



Aspiring Managers Session Two

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5.05.26

Information & Agreement

- Confidentiality
- Please take part and engage and share your experiences.
- Camera's on please
- Looking after yourself.
- Phones
- Breaks



Plan for today

- Reflect on session one
- Types of registration and types of providers
- Statement of Purpose
- Locality Risk Assessment
- Young person's Guide
- Ofsted Requirements and recommendations
- How to find inspection reports for children's homes
- Examples from inspections
- Reflection and discussion
- Suggested tasks from today



Reflective Discussion



Types of Registrations and Providers

- When homes apply to register with Ofsted they have to pick which category of registration they want to register for?
- Do you know these categories?
- Do you know what yours is? How many young people? Age Range? Type of needs?
- Where is it in your home ?



Types of providers and Types of homes

Providers

- Local Authorities
- Charities
- Private Providers

Types of homes

- Solo homes
- Dual registration
- Multi Building registration – MBR
- Short Breaks – disability respite
- Secure Children's Homes.



Categories of Registration

- children with emotional or behavioural difficulties
- children with physical disabilities
- children with learning disabilities
- children with mental disorders, excluding learning disability
- children with present drug dependence
- children with present alcohol dependence
- children with sensory impairment
- <https://www.gov.uk/government/publications/register-a-childrens-home>

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Types of Registration

- Single home registration
- Dual registration
- Multi-Building Registration - MBR



Conditions of registration

When you register with Ofsted as a provider, we apply conditions - for example:

- the maximum number of children the home can care for (this always applies)
- conditions based on the statement of purpose, such as arrangements for short breaks

We work with you, as the provider, to determine the conditions of registration.

Occasionally, we may apply conditions that you have not agreed to.

In this case we will issue a notice of proposal, which you can object to by making a 'written representation' to us.

For information on how to make a written representation,

see the [social care enforcement policy](#).

The conditions of registration are recorded on your registration certificate.

The [social care enforcement policy](#) sets out information about actions we may take if you do not follow the conditions.



Purpose and principles of enforcement

The law gives Ofsted a range of powers to regulate children's social care settings.

The enforcement action we can take is set out in the legislation.

The protection of children is paramount to our approach to enforcement. We:

- act immediately on any information that suggests that the welfare of children is not safeguarded or that they are at risk of harm or being harmed
- take appropriate and targeted action that:
 - reduces the risk of harm or actual harm to children
 - considers the circumstances of each case and is proportionate to the seriousness of the non-compliance
 - is agile and revises our approach as appropriate
 - secures compliance with the law and improves the quality of the setting
 - implements fairly our statutory or non-statutory enforcement powers when a relevant threshold is met
 - is transparent
 - is accountable and complies with the [Regulators' Code](#)



Our enforcement actions: registered persons, providers, service managers and managers

- The relevant regulations set out clear duties and responsibilities of the registered provider and manager/service manager.
- If we identify that requirements of regulations are not being met, then we must consider who is responsible for the breach. The regulations state whether the 'registered person', 'registered provider' or 'registered manager/service manager' is responsible.
- In the majority of cases, the regulations make the 'registered person' responsible, which includes both the registered provider and the registered manager/service manager.



Continued

There are additional enforcement actions we can take against managers, which are covered in the [‘Our enforcement actions: registered managers/service managers’ section](#).

We will consider whether our evidence suggests that the actions or omissions of either or both registered persons contributed to the breach.

The types of enforcement actions we can take against registered persons, providers, managers/service managers breaching requirements include:

- refusing a registration
- making a recommendation for action
- raising a requirement
- imposing or varying conditions of registration
- serving compliance notices
- suspending a registration
- restricting accommodation
- cancelling a registration

