

Lancashire County Council

Corporate Parenting Board

Minutes of the Meeting held on Tuesday, 12th June, 2012 at 6.00 pm in Cabinet Room 'C' - County Hall, Preston

Present: Members

County Councillor Tony Winder	- Lancashire County Council
County Councillor Margaret Brindle	- Lancashire County Council
County Councillor Mrs Pat Case	- Lancashire County Council
County Councillor Carolyn Evans	- Lancashire County Council
County Councillor Stan Leadbetter	- Lancashire County Council
County Councillor Jennifer Mein	- Lancashire County Council
Louise Taylor	- Director for Specialist Services, DCYP, LCC
Amy	- Central CiCC Rep
Tasha	- Central CiCC Rep
Kris	- Central CiCC Rep
Michelle	- East CiCC Rep
Liam	- East CiCC Rep

Co-opted members

Katherine Ashworth	- representing Young People's Service, LCC
Marcellus Couzins	- Ambassador for Young People
Ismail Karolia	- Ambassador for Young People
Sue Parr	- representing The Virtual School, LCC

Other Attendees

Mark Elliott	- Governance and Project Support Manager, LCC (Clerk)
Laura Goodfellow	- Lancashire Children's Rights Service
Louise Mackender de Cari	- Strategic Integrated Service Development Team, LCC
Suzie Evans	- Communications Team, LCC
Joanna Hunt	- Lancashire Children's Rights Service
Sam Parker	- Governance Team, LCC
Julie Sumner	- County Volunteer Service, LCC
Lesley Tiffen	- representing Integrated Services, LCC
Anthony Moorcroft	- CYP Residential Care Services, LCC
Graham Whalley	- Young Lancashire

Brendan Lee	- ACERS Residential, LCC
Chantel Finley	- Customer Feedback Team, LCC
Rosslynne Selous-Hodges	- Customer Feedback Team, LCC

20. Introduction and Apologies

Introductions around the room were made and apologies were noted from County Councillors Kay and Taylor and Paul Armitage, Lin Fisher, David Galt, Sam Gorton, Paul Hegarty, Mark Hudson, Hannah Peake, Jane Simpson and Cath Randall.

21. Appointment of Chair

The Board noted that County Councillor Tony Winder is the Chair of the Board for the 2012/2013 Municipal Year.

22. Appointment of Deputy Chair

The Board noted that County Councillor Margaret Brindle is the Deputy Chair of the Board for the 2012/2013 Municipal Year.

23. Membership and Terms of Reference

The Board noted its current membership and terms of reference.

The Chair drew the Board's attention to the fact that Linda Massey had resigned as a member of the Board and asked that the Board agree to the appointment of Dr Nicky Bamford as Designated Doctor on the Board.

In agreeing the appointment of Dr Bamford the Chair placed on record thanks to Linda Massey for her contribution to the work of the Board, particularly during the recent Ofsted Inspection.

24. Notes of the Meeting held on 17 April 2012

The notes of the meeting held on 17 April 2012 were agreed as an accurate record.

25. Matters Arising from Notes of the Meeting held on 17 April 2012

In respect of minute 12 Kathy Ashworth led the Board through the report attached to these notes on the feasibility report on the Education Champions scheme discussed at a previous meeting. Taking into consideration all the facts and the other projects being undertaken in this area the Board agreed to not pursue further the idea of an 'Education Champions Scheme' similar to the scheme

operated in London Borough of Barnet, but rather to support the Virtual Schools development of 'education champions for looked after children and young people'.

26. Chair's Report including Members' Visits

Members who had undertaken visits to residential homes updated the Board on their findings.

CC Brindle informed the Board that whilst most areas of the Haven were good a concern had been expressed regarding condensation in a bathroom. Brendan Lee agreed to take action on this issue.

CC Evans informed the Board that she was impressed by the young people in the home and the level of record-keeping was very good. CC Evans was disappointed that a recent Ofsted inspection result was given the rating it was because of the fact that the carpet had been reported as needing replacing but had not yet been completed.

CC Case informed the Board that she together with CC Brindle and Winder had earlier that day visited Autumn House. They were impressed by the décor and it was good all round. Regarding the Home's name it was felt that the young people should have the opportunity to re-name it.

The Chair told the Board he was giving his time on this agenda to Brendan Lee who was to update the Board on the new Ofsted framework for inspection.

Brendan took the Board through the documents attached to these notes.

The Board questioned how consistent the new framework was, the potential for inconsistencies in judgements and the methodology of making judgements.

The Board agreed to give its support to the Local Authority in any appropriate challenge where the authority feels a judgement may be wrong.

27. Participation of Children and Young People

Lesley Tiffin led the Board through the slides attached to these notes.

Anthony Moorcroft emphasised the way they carry out successful participation by not labelling and by making it fun.

Lesley briefed the Board on the process being followed in respect of the contract to provide the Children in Care Council.

It was noted that the Board would be kept informed via Sue Parr as commissioner of the running of the Children in Care Council.

28. A to Z

Suzie Evans led the Board in discussion as to the latest version of the A to Z.

The Board noted that a distribution plan was being drawn up with a planned launch date of 1 August 2012. Suzie agreed to circulate the draft distribution list so that it can be added to as necessary.

The Board noted the intention to keep the document updated and fresh and that the Communications Group of the Corporate Parenting Board would be responsible for the monitoring of the document.

29. Work of CiCC

Laura Goodfellow led the Board through the presentation attached to these notes.

The Young People feedback from each of the Areas North, Central and East.

Michelle feedback from the residential weekend they had just been on which all young people agreed was really good and thanks were given to Laura for organising the weekend.

30. Positive Activities

Graham Whalley led the Board in some group work around positive activities for young people. Graham outlined that the intention was to use the information from this meeting at the Contribute and Engage Children's Trust Priority Group on 17 July and then come back to the meeting of the Board on 6 September.

The Board split into groups and considered the activities young people currently do and would wish to do. The findings of the groups are attached to the notes of this meeting.

The Board noted that the flipcharts would be typed up and further considered by the young people prior to the Contribute and Engage Group meeting.

31. Action Plan

The Board noted that the action plan for 2012/13 was being developed by using the aims set out in the ambitions document, together with the pledge and any relevant additions as felt appropriate.

The Plan would be agreed in consultation with the Chair and Louise Taylor and sent to the young people for confirmation before the next meeting.

32. Friends 4 U

Julie Sumner led the Board through the presentation attached to these notes.

A number of questions were asked seeking clarity as to the remit of the project and whether it was addressing the need as identified by the then shadow Corporate Parenting Board from over two years ago.

Regarding the view that 18 was too late to be starting this scheme the Board was reminded of the Independent Visitor Scheme which is commissioned from the Children's Society and it was agreed that Julie meet with Jo Hunt to build a way of this scheme supporting the transition from one scheme to the next at age 18.

It was also agreed that if any members of the Board want to link with Julie to discuss some of the issues raised they should do so.

Notwithstanding the concerns above the pilot project was noted.

33. Leaving Care - Semi Independent Supported Accommodation

Louise Mackender de Cari gave a verbal presentation on the position relating to the use of those residential homes which have recently closed or scheduled to close.

In the ambitions document there is a commitment to exploring the use of released capital for conversion of current premises, to provide supported accommodation to care leavers or those returning for the holidays from university.

The Board was informed that earlier that day a number of members had attended a regional seminar on homelessness and agreed that in the light of the information raised at the seminar and the wish that young people want providers to have quality places/facilities in a good location and to a good standard this proposal be re-visited.

34. Date and Time of Next Meeting

The Board noted that the next meeting will be the Young People's led meeting on Thursday, 26 July 2012 at 2.00pm – venue to be confirmed.

