

Managing the inspection process

challenge and compromise

Introductions and agreement

- Introductions – first name, type of service/care, hopes
- Cameras
- Confidential and supportive space
- Come and go – comfort breaks
- Slido

Training objectives

Session 1

Who are the regulator?

What underpins the inspection?

How do they conduct their work?

Judgements and inspection criteria

Preparing for inspection – practical approaches

slido



How confident do you feel about the inspection process?

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

Who are Ofsted?

The **o**ffice for **st**andards in **ed**ucation:

Their guiding principle "...is to improve lives by raising standards in education and children's social care. We are a force for improvement through the intelligent, responsible and focused use of inspection, regulation and insights."

What do they judge?

The inspectorate make judgements on the:

- **Overall experiences and progress of children and young people**, taking into account:
 - How well children and young people are helped and protected
 - The effectiveness of leaders and managers

How do they do it?

Inspections will be:

- Intelligent, responsible and focused

Using a toolkit that includes:

- Frameworks and handbooks
- Risk assessment
- Inspection and visit process
- Judgements
- Reports and summaries
- Insights from evidence and research
- Application and registration
- Compliance and enforcement

Ofsted strategy 2022–27

OUR GUIDING PRINCIPLE

Our aim is to improve lives by raising standards in education and children's social care. We are a force for improvement through the intelligent, responsible and focused use of inspection, regulation and insights.



OUR VALUES



Children and learners first



Independent



Accountable and transparent



Evidence-led

OUR PRIORITIES

Inspections that raise standards

Our inspections help education and social care recover and improve.

Right-touch regulation

Our regulation advances high-quality care, education and safeguarding for children.

Making the most of our insights

We share insights through our research and analysis. Our insights inform practitioners, policymakers and decision-makers and lead to improvements across the system.

The best start in life

We will develop the evidence base about early years education, including curriculum and pedagogy, and act on it.

Keeping children safe

We promote children's safety and welfare in everything we do.

Keeping pace with sector changes

We keep pace as the education and social care sectors evolve. We will continually review our approach and advocate for additional powers where required.

Accessible and engaged

We are open and accessible to our different audiences, understanding their needs.

A skilled workforce

We make sure we have the tools, knowledge and expertise we need to continue to be a force for improvement.

Our equality objectives promote equality, diversity and inclusion, and equal opportunities for our staff.

OUR TOOLKIT

- Frameworks and handbooks
- Risk assessment
- Inspection and visit process
- Judgements

- Reports and summaries
- Insights from evidence and research
- Application and registration
- Compliance and enforcement

EVALUATION

We will monitor our strategy implementation with a range of directly attributable, perception-based and system-level metrics.

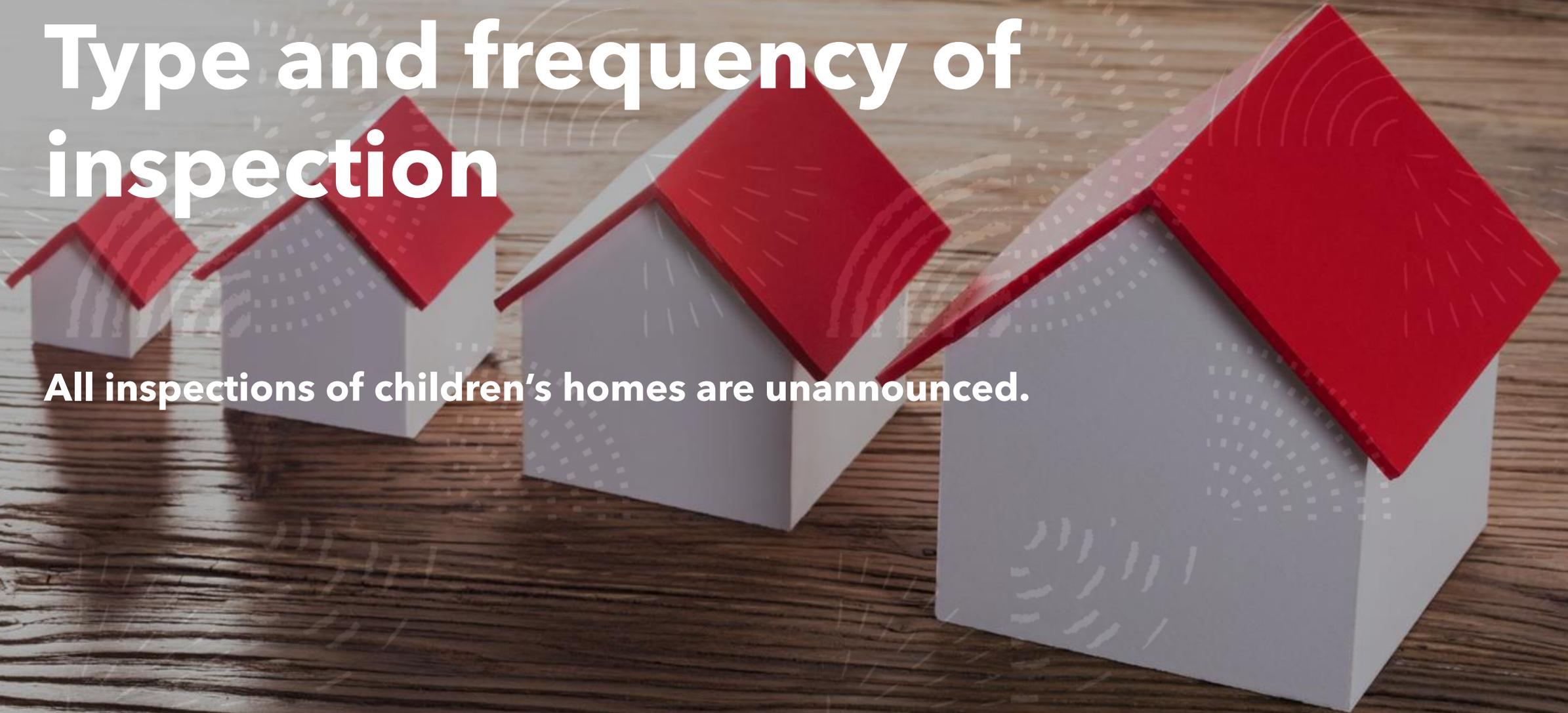
What will they look at?