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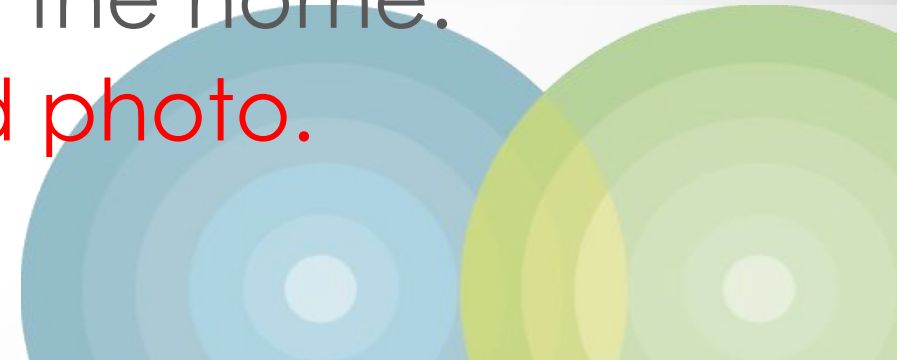
CHR 2015 - Statement of Purpose

- **16.**—(1) The registered person must compile in relation to the children's home a statement (“the statement of purpose”) which covers the matters listed in Schedule 1.
- (2) The registered person must provide a copy of the statement of purpose to HMCI and make a copy of it available upon request to:
 - (a) a person who works at the home
 - (b) a child, or a child for whom accommodation in the home is being considered
 - (c) a parent of a child, or a parent of a child for whom accommodation in the home is being considered
 - (d) a child's placing authority; and
 - (e) in the case of a qualifying school, the Secretary of State



CHR 2015 - Statement of Purpose

- 3) The registered person must—
 - (a) keep the statement of purpose under review and, where appropriate, revise it; and
 - notify HMCI of any revisions and send HMCI a copy of the revised statement within 28 days of the revision
- (4) If a home has a website, the registered person must ensure that a copy of the statement of purpose is published on that website unless the registered person considers that such publication would prejudice the welfare of children in the home.
- **note - think about the address and photo.**



CHR 2015 - Statement of Purpose

- **(5)** Subject to paragraph (6), the registered person must ensure that the home is at all times conducted in a manner which is consistent with its statement of purpose
- **(6)** Nothing in paragraph (5) or regulation 46 (review of premises) requires or authorises the registered person to contravene or not comply with
 - any other provision of these Regulations; or
 - any conditions in relation to the registration of the registered person under Part 2 of the Care Standards Act 2000.



SCHEDULE 1 – Statement of Purpose

Quality and purpose of care

- **(1)** A statement of the range of needs of the children for whom it is intended that the children's home is to provide care and accommodation.
- **(2)** Details of the home's ethos, the outcomes that the home seeks to achieve and its approach to achieving them.
- **(3)** A description of the accommodation offered by the home, including—
 - how accommodation has been adapted to the needs of children;
 - the age range, number and sex of children for whom it is intended that accommodation is to be provided; and
 - the type of accommodation, including sleeping accommodation.



SCHEDULE 1 – Statement of Purpose

- **(4)** A description of the location of the home
- **(5)** The arrangements for supporting the cultural, linguistic and religious needs of children.
- **(6)** Details of who to contact if a person has a complaint about the home and how that person can access the home's complaints policy.
- **(7)** Details of how a person, body or organisation involved in the care or protection of a child can access the home's child protection policies or the behaviour management policy



SCHEDULE 1 – Statement of Purpose

Views, wishes and feelings

- **(8)**. A description of the home's policy and approach to consulting children about the quality of their care.
- **(9)**. A description of the home's policy and approach in relation to:
 - anti-discriminatory practice in respect of children and their families; and
 - Children's rights

Education

- **(10)**. Details of provision to support children with special educational needs
- **(11)**. If the home is registered as a school, details of the curriculum provided by the home and the management and structure of the arrangements for education.
- **(12)** If the home is not registered as a school, the arrangements for children to attend local schools and the provision made by the home to promote children's educational achievement

Enjoyment and achievement

- **(13)** The arrangements for enabling children to take part in and benefit from a variety of activities that meet their needs and develop and reflect their creative, intellectual, physical and social interests and skills.