The meeting scheduled for 18 September 2012 has now been changed to Thursday, 6 September 2012 at 6.00pm in the Elm Room, Woodlands Conferencing Centre, Chorley.

35. Grant Funding Applications

The current position regarding applications was noted.

36. Adoption Scorecard

The Board noted the introduction of the scorecard and that it would be the subject of an item on a future agenda.

37. Showcasing of Good Practice

The Board noted that the ADCS has asked if authorities can identify examples of good practice.

It was agreed that a submission be made highlighting the way the Board has changed to increase the active engagement of young people who now chair one meeting and lead discussion in others; the pledge which the Board monitors at meetings; the fact that all elected members on the board take a lead for one of the priorities; the Board's intention to try a 'dragon's den' and speed dating approach to 'bottom' issues to increase creative thinking to improve services and of course keep the young people engaged in meetings and the children in care council.

38. North West Regional Corporate Parent Conference

The arrangements for the Conference as mentioned in the date of next meeting above were noted.

Feedback Report on the feasibility of an Education Champions Scheme in Lancashire for Looked After Children and Young People

Purpose of the report and Summary

This report provides feedback following discussions at the last Corporate Parenting Board Meeting in April 2012 where it was agreed to undertake an initial feasibility of the idea of developing an 'Education Champions' scheme for looked after young people in Lancashire. If developed, this would be along the lines of a similar scheme operated in London Borough of Barnett, which has been highlighted as national good practice.

Key Information and Questions for Board Members

During discussion at the Corporate Parenting Board in April 2012, the potential for this scheme was discussed and its potential operation and benefits.

At the meeting, there was support for the idea in principle, however, concern was expressed that this scheme may duplicate (to a greater or lesser extent) arrangements already in place in Lancashire to champion the educational attainment of looked after children and young

A feasibility assessment was directed to assess if this were the case, as we have no desire in Lancashire to duplicate effort needlessly. It was indicated that the 'virtual head teacher' or her representative should be involved in this feasibility assessment.

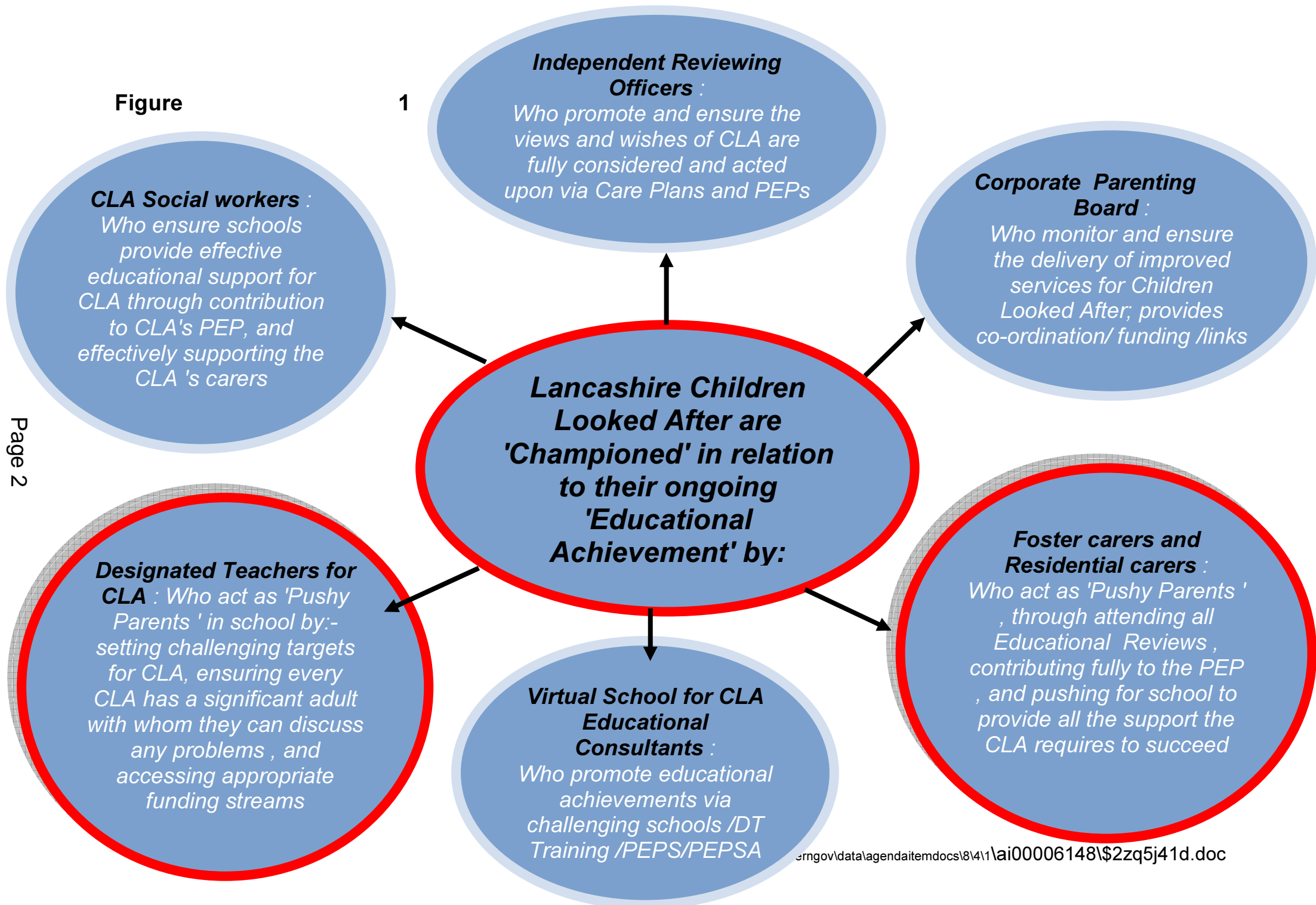
Background

On reflection of the potential outcomes of such a scheme in Lancashire, it was felt that there was potential for duplicating existing arrangements in Lancashire. The duplication would exist around the replication of the 'champion role' itself, rather than in the use of volunteer elected members/senior officer, which forms the basis of the 'Barnett model'.

At this time in Lancashire, and with the support of the virtual school, a series of inter-related developments and training support are in place (or in development) which will further develop our position in Lancashire to support and champion good educational achievement for our children and young people looked after, through a series of 'key adults' playing a 'champion role' (See Figure 1)

Figure

1



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Decisions required

The Corporate Parenting Board is requested;

- (i) *To note that it is not recommended to pursue further the idea of an 'Education Champions Scheme' similar to the scheme operated in London Borough of Barnet, but rather to support the Virtual Schools development of 'education champions for looked after children and young people' as outlined in this report.*

Report Author: Katherine Ashworth, Assistant Head of Young People's Service, Tel: 01772 532882, Mob; 07767 248775, Email; katherine.ashworth@lancashire.gov.uk
Date of report production: 8th June 2012

New framework for inspection-children's homes.

Purpose of the report and Summary

This briefing outlines key changes in the way Ofsted inspect our children's homes and should help inform commissioning and placement (social work and residential homes) arrangements for children and young people. This year Ofsted have made some significant alterations to the evaluation schedule particularly relating to the new grade descriptors.

To ensure that we continue to focus on those things that matter most (the outcomes for children and families) it is important that we consider the potential impact of the new grade descriptors and its potential impact on commissioning and provision.

Key Information and Questions for Board Members

The board is asked to consider the potential impact of the new grade descriptors with specific consideration to:

- Ofsted strengthening their requirements in relation to leadership and management.
- That it is the registered provider's responsibility to have a manager in post; a failure to do so is a breach of registration.
- Registered managers must be suitably qualified and hold appropriate clearances at the point of the registration request.
- Bringing together these changes has the potential to change the judgement for children's homes.
- Ofsted state that commissioners recognise the changes as a positive.
- Complaints or issues raised by users (children and/or families), commissioners (social workers) or staff will trigger an inspection.
- Ofsted have launched an on- line questionnaire seeking users' and stakeholders views on individual children's homes, this information will be feed into the inspection at the time of visit.
- Judgements made on the full inspection will remain for a year can only be changed at the following full inspection.