Inspectors will look closely at the **experiences and progress of children and young people**, using the social care common inspection framework.

The inspection will be 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.'

Type and frequency of inspection

All inspections of children's homes are unannounced.



1. Full inspections

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

2. Assurance inspections

- When Ofsted judge a home *requires improvement to be good* at its full inspection, they 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 Ofsted to complete the second inspection in that inspection year. If they 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 Ofsted judge a home *good* or *outstanding* at its full inspection, they do not usually carry out another inspection in that same inspection period. However, they may decide to carry out another inspection if they 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.
- They 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

3. Monitoring inspections

- Ofsted may also carry out monitoring inspections:
 - to monitor compliance and enforcement
 - to monitor progress after an inadequate inspection
 - if the specific nature of their concerns means a monitoring visit is the best course of action
- If a home is judged inadequate, a case review will be held within 5 working days between the inspector and their manager. A monitoring visit or full inspection will then be held within 6 – 8 weeks.

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- If Ofsted have followed up an inadequate judgement with a monitoring visit, the outcome may be to:
 - carry out further monitoring and take steps towards cancellation
 - schedule a full inspection (usually within 16 weeks from the original inspection), which may support steps to cancel the home's registration or give opportunity to show improvement and secure an improved inspection judgement
 - consider whether the monitoring visit provides enough evidence to secure an improved inspection judgement



10 minutes:
tea and coffee

Inspection criteria



Outstanding



Good



Requires
Improvement



Inadequate

The overall experiences and progress of children

Areas of required evidence are:

- the quality of individualised care and support provided, and the impact of the home on children's experiences and on the progress they make in relation to their individual starting points
- the quality of relationships between professionals, carers and children and their parents
- the experience of and progress children make in relation to their health, education, and emotional, social and psychological well-being
- how well children's views are understood and taken into account, and how their rights and entitlements are met
- the quality of children's experiences on a day-to-day basis
- how well children are prepared for their futures and how well transitions are managed
- how well the home ensures that the needs of children who live far from their home area are met

How well children are helped and protected

Areas of required evidence are:

- how well risks are identified, understood and managed, and whether the support and care provided help children to become increasingly safe, taking account of their individual circumstances and previous experiences
- the provider's actions in response to children who may go missing or may be at risk of harm, including from exploitation, neglect, abuse, self-harm, bullying and radicalisation
- how well staff and carers manage situations and behaviour and whether clear and consistent boundaries contribute to a feeling of well-being and security for children
- whether safeguarding arrangements to protect children meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism

The effectiveness of leaders and managers

Areas of required evidence are:

- whether leaders and managers show an ambitious vision, have high expectations for what all children can achieve and ensure high standards of individualised care
- whether leaders and managers have a clear understanding of the experiences that lead to the progress children are making in respect of the plan for them and take effective action where necessary
- whether leaders and managers provide the right supportive environment for all staff, through effective supervision and appraisal and high-quality induction and training programmes that are tailored to the specific needs of the children
- how well leaders and managers know and understand the home's strengths and weaknesses, prevent shortfalls, identify weaknesses and take decisive and effective action
- whether the home is achieving its stated aims and objectives

- the quality of professional relationships to ensure the best possible all-round support to children in all areas of their development
- whether leaders and managers actively challenge when the responses from other services are not effective
- the extent to which leaders and managers actively promote tolerance, equality and diversity
- the impact of children's views and participation
- a clear and deliverable contingency plan setting out how the provider will address staff vacancies, including any change of registered manager
- for multi-building children's homes, whether the manager has effective oversight across all of the buildings within the home's registration and ensures that decisions are always made in children's best interests

