

dialogue

Leading supported
accommodation
Session 2

Today's session will focus on preparing for inspection

Today

- The focus today is on preparing for inspection.
- Look at how you as a leader ensure your teams are able to present your service in the best way possible



Leader's role

Regulation 4: Leadership and Management

It's up to you to ensure your homes and organisation are ready for inspection

Prepare, prepare, prepare

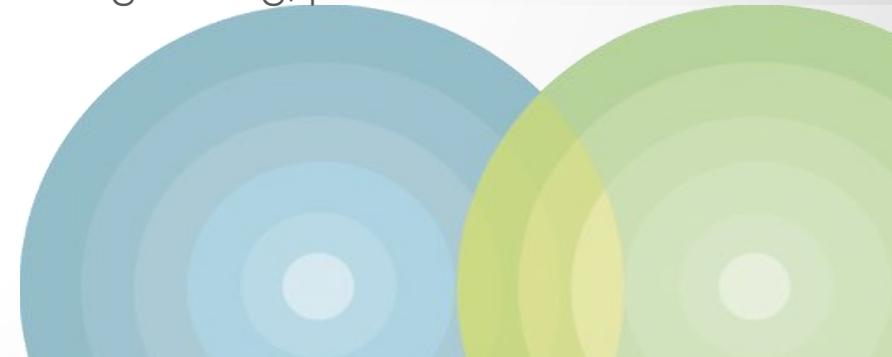
Monitor, monitor, monitor

Know your stuff!



Leadership and Management

- The leadership and management standard is that the registered person enables, inspires and leads a culture in relation to the supported accommodation undertaking that puts children first and prioritises their wellbeing and development.
- **ensure that staff** work effectively as a team, where appropriate, to meet the needs of children;
- **ensure that staff** have the experience, qualifications and skills appropriate for the work that they are to perform;
- **ensure that arrangements** are in place for the supervision, training and development of staff
- **ensure that staff** have the skills necessary to support children to identify, access and receive their entitlements in a way that helps them to learn to identify, access and receive their entitlements independently in the future;
- ensure that a workforce plan for the supported accommodation undertaking is in place;
- ensure that a business continuity plan is in place, outlining the actions the registered provider will take during unplanned disruption, covering all areas of the undertaking's operation, including staffing, premises and emergency scenarios.



Guide

- The **responsibilities and accountabilities** for the leadership and management standard fall to the **registered person**. It is expected that the registered service manager and those involved in the day to day running of settings, including the staff and any leadership team for the service, will play a key role in enabling the registered person to fulfil the requirements of this standard.
- The registered person has a key role in seeking to develop the service's effective working relationships with each young person's accommodating authority and with other relevant persons which may include individuals (including parents), agencies, bodies offering floating support, organisations and establishments that work with young people in the local community. These could include, but are not limited to, schools, colleges, health, police and youth offending teams.
- In addition to strategic multi-agency working, the registered person should ensure staff work effectively together to support young people to stay safe and receive the right support when they need it—for example, with regard to health, wellbeing and education—and feel empowered to reach their full potential.



- The registered person is responsible for ensuring the service delivers high-quality support for all young people. They must lead and manage the service in a way that delivers the ethos, outcomes and approach set out in the provider's Statement of Purpose as well as ensure that any management and staff operate settings in accordance with this.
- The registered person should play a key role in shaping the ethos of the settings they oversee through developing a culture of high aspiration for young people which is demonstrated through the support, resources and opportunities offered to the young people.
- The registered person is responsible for ensuring that staff clearly communicate to young people their rights, what they are entitled to from the service as well as, for example, their entitlement to education, and entitlements through their status as a looked after child or care leaver, such as any financial help. This information should be recorded in the young person's guide. Staff should have the skills to support young people to identify, access and receive their entitlements in a manner that helps them learn to do this independently in the future.



the triangle test

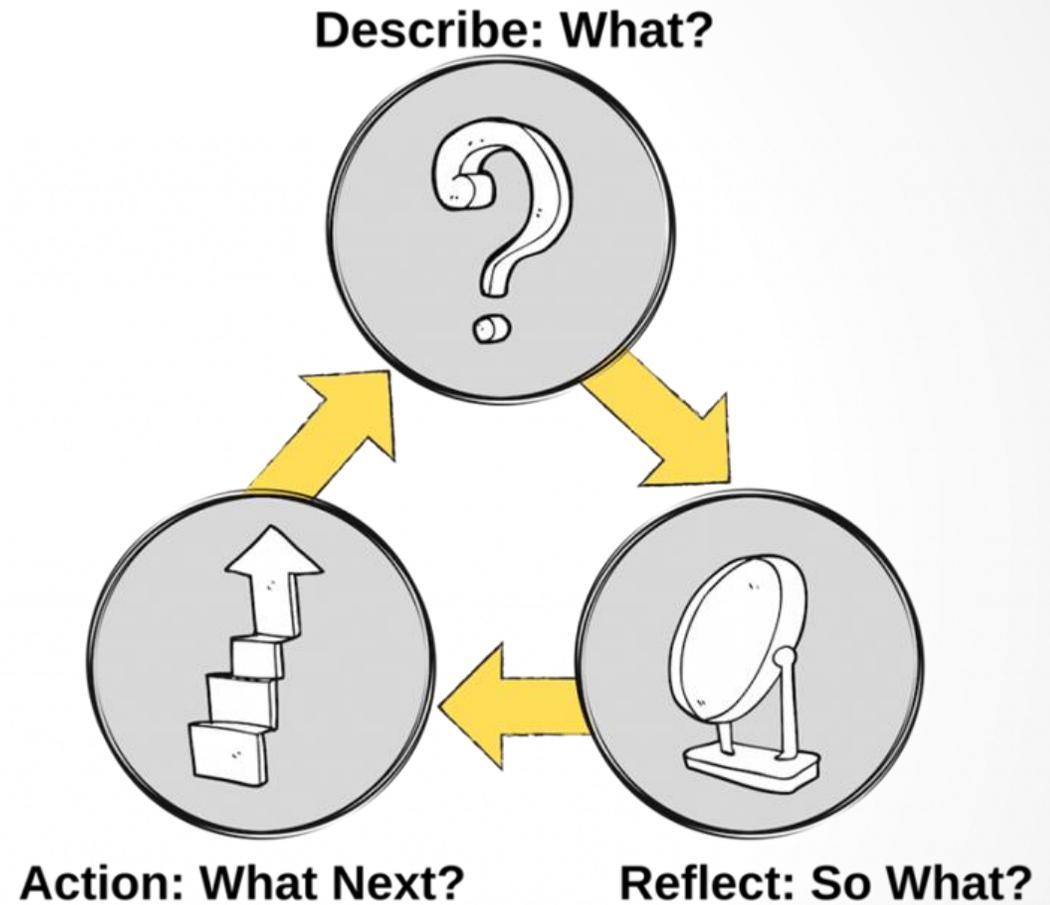
The Supported Accommodation
(England) Regulations 2023