Background

Each home is subject to one full and one interim inspection within the April to March inspection year; at the full inspection, Ofsted make a judgement across the full evaluation schedule, whereas at the interim inspection Ofsted focus on the progress

that the home has made since the previous one. Inspectors are required to weigh up the evidence in a particular area and consider it against the descriptors (see attached) and all children's home regulations. This consideration will provide a judgement of outstanding, good, adequate or inadequate. Judgements are not made on a formulaic approach, but on a careful balanced consideration.

Decisions required

The board is asked to consider:

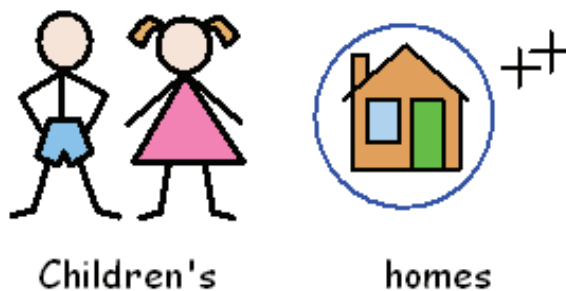
- (i) That bringing together these changes has the potential to change the grade profile for children's homes (The Judgements).
- (ii) It will be more difficult for the service to be judged as good or outstanding than it was last year.
- (iii) Changes in judgements may not mean a decline in the service provided but may be a reflection on the raised expectations embodied in the changes Ofsted have made to the evaluation schedule.

Inspection of children's homes

Framework for inspection from April 2012

This document sets out the framework and guidance for the inspection of children's homes from April 2012.

It should be read alongside the evaluation schedule for the inspection of children's homes.



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Introduction

1. This document sets out the framework for Ofsted's inspections of children's homes. It sets out: how we apply the principles and processes of all our inspections; the statutory basis for inspection; and a summary of the main features of the inspection process.
2. Ofsted's general principles of inspection and regulation are to:
 - support and promote improvement
 - be proportionate
 - focus on the needs of service users
 - focus on the needs of providers
 - be transparent and consistent
 - be accountable
 - demonstrate value for money.
3. The framework and the inspection judgements are underpinned by the regulations and the national minimum standards. The inspections are intended, not only to test compliance, but also to raise standards and drive improvement in the sector. This will require a greater focus on improving outcomes for children and young people and inspectors will evaluate how the service contributes to delivering these improved outcomes.
4. There is more detailed guidance in *Inspections of children's homes: Evaluation schedule and grade descriptors*¹ and in *Conducting inspections of children's homes*.²
5. This framework and guidance remain subject to periodic review.

Legal basis for inspection

6. The powers to regulate and inspect children's social care services, including children's homes, transferred to Ofsted under section 148 of the Education and Inspections Act 2006.³ It requires Ofsted to carry out its work in ways that encourage the services it inspects and regulates to:
 - improve
 - be user-focused

¹ *Inspections of children's homes: evaluation schedule and grade descriptors* (100193), Ofsted, 2012; www.ofsted.gov.uk/resources/100193.

² *Conducting inspections of children's homes* (100194), Ofsted, 2012; www.ofsted.gov.uk/resources/100194.

³ The Education and Inspections Act 2006; <http://www.legislation.gov.uk/ukpga/2006/40/contents>.

- be efficient and effective in the use of resources.
7. The legal basis for the regulation of children’s homes is set out in the Care Standards Act 2000,⁴ and regulations made under section 22 of the Act. It sets out Ofsted’s powers to register, inspect and, where necessary, enforce compliance with the Act and relevant regulations. It also defines a children’s home.
 8. When inspecting children’s homes, Ofsted gives consideration to knowledge and understanding gained from previous inspections, and:
 - the Care Standards Act 2000
 - the Children’s Homes Regulations 2001⁵
 - *Children’s homes: national minimum standards*⁶
 - *Children Act 1989 guidance and regulations volume 5: children’s homes* (and other statutory guidance from the Department for Education).⁷

Frequency of inspection

9. The frequency of inspections is set out in regulations.⁸ All registered children’s homes will have two inspections in a year (between 1 April and 31 March – the inspection period).
10. Newly registered children’s homes that register between 1 April and 30 September will receive at least one inspection between 1 October and 31 March. Newly registered children’s homes that register between 1 October and 31 March will receive their first inspection between 1 April and 30 September of the following inspection period.
11. The timing of any inspection will be influenced by an assessment of:
 - the outcomes of previous inspections
 - any current complaints or enforcement action
 - notifications received from a children’s home
 - other relevant information received by Ofsted.

⁴ The Care Standards Act 2000; <http://www.legislation.gov.uk/ukpga/2000/14/contents>.

⁵ The Children’s Homes Regulations 2001; <http://www.legislation.gov.uk/uksi/2001/3967/contents/made>.

⁶ *Children’s homes: national minimum standards*, DfE, 2011; <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00030-2011>.

⁷ *Children Act 1989 guidance and regulations volume 5: children’s homes*, DfE, 2011; <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00024-2011>.

⁸ Her Majesty’s Chief Inspector of Education, Children’s Services and Skills (Fees and Frequency of Inspections) (Children’s Homes, etc.) (Amendment) Regulations S1 2007/694, as amended.

12. Where we judge a children's home as inadequate, the home will have an interim inspection to report on progress within three to six months.

Types of inspection

13. The following types of inspection are carried out by Ofsted in children's homes.
- A **full inspection** is carried out at least once annually. This inspection is conducted against the evaluation schedule and will result in a set of graded judgements. The inspector will normally be on site for up to two days.
 - An **interim inspection** focuses on progress in improving quality of care and outcomes for children and young people since the most recent full inspection. The judgement will be made on a three-point scale: good progress; satisfactory progress; or inadequate progress. The inspector will normally be on site for one day.
14. Within each inspection period, every children's home will have two inspections. At least one of these will be a full inspection.
15. Also, there are other more specific inspections related to particular children's homes.

Where the children's home provides education, we conduct:

- a **single-event full inspection**. These are inspections of both social care and education provision and are carried out at least once every three years.

If there is an incident, a complaint or concerns, we conduct:

- a **monitoring inspection**. These take place at the same time as a statutory inspection, if there has been an incident or complaint that becomes a compliance investigation enquiry case. Monitoring visits could also be carried out: to review any building work; to ensure that the design and layout remains suitable for the purposes of achieving the aims and objectives set out in the children's home's statement of purpose; or where we wish to gather information on a particular aspect of care or service provision.

To support our survey work, we conduct:

- **survey inspections**. These gather evidence on a particular theme, issue or aspect of best practice that Ofsted is examining with the intention of publishing a report on the findings. They could be conducted as part of either a full or interim inspection, or separately as part of Ofsted's programme of surveys.

We will not conduct a thematic inspection at the same time as a monitoring inspection.

Notice given for inspection

16. All inspections will be unannounced, except for survey inspections.

Inspectors

17. Children's homes are inspected by suitably experienced social care inspectors, and normally by a single inspector. Where the children's home provides education, or is also registered with the Department for Education (DfE) as a school, one of Her Majesty's Inspectors (HMI), Education will inspect the educational provision at the same time as a full inspection.