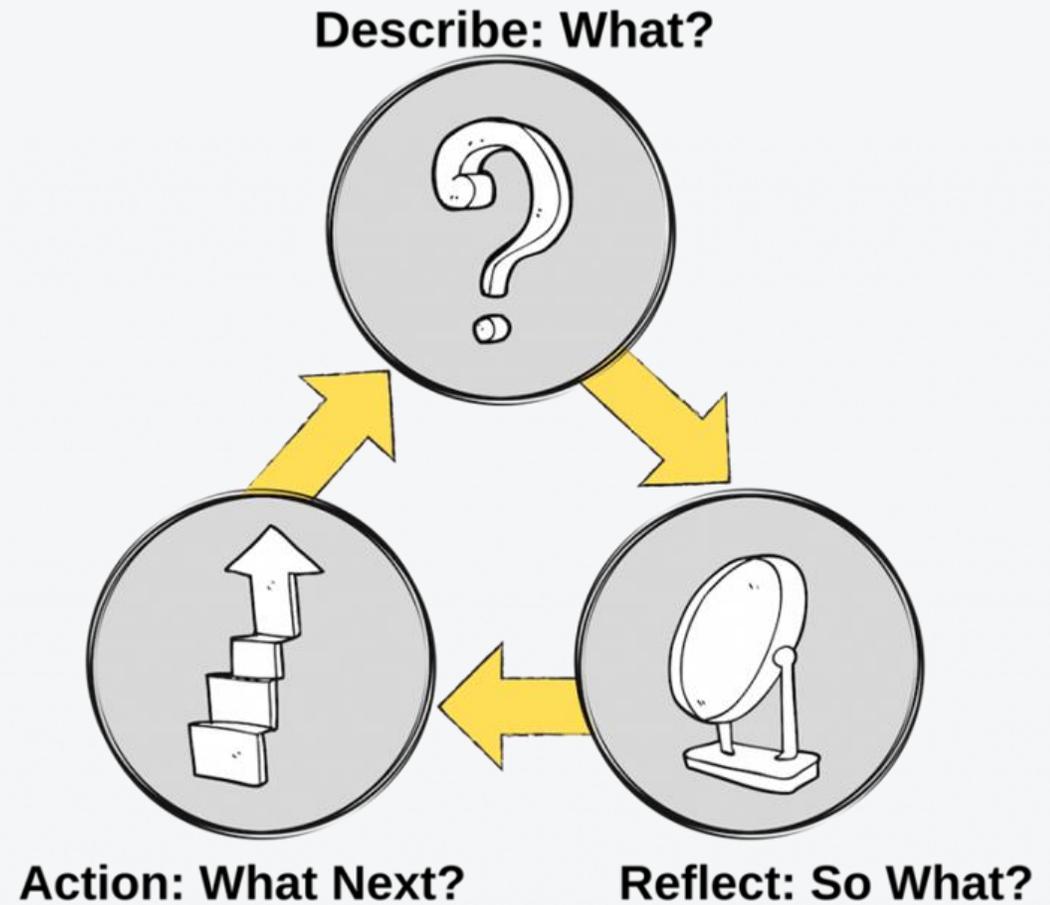
**the
triangle
test**

The Children's Homes (England) Regulations 2015

The Guide to the Children's Homes Regulations, including the Quality Standards (2015)

The Social Care Common Inspection Framework (2017)

Triangulation



Triangulation

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



For example, you submit a Reg 40 regarding a missing event which lasted overnight.



So, what will the inspector look for?

- 
- safe and well check
 - the risk assessment will be updated
 - key working session will be completed
 - a health appointment will be offered
 - social worker informed
 - independent return home interview
 - care team meeting / strategy / multi-agency forum

- 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*



Take a break - 10 mins.



Preparing for inspection

slido



When they knock on the door, what feelings do you experience?

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



**How do you
communicate with
Ofsted?**

How the inspector prepares...

Inspectors look at the information they already have, including:

- previous inspection reports
- completed questionnaires from children, parents and stakeholders
- the home's statement of purpose and children's guide
- any concerns and complaints received
- reg 40 notifications of serious events
- reg 44 reports
- quality assurance reports received under regulation 45 (including monitoring by the registered person of any incident when a child accommodated in the home goes missing or is at risk of, or subject to, child sexual exploitation)
- any changes to registration, including change of manager or the responsible individual
- any enforcement activity within the last inspection year



Breakout session:

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



**Managing the inspection
from the knock on the door –
what we see and what we
don't see**

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 like they like a tour of the home?
- Online case recording systems
- 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 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 44 analysis
- Reg 45 quality of care review
- Reg 46 location review
- Workforce development plan
- Home development plan / service improvement plan
- Supervision matrix
- Training matrix
- An action plan following the last inspection
- Your own qualifications, including progress through current learning and any goals
- Journey, progress or achievements files for each young person - 'wow moments' and memorabilia