SCHEDULE 1 – Statement of Purpose

Health

- **(14)** Details of any healthcare or therapy provided, including:
 - **(a)** Details of any healthcare or therapy provided, including
 - **(b)** information about how the effectiveness of any healthcare or therapy provided is measured, the evidence demonstrating its effectiveness and details of how the information or the evidence can be accessed



SCHEDULE 1 – Statement of Purpose

- **Positive relationships**
- **(15)** The arrangements for promoting contact between children and their families and friends.
- **Protection of children**
- **(16)** A description of the home's approach to the monitoring and surveillance of children
- **(17)** Details of the home's approach to behavioural support, including information about
 - the home's approach to restraint in relation to children; and
 - how persons working in the home are trained in restraint and how their competence is assessed



SCHEDULE 1 – Statement of Purpose

- **Leadership and management**
- **(18)**The name and work address of
 - the registered provider
 - the responsible individual (if one is nominated); and
 - the registered manager (if one is appointed)
- **(19)**Details of the experience and qualifications of staff, including any staff commissioned to provide education or health care
- **(20)**Details of the management and staffing structure of the home, including arrangements for the professional supervision of staff, including staff that provide education or health care.
- **(21)**If the staff are all of one sex, or mainly of one sex, a description of how the home promotes appropriate role models of both sexes.

Care planning

- **(22)**Any criteria used for the admission of children to the home, including any policies and procedures for emergency admission.



TOP TIPS

- BUILD A SYSTEM TO LOG VERSION NUMBERS OR ENSURE DATE IS ON AND KEEP EVIDENCE OF YOUR SUBMISSIONS TO OFTSED.
- REFRESH TEAMS KNOWLEDGE – FOCUS ON ETHOS AND ANY MODEL OF CARE – THERAPEUTIC /TRAUMA INFORMED LANGUAGE.
- THINK ABOUT WEBSITES AND GDPR IN RELATION TO STAFF NAMES IF SHARING WITH PROSPECTIVE PARENTS.



Young Person's Guide – Including Regulation 7



YOUNG PERSON'S GUIDE – links to reg 7

The children's views, wishes and feelings standard

7.—(1) The children's views, wishes and feelings standard is that children receive care from staff who—

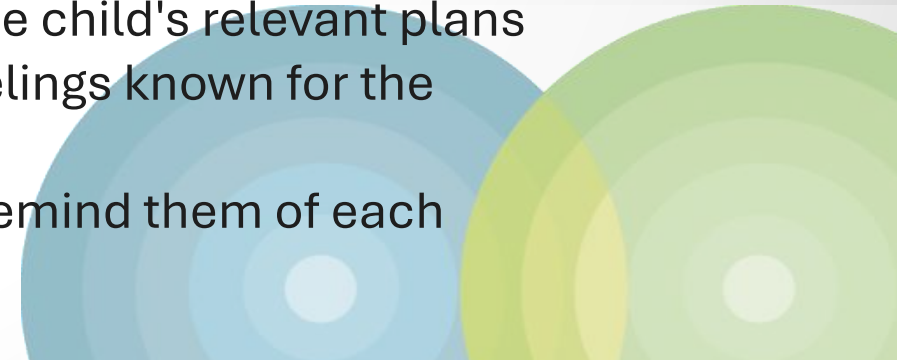
- (a) develop positive relationships with them;
- (b) engage with them; and
- (c) take their views, wishes and feelings into account in relation to matters affecting the children's care and welfare and their lives.



2) In particular, the standard in paragraph (1) requires the registered person to—

- (a) ensure that staff—

- I. ascertain and consider each child's views, wishes and feelings, and balance these against what they judge to be in the child's best interests when making decisions about the child's care and welfare;
- II. help each child to express views, wishes and feelings;
- III. help each child to understand how the child's views, wishes and feelings have been taken into account and give the child reason for decisions in relation to the child,
- IV regularly consult children, and seek their feedback, about the quality of the home's care;
- V help each child to understand how the child's privacy will be respected and the circumstances when it may have to be limited;
- (vi). help each child to prepare for any review of the child's relevant plans and to make the child's views, wishes and feelings known for the purposes of that review; and
- (vii) make each child aware of and, if necessary, remind them of each of the matters in sub-paragraph (d)(i) to (iii);



Reg 7 continued

(b) ensure that each child—

(i) is enabled to provide feedback to, and raise issues with, a relevant person about the support and services that the child receives;