Full inspections

Evaluation schedule for full inspections

18. The evaluation schedule is set out in a separate document. It outlines the judgements that inspectors make on a full and an interim inspection, and the grade descriptors that they use to arrive at their judgements.
19. Inspectors make judgements on:
 - overall effectiveness (including areas for development)
 - outcomes for children and young people
 - quality of care
 - safeguarding children and young people
 - leadership and management.
20. Equality and diversity is a critical aspect across the evaluation schedule, which inspectors will take into account across all judgement areas and report on throughout the inspection.

Making judgements at full inspections

21. Inspectors must evaluate all the evidence in a particular area and consider it against the descriptors for outstanding, good, adequate or inadequate before making a judgement. Examples of practice may be used to support more than one judgement. Judgements are made on carefully balanced consideration of the impact on children and young people, and not on a formulaic approach. The descriptors are hierarchical; a good service should also meet the descriptors for a satisfactory service and so on.

Examples of practice may be used to support more than one judgement. Judgements are made on carefully balanced consideration of the impact on children and young people, and not on a formulaic approach.

22. Children’s homes must meet statutory requirements as set out in the regulations, and must take account of the national minimum standards and statutory guidance.

However, failure to meet all the statutory requirements in full does not necessarily result in a judgement of inadequate. The seriousness of the failure and its potential impact on outcomes for children and young people is considered carefully to determine how it should impact on the overall judgement. Inspectors use their professional judgement to assess the impact of any breach against other aspects of the service provided.

Grading full inspection findings

23. Inspectors make judgements against the evaluation schedule using a four-point scale.

Outstanding	a service of exceptional quality that significantly exceeds minimum requirements
Good	a service of high quality that exceeds minimum requirements
Adequate	a service that only meets minimum requirements
Inadequate	a service that does not meet minimum requirements

The approach following an overall judgement of inadequate

24. An overall effectiveness judgement of inadequate is made where there are failures to comply with requirements and, as a result, the outcomes for children and young people are inadequate or their welfare is not safeguarded.
25. Where a children’s home is judged inadequate, the inspector will set requirements to achieve compliance with the Care Standards Act 2000 and the Children’s Homes Regulations 2001. The registered person/s must meet these requirements as set out in regulation.

Inspectors may also make recommendations to help the registered person/s to improve the quality and standards of care further. Recommendations always relate to particular national minimum standards or statutory guidance.

26. On making a judgement of inadequate for a children’s home, the inspector must consult with the Compliance, Investigation and Enforcement team, and must instigate a case review where:
- there is evidence of any immediate risk to children and/or young people, or breach of any conditions placed on the registration

- the last inspection resulted in a judgement of inadequate for overall effectiveness.
- 27. The inspector should also consider consulting with the Compliance, Investigation and Enforcement team where there is any history of:
 - previous inspection judgements of inadequate within the past two years
 - complaints against the children’s home that have not been dealt with in a satisfactory way
 - failures to comply with regulations and/or national minimum standards that have not been dealt with in a satisfactory way
 - failures to take satisfactory action to meet requirements/actions and recommendations that call into question the suitability of the registered person and registered manager.
- 28. The purpose of the case review is to consider whether any enforcement action should be taken. The Compliance, Investigation and Enforcement handbook⁹ has detailed information about the criteria for instigating a case review, the enforcement options available, and the arrangements for following up enforcement activity.
- 29. In all instances of provision judged to be inadequate for overall effectiveness, the interim inspection to report on progress must take place within three to six months. It will take place sooner if any further significant concerns arise during this period, or if earlier inspection is necessary to meet statutory requirements.
- 30. Where a judgement of inadequate progress is made at an interim inspection, the inspector should consult with the Compliance, Investigation and Enforcement team, and instigate a case review where the criteria in paragraph 27 are met.

Reporting findings at full inspections

- 31. Each full inspection is followed by a single report that sets out the inspection findings using text and grades, organised under the headings below.

Report contents

Service information	Brief contextual information about the service
Overall effectiveness	Grade
Areas for improvement	No grade

⁹ Compliance, Investigation and Enforcement handbook, Ofsted, 2011;
www.ofsted.gov.uk/resources/compliance-investigation-and-enforcement-handbook.

Outcomes for children and young people	Grade
Quality of care	Grade
Safeguarding children and young people	Grade
Leadership and management	Grade
About this inspection	Information about the legal basis for the inspection

32. The draft full inspection report is sent to the registered provider for a factual accuracy check within 10 working days of the end of the inspection.
33. The registered provider or representatives must return the draft full inspection report with any comments on factual accuracy within five working days. The final report will be published on the Ofsted website within 20 working days of the end of the inspection (irrespective of appeals or complaints).

Interim inspections

Grading interim inspection findings

34. For interim inspections, inspectors make their judgements using a three-point scale. This inspection will focus on progress in improving quality of care and outcomes for children and young people since the most recent full inspection. This will include consideration of progress made in addressing any requirements or recommendations made at the previous inspection.

Good progress	The children's home has demonstrated continued improvement in quality of care and outcomes for children and young people. Where appropriate, it has addressed all requirements and the large majority of recommendations that were raised at the previous inspection.
Satisfactory progress	The children's home has maintained quality of care and outcomes for children and young people. Where appropriate, it has addressed all requirements and the majority of recommendations that were raised at the previous inspection.
Inadequate progress	The children's home has failed to address one or more requirements and/or has not met the majority of recommendations and/or the quality of care and outcomes for children and young people have declined since the last full inspection.

Reporting findings at interim inspections

35. Each interim inspection is followed by a single report that sets out the inspection findings using text and a grade, organised under the headings below.

Report contents

Service information	Brief contextual information about the service
Overall progress	Grade
Areas for improvement	No grade
About this inspection	Information about the legal basis for the inspection

36. The draft interim report is sent to the registered provider for a factual accuracy check within 10 working days of the end of the inspection.
37. The registered provider or representatives must return the draft interim report with any comments on factual accuracy within five working days. The final report will be published on the Ofsted website within 20 days of the end of the inspection (irrespective of appeals or complaints).

Inspection activity at full and interim inspections

38. Inspectors focus their inspection activities on evaluating the outcomes for children and young people, and the quality and impact of services in helping to improve outcomes.
39. In preparation for inspection, inspectors consider the information that Ofsted has about the service. This includes:
- previous inspection reports
 - the home's statement of purpose
 - concerns and complaints received
 - notifications of significant events received
 - Regulation 33 reports received
 - quality assurance reports received under Regulation 34 (including monitoring by the registered person of any incident where a child accommodated in the home goes missing)
 - any changes to registration, including change of manager
 - any current or recent enforcement activity.

40. Also, when inspectors arrive on site at a full inspection, they will request specific information from the registered manager or person in charge (see Annex A).
41. Inspection activities will include:
 - listening and talking to children and young people
 - observing staff interactions with children and young people
 - observing key activities, such as handovers of information between staff
 - gathering views from partners and stakeholders, such as parents, social workers and teachers
 - case file reading
 - examining records
 - inspecting premises, facilities, and health and safety arrangements
 - discussions with managers and staff.
42. The inspection specifically focuses on gathering evidence against the evaluation schedule. The detail of activities undertaken and discussions held may vary depending on the lines of enquiry for each individual inspection.

User and partner views and questionnaires

43. In this context, users are the children and young people who are supported by the home or setting, and their parents or carers.
44. Inspectors take account of the extent to which service providers have asked for and acted on the views of children and young people, and their parents or carers in reviewing and improving services and outcomes. Inspectors also consider the views of those users and partners they speak to during on-site evidence gathering.
45. We will use online questionnaires to gather the views of children and young people, parents and families, staff and other interested parties, such as placing social workers, Independent Reviewing Officers, and health, police and education colleagues. These questionnaires will be used at points in time across the inspection year.

Communication and feedback

46. Inspectors provide regular opportunities for dialogue and feedback during the inspection. Oral feedback about draft findings, including strengths and weaknesses in practice, is given to the registered manager or person in charge at the end of the inspection. Requirements to be set and recommendations to be made are clearly stated.

