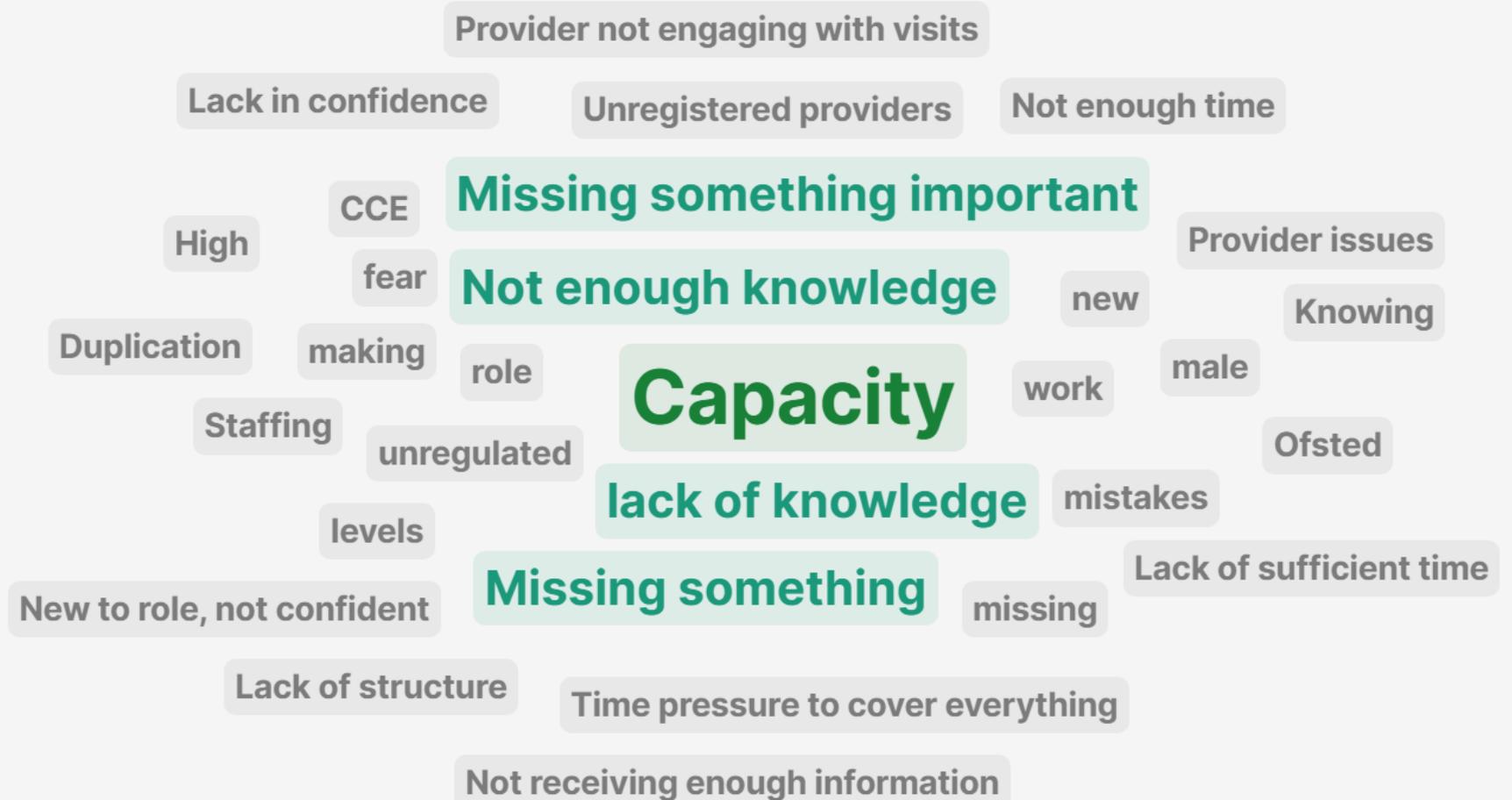
**What worries or anxieties do
you have around quality
assurance visits?**

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What worries or anxieties do you have around quality assurance visits?

