

Inspection Top Tips

Partnership working with focus on
professional relationships

June 2025

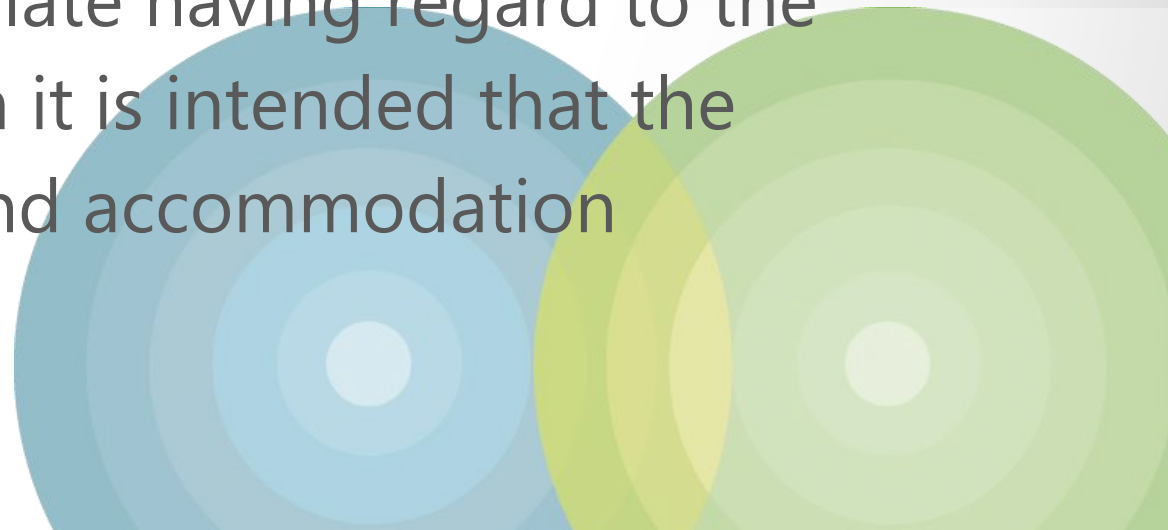


Children's Homes Regulations

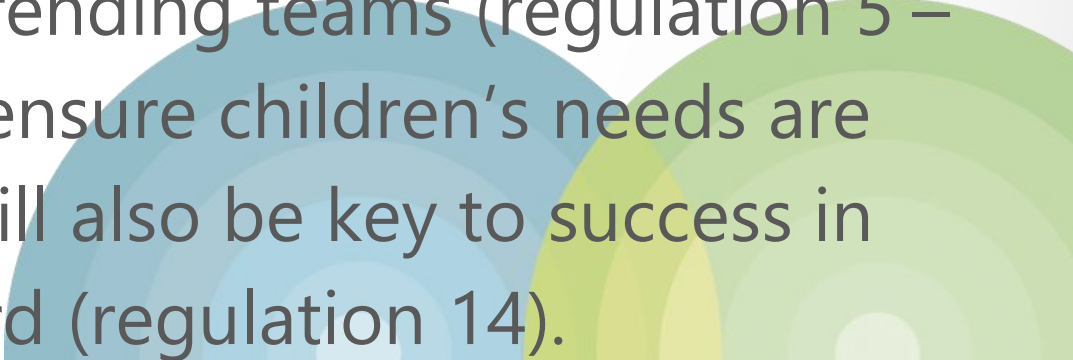
Regulation 5

In meeting the quality standards, the registered person must, and must ensure that staff —

- (d) seek to develop and maintain effective professional relationships with such persons, bodies or organisations as the registered person considers appropriate having regard to the range of needs of children for whom it is intended that the children's home is to provide care and accommodation