Confidentiality

47. Ofsted takes all appropriate steps to ensure that information provided to inspectors remains confidential, as required by statute. Although evidence gathered during inspections of children's homes is not subject to disclosure under the Freedom of Information Act 2000, any personal data it contains may still be disclosed to relevant individuals under the Data Protection Act 1998. Ofsted may also be required to disclose the evidence to other bodies (for example, the Independent Safeguarding Authority) under other legislation, and may disclose evidence on a discretionary basis (for example, to the registered person or to provide assistance to another public authority).
48. Where Ofsted considers that any information provided indicates the likelihood of harm, we pass the necessary information to the local authority children's services for action.

Quality assurance

49. Quality assurance is the action that we take to ensure that an inspection is of the quality needed and expected by users, providers and Ofsted. We will ensure that inspectors are suitably experienced in the areas they are inspecting and that quality assurance managers are suitably experienced and skilled to undertake this type of work.
50. The inspector has responsibility for ensuring that all the evidence gathered is robust, reliable and secure.
51. Ofsted asks the manager of the children's home to complete a short evaluation form following each inspection, which is used to improve the quality of inspections.
52. For national consistency, some inspections include an Ofsted inspector whose role is to quality assure the inspection process. During these visits, the visiting inspector speaks to the inspector, managers and other staff, and, where possible, service users. S/he always seeks the views of staff at the children's home on the conduct of the inspection and samples the way that evidence is being gathered and used.
53. All inspection reports are subject to quality assurance procedures. These may result in changes to provisional judgements.

Conduct during the inspection

54. Inspectors must uphold the highest professional standards in their work, and ensure that everyone they encounter during inspections is treated fairly and with respect. The code of conduct requires inspectors to:
 - evaluate objectively, be impartial and inspect without fear or favour

- evaluate provision in line with frameworks, national standards or requirements
- base all evaluations on clear and robust evidence
- have no connection with the provider that could undermine their objectivity
- report honestly and clearly, ensuring that judgements are fair and reliable
- carry out their work with integrity, treating all those they meet with courtesy, respect and sensitivity
- endeavour to minimise the stress on those involved in the inspection
- act in the best interests and well-being of service users
- maintain purposeful and productive dialogue with those being inspected, and communicate judgements clearly and frankly
- respect the confidentiality of information, particularly about individuals and their work
- respond appropriately to reasonable requests
- take prompt and appropriate action on any safeguarding or health and safety issues.

Expectations of providers

55. For inspection and regulation to be productive and beneficial, inspectors and providers must establish and maintain a professional working environment based on courtesy and professional behaviour. Inspectors are expected to uphold the code of conduct, but Ofsted also expects providers to:
- be courteous and professional
 - apply their own codes of conduct in their dealings with inspectors
 - allow inspectors to conduct their visit in an open and honest way
 - allow inspectors to evaluate the provision objectively against the standards/framework
 - provide evidence that will enable the inspector to report honestly, fairly and reliably about their provision
 - work with inspectors to minimise disruption, stress and bureaucracy
 - ensure the health and safety of inspectors while on their premises
 - maintain a purposeful dialogue with the inspector or the inspection team
 - draw any concerns about the inspection to the attention of inspectors promptly and in a suitable manner
 - respect that inspectors need to observe practice and talk to staff and users without the presence of a manager or registered person.

Complaints

56. The great majority of our work is carried out smoothly and without incident. If concerns do arise during an inspection, you should raise these with the lead inspector immediately so that they can be resolved while the inspection is taking place.
57. Normally, a complaint can be made at any stage during an inspection or up to 30 calendar days from the date of publication of any report or letter. Lodging a complaint does not normally delay publication of the report.
58. Complaints are initially assessed by a designated Ofsted representative. We will make contact early to resolve any complaints without delay.

Where this is not possible, complaints are investigated in accordance with Ofsted's published complaints procedure, which sets out how providers or users can complain about their inspection and what happens to their complaint. It is on our website:

www.ofsted.gov.uk/resources/070080.

59. Complaints should be made in writing (including by email to enquiries@ofsted.gov.uk) to:

Sue Aldridge
Principal Officer, Complaints
Ofsted National Business Unit
Piccadilly Gate
Store Street
Manchester
M1 2WD.

More information

60. We hope that you find this document useful in helping you to prepare for your inspection. If you have any queries about your inspection, please discuss them with your lead inspector when they contact you.
61. If you have any other general queries about the inspections of children's homes, please contact Lisa Pascoe on 0300 123 1231 or socialcare@ofsted.gov.uk.

Annex A. Request for information at a full inspection¹⁰

Name of children's home:

Signature/name of person completing the form:

Date:

	Information required since last inspection	Number/Date
1	Number of complaints from children and state number of children involved	
2	Number of complaints from others and state number of children involved	
3	Number of allegations made against staff and state number of children involved	
4	Number of referrals to children's social care teams	
5	Number of times when children went missing ¹¹ and state number of children involved	
6	Number of incidents of restraint	
7	Number of children involved in these incidents	
8	Number of staff who have left since the last inspection	
9	Number of new staff since last inspection	
10	Number of agency staff employed	
11	Number of staff at the children's home who have a first aid qualification	
12	Number of sanctions given since the last inspection	
13	Total number of staff (employed on the day of the inspection): <ul style="list-style-type: none"> ■ number of staff qualified to NVQ 3/Diploma level 3 ■ number of staff undertaking these qualifications ■ number of auxiliary staff 	

¹⁰ Information required since the last inspection.

¹¹ As defined in statutory guidance.

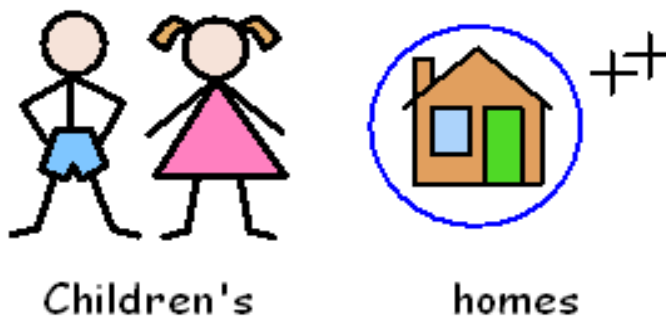
	<ul style="list-style-type: none"> ■ number of volunteers ■ number of agency staff. 	
	Please list staff training since the last inspection:	
	Secure children's homes only	
14	Number of all single separations occurring	
Type		
Type		
Type		
	Short breaks only	
15	Number of children receiving a service at the time of inspection	
	Dates of checks	
16	Date of gas installations check	
17	Date of Portable Appliance Testing (PAT) check	
18	Date of health and safety risk assessment	
19	Date of last health and safety check of the premises	
20	Date of fire risk assessment	
21	Date of last fire drill – day and night	
22	Date of protocol with the police regarding missing children	
Please provide contact details for social workers and Independent Reviewing Officers:		

Inspections of children's homes

Evaluation schedule and grade descriptors

This evaluation schedule set out the areas that inspectors will make judgements on when they inspect children's homes from 1 April 2012.

It should be read alongside the framework for the inspection of children's homes.



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Committed to clearer communication

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Introduction

1. This guidance sets out the judgements that inspectors will make and report on when inspecting children's homes under section 148 of the Education and Inspections Act 2006.¹ It should be used to inspect children's homes registered by Ofsted under the Care Standards Act 2000,² including:
 - refuges under section 51 of the Children Act 1989³
 - short breaks services
 - boarding schools and residential special schools registered as children's homes under section 1(6) of the Care Standards Act 2000.