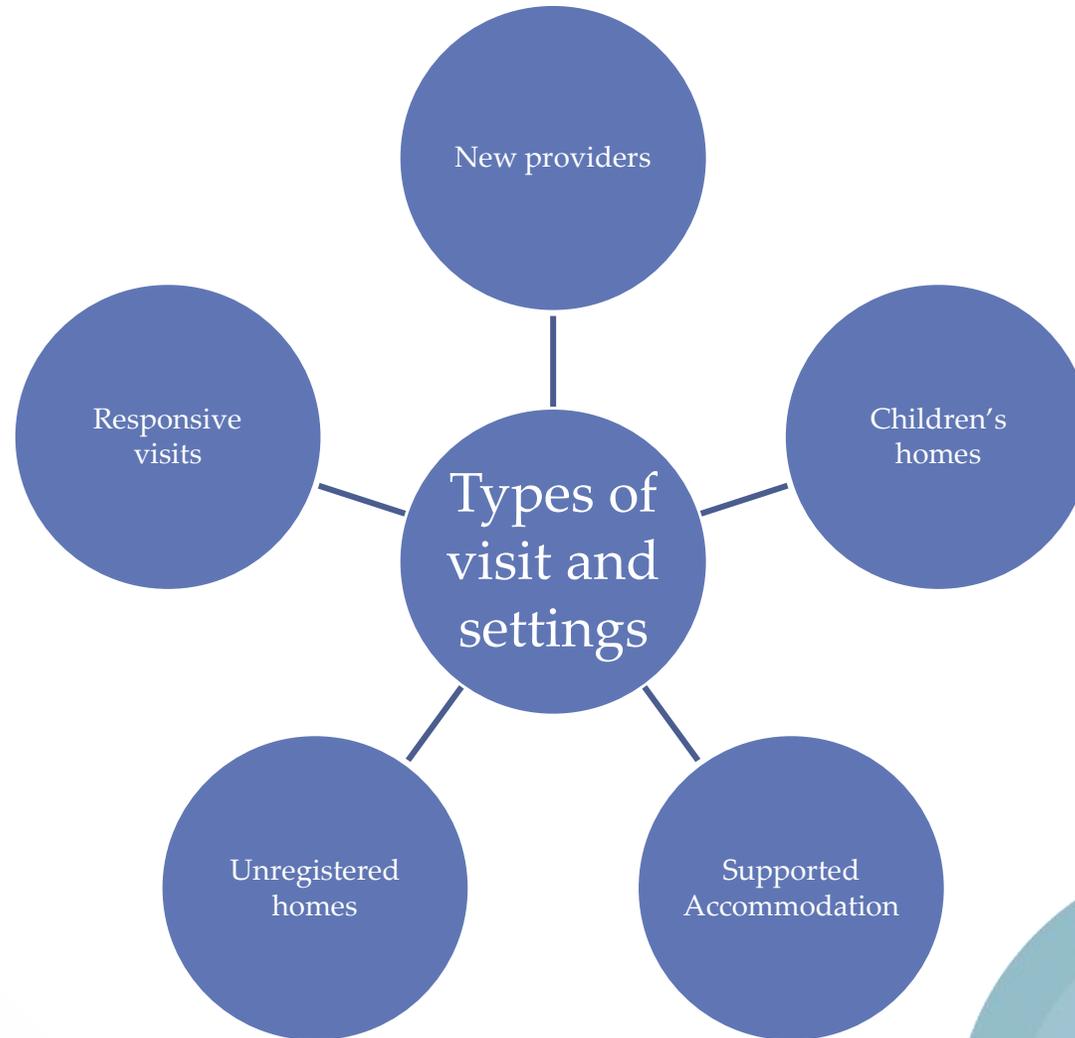


Quality Assurance

- Quality assurance in social care refers to a systematic process designed to ensure that services provided to individuals meet established standards of excellence. It involves several key components:
- **Safety:** Ensures a safe care environment.
- **Effectiveness:** Guarantees that services achieve outcomes
- **Efficiency:** Optimizes resource use, reducing waste and ensuring value for money.
- In summary, quality assurance strives to deliver high-quality, safe, and effective care tailored to individual needs.



Types of quality assurance visit



Children's Homes

- Children homes regulations 2015
- The guide to the regulations including the quality standards
- Social Care Common Inspection Framework.
- Statement of Purpose
- Locality risk assessment
- Young person's guide



Supported accommodation

- The Supported Accommodation (England) Regulations 2023
- The guide to the regulations including the quality standards
- The social care common inspection framework.
- Statement of Purpose
- Locality risk assessment
- Young person's guide



Unregistered

- Types of unregistered settings.
- The legality of these homes, a changing picture.
- My experiences of unregistered settings and the huge variation in quality and what was provided for the young person.