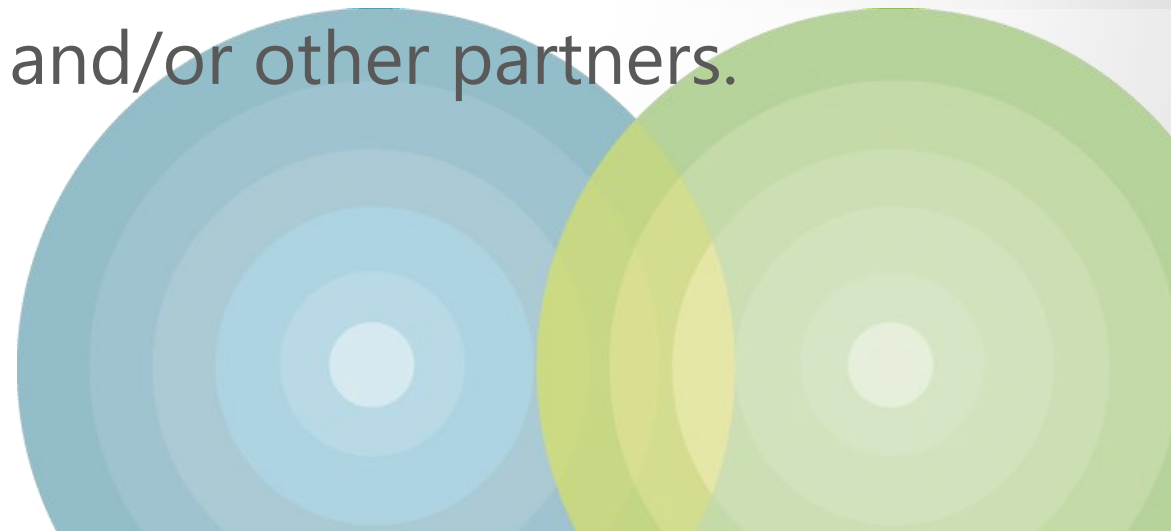


Children's Homes Guide

- **10.3** Registered persons have a key role in seeking to develop the home's effective working relationships with each child's placing authority and with other relevant persons which may include services, individuals (including parents), agencies, organisations and establishments that work with children in the local community, e.g. police, schools, health and youth offending teams (regulation 5 – engaging with the wider system to ensure children's needs are met). These working relationships will also be key to success in delivering the care planning standard (regulation 14).
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Children's Homes SCCIF Key Elements

- Inspections should take account of how well providers work with partners to achieve greater stability for children, especially for those at most risk of instability and uncertainty in their lives.
- Where services are not available or children are waiting for a long time for help, the home is proactive in challenging and escalating concerns with the placing authority and/or other partners.