The Guide to the Supported
Accommodation Regulations (2023)

The Social Care Common Inspection
Framework (2024)



Triangulation



Triangulation

The mapping of events against the experience of children and the impact of your care.

For example, you submit a Reg 27 regarding a missing event which lasted overnight.

So, what will the inspector look for?

Example: Missing from Home

- the risk assessment will be updated – *was it? How did staff then follow and observe it? Was it effective? What difference did it make?*
- Safe and well check – *welcomed, valued, respected, cared for, emotionally held, fed and watered*
- key working session will be completed – *was it relational, child centred, effective? Did it use 'language that cares?' Did it make a difference?*
- a health appointment may be offered – *was it? What impact did it have? Did the young person go again?*
- social worker informed – *and what happened as a result? Was further escalation required?*
- independent return home interview – *was it independent? Did you receive a copy? How did it help to identify push/pull? How did it contribute to your risk management? Will it contribute to the protection of the young person?*
- care team meeting / strategy / multi-agency forum – *minutes, actions, impact of decisions on the safety and wellbeing of the young person*



How the inspector prepares...

Inspectors are allocated 2 full days to prepare for the on-site inspection. Inspectors use the period before arriving on site to review the information held by Ofsted so that the fieldwork is properly focused and used to best effect in collecting evidence.

The plan for the on-site inspection should identify:

- lines of enquiry
- any areas of apparent weakness or significant strength
- areas where further evidence needs to be gathered

Discussions with children and professionals do not have to be in person and may be held during the off-site stage of the inspection when necessary or practicable.

The focus of the inspection may change during its course as further evidence emerges.



Inspectors will look at the information that Ofsted already holds about the provider, including:

- the provider's statement of purpose, guide and other documents provided at registration
- any concerns and complaints received
- serious incident notifications
- information provided in Annex A (which will be published shortly), including details of child-level information to inform case-sampling choices any changes to registration, including change of manager or the nominated individual
- any post-registration enforcement activity
- point-in-time questionnaire responses
- In addition, the inspector takes account of relevant background and context information, such as the most recent inspection of the local authority and any linked service where the service is situated.



Inspectors will also consider:

- Notifications and reports made under regulation 27.
- Inspectors must focus on both the content and quality of the reports to ensure that:
 - there is effective monitoring of the provider
 - these activities support improvement in the experiences and progress of children-ie what impact are you making?



Group work:

What does the inspector see, hear and feel as they get out of their car and come into your home?

Is it the same as what you want them to see, hear and feel.....



Initial checklist

- External appearance and first impressions
- ID, fire drills & muster point
- GDPR compliant visitors' log
- Clean, homely, light, welcoming – senses
- Bedrooms
- Offer of tea/coffee; do they have any allergies or food preferences?
- Do they have any access needs?
- Diary for the day – any meetings, strategies, CTMs?
- Where will they sit? When would they like a tour of the home?
- Share current information or personal issues relating to any of the children living in the home or regarding staff
- Prepping your stakeholders – book slots with social workers, education and health colleagues
- No conversation is informal, it's all on the record
- Staff interview training – Statement of Purpose, care and support planning priorities, training, development and supervision
- Consider and plan your own interview – what key messages do you want to convey?



Have your 'Ofsted file' ready

- This could include:
- Annex A
- Action plan
- SOP
- Reg 32 quality of support review
- Reg 6 location assessment
- Workforce development plan
- Home development plan / service improvement plan
- Supervision matrix
- Training matrix
- An action plan following the RSM audit or the last inspection
- Your own qualifications, including progress through current learning
- Journey, progress or achievements files for each young person – 'wow moments'
- Evidence of escalation
- **What else?**



culture

- Can you describe your culture?
- Do you test this ?
- Do you have the evidence ?
- The Regulator tests this



Group work

- In groups
- Describe your culture
- How would you explain it to a new member of staff
- What evidence have you got to support your beliefs?



Next week

- Think about your culture
- Test it out
- Is it what you thought it was
- How do others see it?