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What would you look for at an unregistered home?

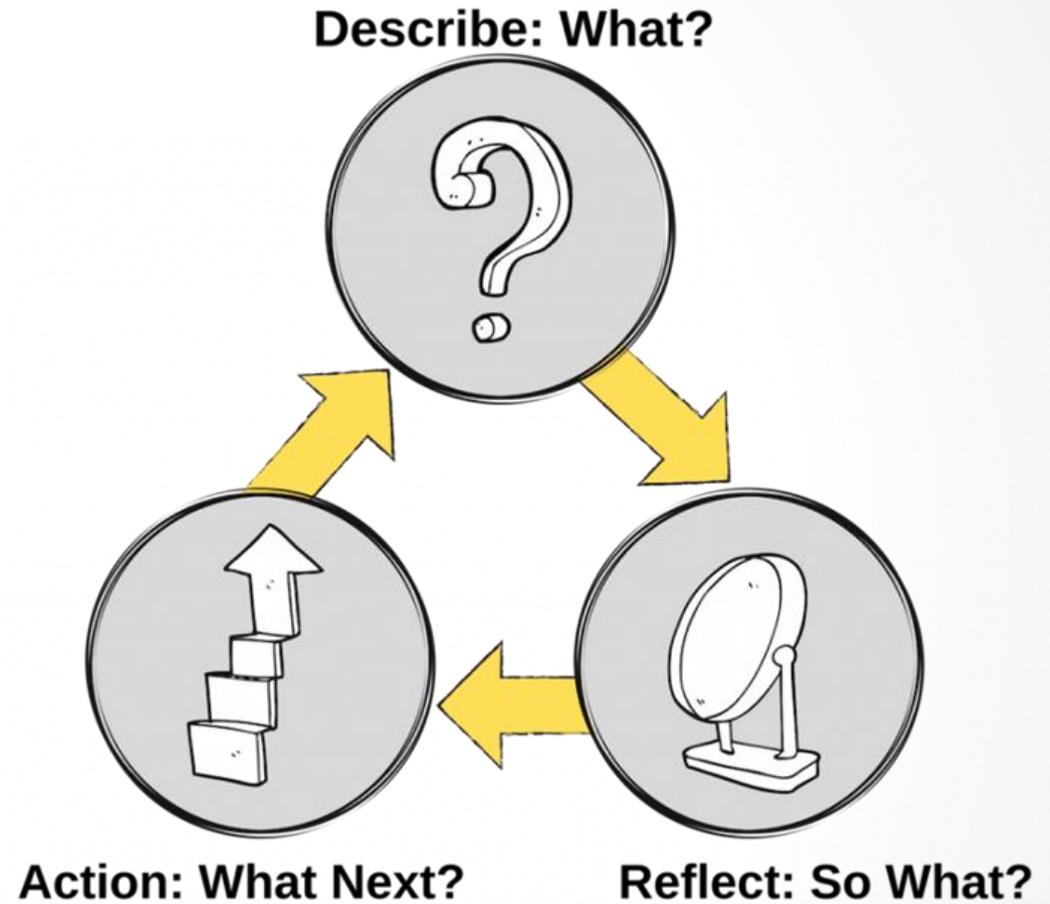
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The environment

- Arriving at the home.
- Your skills and experience – they are valuable and important!
- Bedrooms – an example



Triangulation



Placement Quality Assurance Mapping

NW FPS Pre qualifying questionnaire and evaluation

PNW annual checklist and transitional supported accommodation QA

PNW thematic quality assurance (QA template)

Regional Quality Assurance Group (Teams Channel)

Information Sharing Protocol

PNW LA email reference request

Pre placement checks

High Risk Provision Template

Monitoring Returns & Meetings

Local Authority QA:
Proactive & Responsive
Self – assessment
QA on-site visit

Indicative RAG rating - shared on
provider portal

Residential

Regulation 44 effective
safeguarding &
promotes well-being.
Regulation 45 – Quality
of Care

Supported Accommodation

Reg 32 reports - Quality
of Care
Annex 2 information
for Ofsted inspection

Fostering

Regulation 35 reports
Foster carer reviews
Fostering Reviewing
Officers
Fostering Panel