How the regulations and national minimum standards inform inspection judgements

2. The evaluation schedule and the judgements made on inspection are underpinned by the regulations and the national minimum standards, and are intended to test compliance and support improvement.
3. Each national minimum standard has a headline statement of the outcome to be achieved by the children's home. Providers will normally show they are meeting the headline statement of the outcome by following the standards that are detailed. However, these do not have to be followed exactly if the provider can demonstrate, and the inspector is satisfied, that the outcomes are being met in a different way.

The exception is any requirement set out in regulations that must be met.

4. Any failures to the regulations or a headline outcome from the national minimum standards will be reported on at full and interim inspections. Inspectors will report on strengths and weaknesses throughout the report to illustrate how they have arrived at their judgement.
5. Any areas for improvement will directly link to the national minimum standards and the outcomes they are intended to achieve (recommendations), or to relevant regulations or legislative requirements (requirements).

Making judgements and using the grade descriptors

6. Inspectors are required to weigh up the evidence in a particular area and to consider it against the descriptors for outstanding, good, adequate and

¹ The Education and Inspections Act 2006; www.legislation.gov.uk/ukpga/2006/40/section/148.

² The Care Standards Act 2000; www.legislation.gov.uk/ukpga/2000/14/contents.

³ The Children Act 1989; www.legislation.gov.uk/ukpga/1989/21/section/51.

inadequate before making a judgement at a full inspection. Examples of practice may be used to support more than one judgement.

7. Judgements are not made on a formulaic approach, but on a carefully balanced consideration of the impact on children and young people.
8. The descriptors are hierarchical; an outstanding service must meet the descriptors for an outstanding, good and an adequate service, and a good service should also meet the descriptors for an adequate service.
9. Children's homes must meet the statutory requirements of the regulations, and must take account of the national minimum standards and statutory guidance.

However, meeting all the requirements will not necessarily result in a judgement of good or outstanding, nor will failure to meet all the requirements in full necessarily result in a judgement of inadequate. The seriousness of any failure and its potential impact on outcomes for children and young people is considered carefully to determine how it should impact on the overall judgement. Inspectors use their professional judgement to assess the impact of any breach against other aspects of the service.

Summary of the evaluation schedule criteria for full inspections

10. The evaluation schedule for full inspections are:

- Overall effectiveness
- Outcomes for children and young people
- Quality of care
- Safeguarding children and young people
- Leadership and management.

Overall effectiveness

11. Inspectors will consider evidence and judgements from across the evaluation schedule before arriving at the overall effectiveness judgement.

They will take into account:

- the effectiveness with which the home provides personalised, well planned care, taking full account of the individual needs of each child and young person, and promoting positive outcomes for all children and young people
- the views of the children and young people about the quality of care in the home
- the quality of the relationships between staff and young people in the home
- whether children and young people are safe and feel safe

- how well leaders and managers know and understand the strengths and weaknesses of the home and have taken action to secure improvement.

Grade descriptors: Overall effectiveness

<p>Outstanding</p>	<p>The overall effectiveness judgement is likely to be outstanding where the requirements for good are met or exceeded and the following applies.</p> <p>The outcomes achieved by children and young people are exceptional and the impact that the home has had in supporting this progress and achieving these outcomes is clearly evidenced. Children and young people’s needs and views are central to all aspects of how the home operates and develops practice. Children and young people have consistently positive views about the quality of their care in the home and their relationships with staff. Leaders and managers routinely make good use of a range of rigorous monitoring activities relating to the quality of care provided, to improve outcomes for children and young people. They are ambitious and energetic for continuous improvement that maximises the progress that children and young people make and the outcomes that they achieve. There are no breaches of regulation identified.</p>
<p>Good</p>	<p>The overall effectiveness judgement is likely to be good where the requirements of adequate are met or exceeded and the following applies.</p> <p>Children make good progress in relation to their starting points across all aspects of their welfare and development: physical, social, emotional and behavioural. This is underpinned by effective, high quality support from staff. Care planning and practice are highly personalised to meet the individual needs of each child and young person. Staff in the home demonstrate a good understanding of safe working practice. Children and young people confirm that unsafe situations and behaviour are well managed by staff, and boundaries and expectations about group living are consistently followed. Leadership and management arrangements are strong, and leaders and managers are effective at tackling weaknesses and securing improvement.</p>
<p>Adequate</p>	<p>The overall effectiveness judgement is likely to be adequate where the home provides an adequate quality of care, with individual plans for each child, and the quality of care promotes improved outcomes for children and young people. Most children and young people have positive views about the quality of their care in the home and their relationships with staff. Children are safe and feel safe. Leaders and managers understand the strengths and weaknesses of the home and have development plans in place. There are no breaches of regulations or failures to meet national minimum standards that impact negatively on the welfare or safety of children and young people.</p>
<p>Inadequate</p>	<p>The judgement is likely to be inadequate if the children’s home fails to meet the requirements for an adequate judgement and/or there are failures to comply with requirements. As a result, the outcomes for</p>

	children and young people looked after are inadequate or their welfare is not safeguarded and they are at risk of, or suffer from, abuse or neglect.
--	--

Outcomes for children and young people

12. To make their judgement, inspectors will evaluate the outcomes achieved by children and young people, taking into account, where appropriate, their starting point in the following areas at the time of placement:

- development of a positive self view, ability to form and sustain attachments, emotional resilience, knowledge and understanding of their background, and confidence in their skills
- health (including physical, emotional, and psychological health)
- attendance at school or other educational provision
- achievement at school or in other educational provision
- making a positive contribution to their home and the wider community
- benefiting from appropriate contact with family, friends and other people who are important to them
- effective preparation for a successful transition to independence and adult life.

Grade descriptors: Outcomes for children and young people

Outstanding	<p>The judgement is likely to be outstanding if all the requirements for a good judgement are met or exceeded and the following applies, irrespective of disability, age, ethnicity, faith, gender, gender identity, language, religious belief or sexual orientation.</p> <ul style="list-style-type: none"> ■ Children and young people make exceptional progress to develop a positive self view, emotional resilience and knowledge and understanding of their background. ■ Children and young people have exceptionally good attendance at school or other educational provision. ■ The educational achievement of children and young people is exceptional, taking into account both their attainment and their progress from their starting point at the time of placement. ■ Children and young people do not engage in risk taking behaviours that place them at risk of harm, or offending. ■ Risk taking behaviours of children and young people in short term crisis placements are controlled and reducing, and there is a positive and highly effective response to their specific needs. ■ In short breaks services, children and young people are making exceptional progress in developing their skills and confidence and accessing a wide range of experiences.
Good	<p>The judgement is likely to be good if all the requirements for an adequate judgement are met or exceeded and the following applies,</p>

	<p>irrespective of disability, age, ethnicity, faith, gender, gender identity, language, religious belief or sexual orientation.</p> <ul style="list-style-type: none"> ■ Children and young people make good progress in developing a positive self view, are able to make and sustain attachments, are emotionally resilient, and have knowledge and understanding of their background. ■ Children and young people understand the importance of healthy lifestyles and take responsibility for their own health. ■ Children and young people, including those who do not communicate verbally, are able to actively participate in day to day and more complex decisions about their lives, as appropriate. Independence is maximised and promoted. ■ Children and young people have an understanding of key health risks and, as a consequence, risk taking behaviours such as smoking, drug and/or alcohol use and sexual health risks are decreasing. ■ The educational achievement of children and young people is good, taking into account both their attainment and progress from their starting point at the time of placement. ■ Children and young people are actively and positively involved in activities in the community. ■ Children and young people who receive short breaks are making measureable progress in their development and acquiring skills as a consequence of the quality of the short breaks service. ■ Children and young people whose behaviour is unsafe, and puts them at risk of offending or re-offending, show a reduction in incidents of anti-social behaviour and offending. ■ Disabled children and young people’s participation is good and there is access to a full range of stimulating and appropriate opportunities. ■ Children and young people are confident, as appropriate to their age and understanding, about their readiness for independence and adult life. ■ In short breaks services, children and young people enjoy relationships with their peers and access a wide range of stimulating opportunities to promote their development, that may not otherwise be available to them.
<p>Adequate</p>	<p>The judgement is likely to be adequate if the following applies, irrespective of disability, age, ethnicity, faith, gender, gender identity, language, religious belief or sexual orientation.</p> <ul style="list-style-type: none"> ■ Children and young people have, or have made adequate progress to develop, a positive self view, emotional resilience, and knowledge and understanding of their background. ■ Children and young people enjoy good health, including good physical, emotional and psychological health. ■ All children and young people are supported and enabled to share their wishes, views and feelings irrespective of how they communicate.