(ii) has access to the home's children's guide, and the home's complaints procedure, when the child's placement in the home is agreed and throughout the child's stay in the home; and

(iii) is given appropriate advocacy support

(c) keep the children's guide and the home's complaints procedure under review and seek children's comments before revising either document

(d) ensure that an explanation is given to each child as soon as reasonably practicable after the child's arrival about

(i) the children's guide

(ii) how to make a complaint or representations in relation to the home or the care the child receives and how any such complaint or representations will be dealt with; and

(iii) what advocacy support or services are available to the child, how the child may access that support or those services and any entitlement the child may have to independent advocacy provision

(e) ensure that the views of each relevant person are taken into account, so far as reasonably practicable, before making a decision about the care or welfare of a child

What does the guide to the CHR 2015 tell us?



Guide to the CHR pages

Producing a children's guide

- 4.21 The children's home must produce a children's guide. The children's guide must be made available to all children when their placement in the home is agreed (or on arrival at the home if the placement is made in an emergency) and must be age appropriate, provided in an accessible format and explained to each child to make sure they understand it – **Think about formats but also evidence – consider keyword session to go over the guide with the children/young people.**
- 4.22 The children's guide should help children to understand:
 - what the day to day routines of the home are ('what happens in the home');
 - the Statement of Purpose of the home (the care they can expect to receive while living there);
 - how to make a complaint in line with the home's complaints procedure; - **excellent idea to review this process against the regs and guide, also think about compliments and how you record these.**
 - how they can access advocacy support or independent advocacy if eligible; and
 - how to contact the Office of the Children's Commissioner.
- 4.23 As part of reviewing and revising where appropriate the Statement of Purpose regulation 16(3)(a)), the registered person should review and update the children's guide as necessary, and make sure children are given an explanation of any changes.

Think about this when you review your guide - does your guide explain what advocacy is and how it can help? Have you got an appointed advocate for your home, usually through a national forum such as NYAS.

When we add the name of the Children's Commissioner and Ofsted to we explain what they do as well a show to reach them. It is very important that our children and young people understand their rights and how they can be supported.

Does your guide have links to local support for example – Kooth - app to support in times when they are struggling?



Children's Commissioner - Dame Rachel de Souza



- As Children's Commissioner it is my duty to promote and protect the rights of all children, with particular regard to children who are living away from home or receiving social care services. My priority is to listen to children across the country, to hear about their lives and champion their voices.

Plan and the Help at Hand Team & Review

On this slide are links to explore for you, it would be positive to think about incorporating some of this into team meetings, YP meetings and children's guide

- Plan for her last year in the role -
https://issuu.com/childrenscommissioner/docs/my_plan_for_the_year_2026-27

- The Help at hand team -
- follow the link

<https://www.childrenscommissioner.gov.uk/help-at-hand/>

The review – good reading

<https://www.childrenscommissioner.gov.uk/resource/childrens-social-care-putting-childrens-voices-at-the-heart-of-reform/>

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Top Tips and discussion points shared by the group.

- Video guides with staff talking, staff signing for the home for children whose primary language is BSL.
- Drone video, photos of the room and the home
- FAQ section
- A day in the life approach to day to day life section
- Accessibility - format make sure they can read or/and understand this.
- Compliments as well as complaints section
- QR codes or hyper links
- Key work session explaining the guide and going through with the young person.

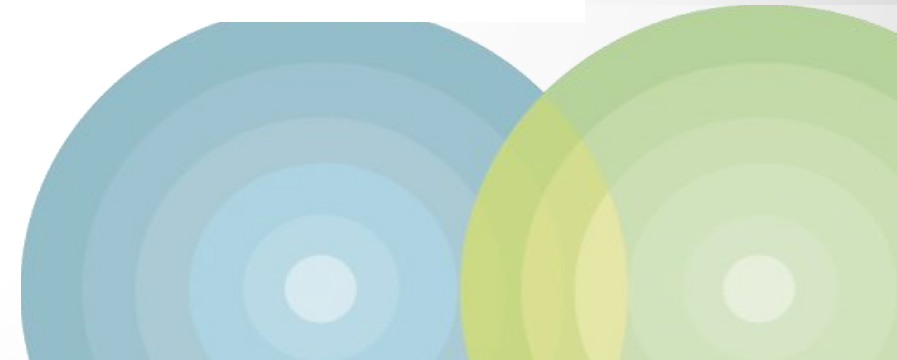


Review of premises – Regulation 46

46.—(1) The registered person must review the appropriateness and suitability of the location of the premises used for the purposes of the children's home at least once in each calendar year taking into account the requirement in regulation 12(2)(c) (the protection of children standard).