SEND

Reference to National
Minimum
Standards for
residential special
schools (Sept 2022)

Ofsted judgements and inspection report

OFSTED DCS notification

Other

- Audits (core and thematic)
- Performance data
- Peer reviews
- Serious case reviews
- Internal learning reviews
- Appreciative inquiries
- Feedback from children, parents and carers
- LADO
- Complaints and compliments
- Children in Care Council
- Employer health checks
- Staff feedback including exit interviews.
- Supervision, probation and appraisal.
- Multi agency partner feedback from LAC reviews
- Practice Observations

Quality Assurance Template

- The template has been created as a tool to help commissioners to complete their quality assurance visits.
- It is a guide – it is never intended to be completed in full or replace anything you currently use.
- An example of how to use the tool - staffing – Tab 8.



Task 1 – Bank of questions

- Work together to build a bank of questions you could use to help you challenge a provider in a way that is relational.
- Think about topics like an unkempt environment
- Staff interactions you may have had
- The rota's
- Something from an inspection that is difficult.
- Tips – I was thinking about.. What's working well, what are your worries?



Feedback from the task – questions you feel will help, especially when challenging a provider.

- Do young people decorate their themselves or do you do this before they arrive? The room seems quite plain, and we want it to be homely.
- What is your process for out of hours support?
- What are your proud, moments?
- What is going well?
- What are you worried about?
- What needs to happen?
- Tell me about the progress in
- What areas of development have you highlighted for the home?
- I'm just wondering....
- Tell me about the young people's bedrooms and how you currently support them.
- The lounge looks lovely, can you talk to me about the young peoples bedrooms as they are different.
- What are your thoughts on the cleanliness and homeliness of the house?
- Is that your usual response and policy to respond to a young person who is missing?
- Can you tell me how you support your staff?
- Could I look at you training matrix and can you talk me through it.
- Can I see the last two staff to join the teams safter recruitment files.
- I am concerned about... can you tell me about this please



Group Task

- Working in your assigned break out groups consider the following scenario.
- You arrive to do an audit in response to an Ofsted result that was inadequate. When you arrive, the registered manager challenges you about the referral they received for the young person from your commissioning service. They feel it did not reflect the young person accurately and they feel this has impacted on the Ofsted judgement.
- How would you respond? How would you ensure that you managed to remain focused on your audit? Any experiences to share with the group? Any idea's?



Feedback from your groups on the task

- Listen to the concerns, let them vent, ask to review the matching risk assessment.
- Listen to them, explain you will feed this back to social work teams. Ask about matching process.
- Be polite, listen and then pull them back on task, make sure they don't deflect from the purpose of the visit, refocus them to the task.
- Look at matching, length of placement, if it was only weeks, may have a valid view, if months may not be.
- Remain focused, supportive, talk through the Ofsted requirements and recommendations, help reduce fear and support the development plan, support them to look at changing the rating.
- Think like a CBT approach, we hear you. Check it, catch it change it.