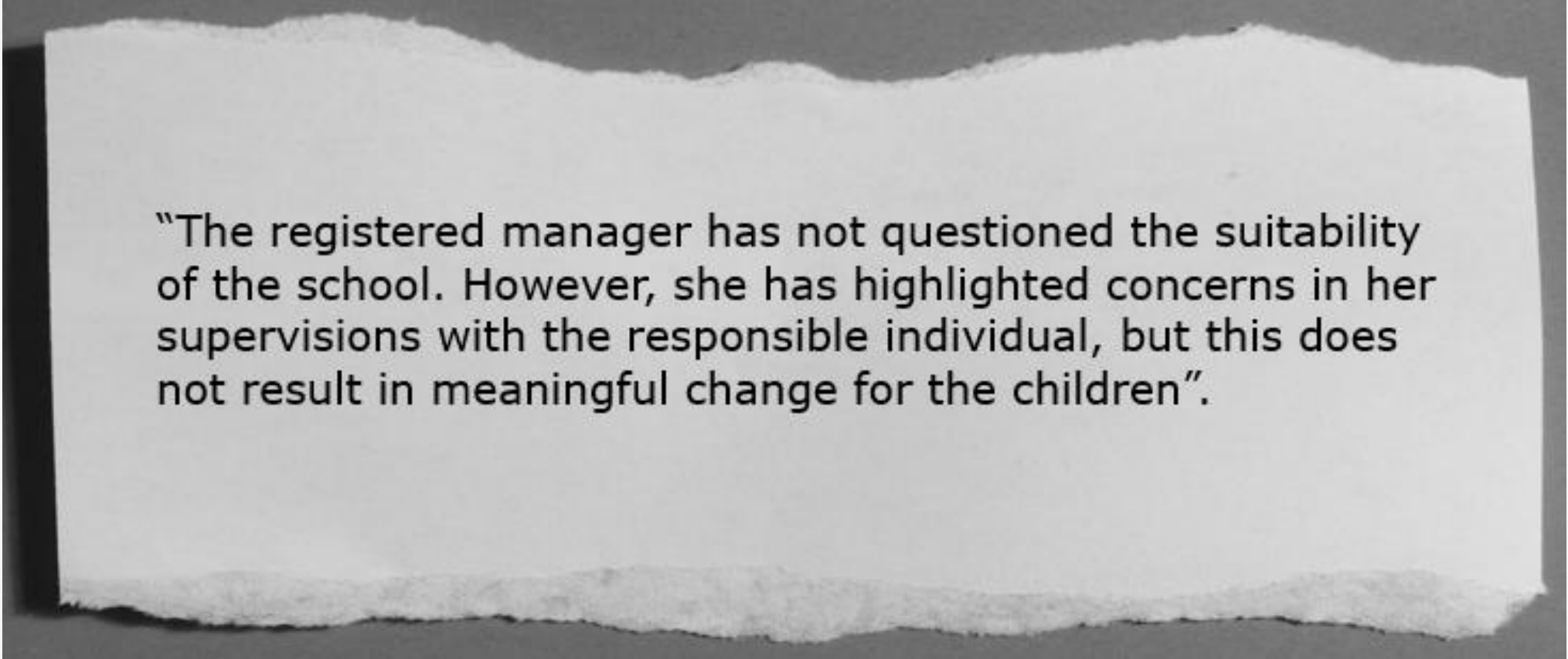


Children's Homes SCCIF Key Elements continued...

- Leaders and managers regularly review and act on any known risks to children in the community, taking advice and guidance from local partners and agencies.
- Leaders and managers have working relationships with partner agencies and schools that ensure the best possible care, experiences and futures for children.



Ofsted comment from inspection – requires improvement

A black and white photograph of a piece of torn paper with a wavy, deckled edge. The paper is set against a dark, textured background. Centered on the paper is a single paragraph of text in a black, sans-serif font.

"The registered manager has not questioned the suitability of the school. However, she has highlighted concerns in her supervisions with the responsible individual, but this does not result in meaningful change for the children".

Top tips...

1. Identify when inter-agency relationships are challenging and be pro-active to seek resolution at the earliest opportunity
2. Be clear on the escalation policy that can be implemented to avoid protracted disputes that are detrimental to the care of the child
3. Be alert to a culture of blame that can develop when partnerships are not working as required to meet the needs of the child.



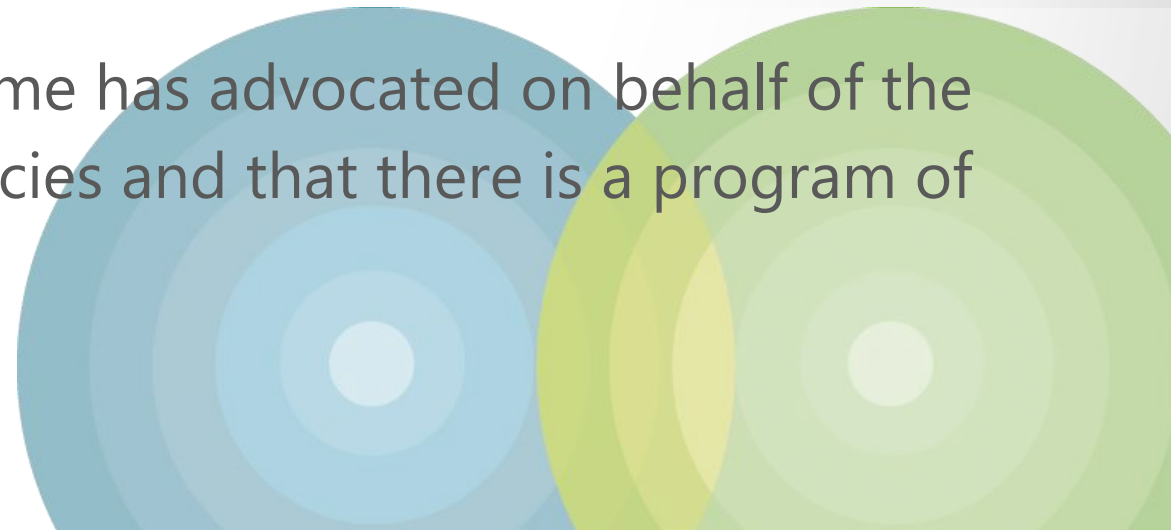
Top tips continued...

4. When professionals disagree, refocus the discussion on the child's lived experience and best interests to find common ground
5. Be clear about the concern and raise this with the right people to effect change
6. Find consistent approaches that work for individual children in different settings



Questions to consider...

- What are the differences in approach that are impacting on the wellbeing of the child?
- Have I been clear with the partner agency of the concern I have in relation to the child's situation?
- Have I escalated this as soon as possible?
- Have I followed up and seen action that will improve the relationship?
- On inspection, can I evidence that the home has advocated on behalf of the child in partnership with all relevant agencies and that there is a program of change as a result?



Dynamic Risk training...

This course will explore how to examine and analyse potential risks breaking them down into component parts using known information and linking this to potential interventions. As well as looking at the legal framework and threshold tools to help decide on necessary actions.

You can book on to this course using the link below:

[Dynamic Risk Training](#)