	<ul style="list-style-type: none"> ■ Children and young people receiving short breaks services are confident and secure in their time away from home. ■ Children and young people have good attendance at school or other educational provision, or make good improvement in that regard, and young people aged 16 and over are in education, employment or training. ■ The educational achievement of children and young people is satisfactory, taking into account both their attainment and progress from their starting point at the time of placement. ■ Children and young people make a positive contribution to the home and have some positive engagement with the wider community. ■ Children and young people benefit from appropriate contact with family, friends and other people who are important to them. ■ Children and young people acquire practical and life skills to prepare them for adult life.
<p>Inadequate</p>	<p>The judgement is likely to be inadequate if the children’s home fails to meet the requirements for an adequate judgement and/or there are failures to comply with requirements. As a result, the outcomes for children and young people looked after are inadequate or their welfare is not safeguarded.</p>

Quality of care

13. To make their judgement, inspectors evaluate the extent to which:

- children and young people enjoy positive and constructive relationships with staff and with each other, and behave appropriately
- children and young people feel that their views, wishes and feelings are actively sought and that they influence the running of the home
- staff help children to understand why it may not be possible to act upon their wishes in all cases
- children understand how to make a complaint
- children and young people are cared for in line with their individual placement plan/short break care plan, and the contribution of the home to those plans is of high quality, and involves children and young people and people who are significant to them
- the home provides a healthy environment where children and young people are able to access the services and support they need to meet their physical, emotional and psychological health needs
- staff are proactive and consistent in supporting the educational achievement of children and young people, engaging with their schools and successfully promoting their attendance

- a range of purposeful and enjoyable activities are available to children and young people
- needs relating to the child’s cultural background and personal identity (including disability, age, ethnicity, faith, gender, gender identity, language, religious belief and sexual orientation) are identified and positively addressed in both daily living and care planning
- the home is appropriately located, designed and maintained (including, in the case of a secure children’s home, providing appropriate security).

Grade descriptors: Quality of care

<p>Outstanding</p>	<p>The judgement is likely to be outstanding if all the requirements for a good judgement are met or exceeded and the following applies.</p> <ul style="list-style-type: none"> ■ Staff have consistently high aspirations for all children and young people in the home. ■ Staff consistently and effectively challenge barriers to the full participation of children and young people at school, in their community and wider society. ■ Staff place the well-being of individual children and young people at the centre of their practice in the home, irrespective of the challenges they present, and their achievements are celebrated. ■ Staff are proactive and imaginative in finding ways to support children and young people in making progress in every aspect of their lives. ■ Staff build exceptionally effective partnerships with external agencies and social work services and consistently and effectively challenge any shortfalls in partner organisations’ delivery to ensure that children receive the support that they need. ■ In short breaks services, exceptional care adds considerably to children and young people’s experiences, progress and development, through provision of a wide range of additional experiences, including peer social interaction and strong community links.
<p>Good</p>	<p>The judgement is likely to be good if all the requirements for a adequate judgement are met or exceeded and the following applies.</p> <ul style="list-style-type: none"> ■ Children and young people feel that staff are consistently concerned with their welfare. ■ Staff use individualised positive behaviour strategies to support children and young people in developing skills in managing conflict and developing positive relationships, irrespective of the barriers that they experience. ■ The views and wishes of children and young people have significantly influenced the running of the home and the delivery of care. ■ The home has taken account of and acted upon the lessons learnt from complaints from children and young people. ■ The home ensures that its contribution to individual placement

	<p>plans/short break care plans is tailored to the individual child, focused on clear measurable outcomes, and fully involves children and young people.</p> <ul style="list-style-type: none"> ■ In short breaks services, high quality planning ensures that children and young people’s diverse needs are met in each scheduled care episode, including, for example, how friendships can be supported through planning. ■ Staff positively address challenges and barriers to educational progress and achievement. ■ Equality and diversity issues are clearly identified in care planning and positively addressed in daily living. ■ Staff have the skills and abilities to effectively communicate with all the children and young people living in the home/receiving a short break service. ■ Staff work proactively and positively with other agencies and professionals to secure positive outcomes for children and young people, including education, health and the police, and, in short breaks services, to ensure continuity of care. ■ Children and young people are consistently and centrally involved in the planning and review of their care.
<p>Adequate</p>	<p>The judgement is likely to be adequate if the following applies.</p> <ul style="list-style-type: none"> ■ Children and young people enjoy sound relationships and interact positively with others. ■ Staff set clear, consistent and appropriate boundaries for children and young people and respond appropriately to anti-social behaviour. ■ The views, wishes and feelings of children and young people are taken into account in the running of the home and they are helped to understand why it may not be possible to act upon their wishes in all cases. ■ Children know how to make a complaint and feel able to do so. ■ Children are cared for in line with their individual placement plan/short break care plan. ■ Staff work proactively and positively with parents and carers to promote positive outcomes and, where appropriate, continuity of care. ■ Children and young people have access to the services and support they need to meet their physical, emotional and psychological health needs. ■ Arrangements for dealing with medication are safe and effective. ■ Staff actively promote the education of children and young people through attendance at school, support with homework and regular attendance at parents’ evenings. ■ Staff support and encourage children and young people to engage in purposeful and enjoyable leisure activities. ■ Staff in short breaks services support children and young people in accessing a range of activities that meet their needs, aptitudes

	<p>and interests and promote their development.</p> <ul style="list-style-type: none"> ■ Staff are able to identify needs relating to the child’s cultural background and personal identity (including disability, age, ethnicity, faith, gender, gender identity, language, religious belief and sexual orientation). ■ The home is appropriately located, designed and maintained (including, in the case of a secure children’s home, providing appropriate security).
Inadequate	<p>The judgement is likely to be inadequate if the children’s home fails to meet the requirements for a adequate judgement and/or there are failures to comply with requirements. As a result, the outcomes for children and young people looked after are inadequate or their welfare is not safeguarded.</p>

Safeguarding children and young people

14. To make their judgement, inspectors will evaluate the extent to which:

- children and young people are safe and feel safe
- children and young people feel protected and are protected from harm, including neglect, abuse, exploitation, accidents and bullying
- children and young people rarely go missing and if they do, they return quickly
- when children do go missing, steps are taken to ensure their safety, and staff try to understand the triggers for their behaviour
- positive behaviour is promoted, and restraint is only used, if at all, in strict accordance with the legislative framework, including the accurate and clear recording of restraint and the reasons for its use
- staff and volunteers working with children living in the home are carefully selected and vetted, and there is monitoring of such people to help prevent unsuitable people from being recruited and having the opportunity to harm children or place them at risk
- investigations into allegations or suspicion of harm are handled fairly, quickly, and consistently, and in a way that provides effective protection and support for the children, the person making the allegation, and the person who is the subject of the allegation
- the environment is physically safe and appropriately secure, taking account of the needs and characteristics of the children and young people
- children living in secure children’s homes or refuges receive positive support and help with their difficulties, as well as security or refuge, and they benefit from the same measures to safeguard and promote their rights and welfare as they would in other children’s homes (secure children’s homes only).