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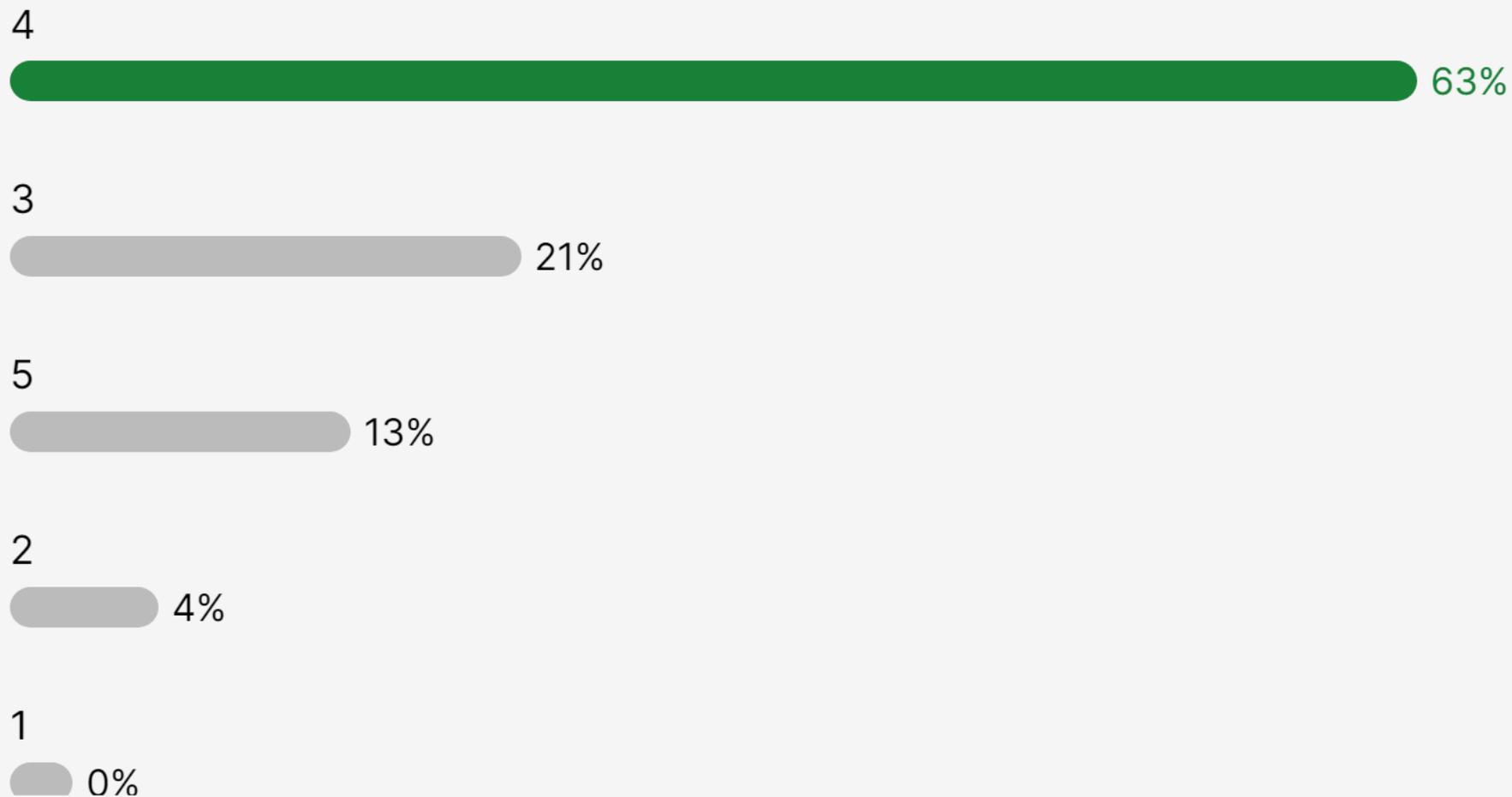


After the session how confident do you know feel about completing quality assurance visits to providers?

① Start presenting to display the poll results on this slide.



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**Any comments, thoughts,
suggestions**

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Any comments, thoughts, suggestions

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New to role - learnt from other people's experiences

Very informative training

Great training for new members of staff experiences

Really helpful

done

Really useful

group

to

helpful

tasks

peoples

the

good

visit

be

informative

QA

hear

Would definitely welcome tailored issues later down the line

Really useful training, gained more knowledge

List of open ended questions we can take back use

Resources

- Hi all thanks for today, here is the links to the legislation we discussed.

Children's Homes

- [The Children's Homes \(England\) Regulations 2015 \(legislation.gov.uk\)](https://www.legislation.gov.uk)
- [Guide to Children's Home Standards inc quality standards Version 1.17 FINAL.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [Social care common inspection framework \(SCCIF\): children's homes - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Supported accommodation

- [The Supported Accommodation \(England\) Regulations 2023 \(legislation.gov.uk\)](https://www.legislation.gov.uk)
- [Guide to the supported accommodation regulations including quality standards.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- [Social care common inspection framework \(SCCIF\): supported accommodation for looked after children and care leavers aged 16 and 17 - GOV.UK \(www.gov.uk\)](https://www.gov.uk)



Other ideas shared

- Think about personal safety and lone working, let people know where you are and check in after visits.
- Network, build relationships with each other as commissioning teams, you often use the same companies
- ISP – check in on here for information.
- Share information
- Consider joint visits, support from colleagues in local authority residential and supported accommodation teams.
- Escalate concerns
- Be relational in your approach.
- Highlight the positives too.
- Trust your instincts
- Have an introductory call/ teams call start to build a relationship with providers.





Thank you for participating in the
training today.

On behalf of the NWADCS
And Dialogue

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