(2) When conducting the review, the registered person must consult, and take into account the views of, each relevant person.

12(2)(c) - that the premises used for the purposes of the home are located so that children are effectively safeguarded;



Guide to the regulations - Review of premises

- also known as a location risk assessment

- When establishing the home, the registered person must ensure that it is suitably
- located so that children are effectively safeguarded and can access services to meet
- needs identified in their relevant plans (see regulations 12(2)(c)). Under regulation 46,
- the registered person should review the appropriateness and suitability of the location
- and premises of the home at least once a year. The review should include the
- identification of any risks and opportunities presented by the home's location and
- strategies for managing these. Providers should refer to the non-statutory advice about
- the location assessment process:
- *Children's homes regulation amendments 2014:*

<https://www.gov.uk/government/publications/childrens-homes-regulations-amendments-2014> – document shared in the session with further detail. Links to Police data and risk matrix advice.



Top Tips and ideas from the group

- Does your young person spend lots of time in another area on family time or at school/spending time with friends? Could you add this area to the location risk assessment?
- **Make sure you have a strong consultation section**
- Think about things like bleed kits for stab wounds, Defib locations
- What three words locations for key areas YP go or areas of known risk
- Think about the environment - train lines, bridges, rivers, streams - one person shared that they had been asked why a neighbours swimming pool was not listed.
- Consider working with local children's homes near to your home.
- Work with exploitation teams
- Use the publication discussed in session
- Consider social deprivation stats released Nov 2025 - <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2025/english-indices-of-deprivation-2025-statistical-release>



Find an inspection report

- It can be very helpful as a new, aspiring or existing a manager to read Ofsted reports.
- Use the link below to open all the published reports,
- Click - children's social care then children homes and thousands will be available.
- If you know the SC or URN number of a home you can search for that, just enter the registration number and nothing else and it will come up.
- <https://reports.ofsted.gov.uk>





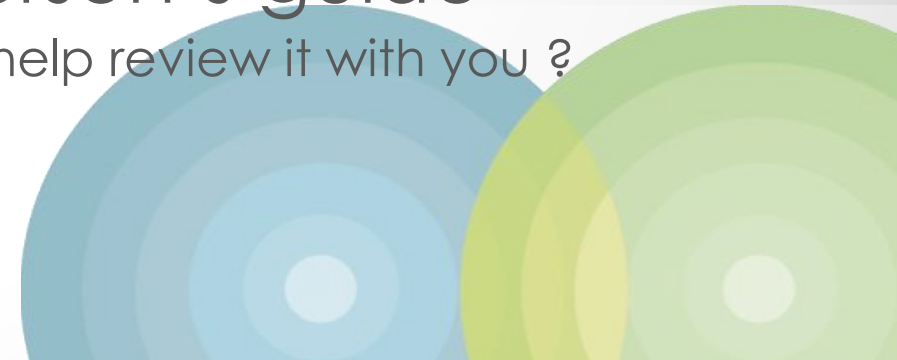
Let's talk !!

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Open Discussion

Take away idea's and next session

- Complete your reflective log
- Categories registration Certificate and liability insurance – check over yours
- Reflect with the staff team about the statement of purpose – make it fun do a quiz!
- Review your locality Risk Assessment – check for consultation section – think regulation and best practice.
- Review your approach to a young person's guide
 - Really think about your young people – would they help review it with you ? Collaboration with them would be positive.



Any questions or queries just email

- Michelle.Nicholson@dialogueltd.co.uk
- Or admin@dialogueltd.co.uk

Thanks for joining in today !

Michelle