Grade descriptors: Safeguarding children and young people

<p>Outstanding</p>	<p>The judgement is likely to be outstanding if all the requirements for a good judgement are met or exceeded and the following applies.</p> <ul style="list-style-type: none"> ■ Clear risk assessment and management protect children and young people, while enabling them, as appropriate to their age, to take reasonable risks as part of their growth and development. ■ Proactive and creative safeguarding practice means that all children, including the most vulnerable children, have a strong sense of safety and well-being. ■ Children and young people are not at risk of harm and do not engage in damaging, risk taking behaviours.
<p>Good</p>	<p>The judgement is likely to be good if all the requirements for a adequate judgement are met or exceeded and the following applies.</p> <ul style="list-style-type: none"> ■ Care plans clearly identify risks and protective factors for individual children and young people. There are clear plans to address them, and these are regularly monitored and reviewed. ■ There is evidence that the frequency with which children and young people go missing is minimised and, where applicable, has reduced over time. ■ Strong and proactive relationships with the police, where appropriate, support and promote the safety of children. ■ Secure children’s homes have strong links with the Local Safeguarding Children Board and the Local Authority Designated Officer and there is regular communication regarding key safeguarding issues, for example, any injuries sustained during restraint.
<p>Adequate</p>	<p>The judgement is likely to be adequate if the following applies.</p> <ul style="list-style-type: none"> ■ Children and young people report that they generally feel safe in the home and outside it. ■ Children and young people feel that they can identify an adult they would talk to if they felt unsafe. ■ Positive and proactive behaviour management strategies are consistently applied. ■ Staff recognise particular vulnerabilities relating to the diverse needs of children and young people, and take appropriate action to address them. ■ Staff are aware of the factors that may trigger children going missing and take action to minimise the risk. The incidences of children missing from the home are minimised. ■ The home has clear practices, and agreed arrangements with the local police, that support effective action when children go missing and ensures that they are protected as far as possible and responded to positively on their return. ■ There is no or minimum use of physical restraint. Any use of restraint is to prevent injury to people or serious damage to property, it is for the minimum period and uses the minimum

	<p>force possible. There is no use of restraint as a punishment or solely to enforce compliance with instructions. Any incident of restraint is sensitively and appropriately followed up in discussion and reflection with the child or young person concerned. All incidents of restraint are accurately and clearly recorded.</p> <ul style="list-style-type: none"> ■ There is a strong, robust and proactive response to any incidence of bullying by all staff supported by leaders and managers. There is evidence that the incidence of bullying is minimised and where applicable has reduced over time. ■ Managers monitor the use and incidence of restraint, and take appropriate action as a result of such monitoring to reduce its use wherever possible. ■ There are suitable and safe arrangements in place for escorting children to and from secure children's homes. ■ In secure children's homes, any searches of young people, their rooms and possessions are carried out sensitively by appropriately trained staff with due consideration to their need to feel safe and have their needs respected. All searches are appropriately recorded. ■ All staff and volunteers working with children in the home are carefully selected and vetted and there is monitoring of such people to help prevent unsuitable people from having the opportunity to harm children. ■ Investigations into allegations or suspicions of harm are handled fairly, quickly, and consistently in a way that provides effective protection for children, the person making the allegation, and at the same time, supports the person who is the subject of the allegation. ■ The environment is physically safe and appropriately secure, taking account of the needs and characteristics of the children and young people cared for. ■ Children living in a secure children's home or refuge experience positive support with their problems as well as security or refuge, and benefit from the same measures to safeguard and promote their rights and welfare as they should in other children's homes.
<p>Inadequate</p>	<p>The judgement is likely to be inadequate if the children's home fails to meet the requirements for an adequate judgement and/or there are failures to comply with requirements. As a result, the outcomes for children and young people looked after are inadequate or their welfare is not safeguarded.</p>

Leadership and management

15. To make their judgement, inspectors will evaluate the extent to which:

- the home is effectively and efficiently managed, including the permanent employment of a suitable registered manager

- concerns or complaints have arisen since the last inspection, and whether those complaints and concerns have been addressed and resolved
- the home can demonstrate capacity for continuing improvement, based on its track record, performance since its previous inspection, and evidence of the impact of improvements
- requirements and recommendations from the previous inspection have been addressed
- the provider meets the aims and objectives in the statement of purpose
- children, staff and the placing authority are clear about the aims and objectives of the home and what services and facilities it provides
- the registered person actively and regularly monitors the quality of care provided, including consultation with children and young people about their welfare
- leaders and managers understand the strengths and weaknesses of the home and have development plans in place
- leaders and managers can demonstrate the impact and value that living at the home has had on children and young people's lives and how their life chances have improved over time
- the home is adequately resourced
- managers ensure that the physical environment at the home is maintained to a high standard
- there is evidence of the financial viability of the provider
- the home employs a sufficient number of staff, who are appropriately trained and effectively supervised and supported
- the home takes action to chase up overdue reviews or visits from the responsible authority, contributes to those reviews, and assists the child or young person in contributing to their reviews
- staff receive high quality training to enhance their individual skills and to keep them up to date with professional and legal developments
- volunteers are supported and guided to fulfil their roles and provide a high quality service to children
- records are clear, up to date and stored securely, and contribute to an understanding of the child's life, experiences and plans for the future
- all significant events relating to the protection of children accommodated in the home are notified by the registered person to the appropriate authorities, and appropriate action is taken following the incident.

Grade descriptors: Leadership and management

<p>Outstanding</p>	<p>The judgement is likely to be outstanding if all the requirements for a good judgement are met or exceeded and the following applies.</p> <ul style="list-style-type: none"> ■ Leaders and managers consistently communicate high expectations to staff about sustaining improvement. ■ Leaders and managers stimulate the enthusiasm of staff and channel their efforts effectively. ■ Leaders and managers routinely make good use of a range of rigorous monitoring activities relating to the quality of care provided and improving outcomes for children and young people. ■ Leaders and managers use the information about the progress that children and young people make, and their outcomes, to secure further development and improvement in the home. ■ Planning is founded on robust evidence tackling key areas of weakness systematically, and building on areas of strength. ■ Targets for the development of the service are realistic and challenging.
<p>Good</p>	<p>The judgement is likely to be good if all the requirements for an adequate judgement are met or exceeded and the following applies.</p> <ul style="list-style-type: none"> ■ Staff receive regular supervision of a good quality. ■ Staff's individual training needs are identified and met. ■ Leaders and managers take action to tackle weaknesses and make improvements, and there is evidence of the impact of improvements. ■ Leaders and managers keep up to date with new legislation and practice developments, and share these with staff to improve the quality of service. ■ Leaders and managers monitor the progress that children and young people make, and their outcomes, and can demonstrate the difference the home has made. ■ The home has a good relationship with the local community and neighbours. ■ Recommendations from the previous inspection have been acted on.
<p>Adequate</p>	<p>The judgement is likely to be adequate if the following applies.</p> <ul style="list-style-type: none"> ■ There is a registered manager in post or, if the manager's post is vacant, urgent action is being taken to recruit to it. ■ If a new manager is in post and is not registered, there is an application in progress, received by Ofsted, within 28 days of the appointment. ■ Any concerns about the home arising since the last inspection have been resolved and the home has a good track record in relation to taking action regarding any complaints/concerns. ■ Requirements from the previous inspection have been acted upon.

	<ul style="list-style-type: none"> ■ Leaders and managers understand the strengths and weaknesses of the home and have development plans in place. ■ The statement of purpose is clear, accessible and comprehensive. ■ Children, staff and the placing authority are clear about the aims and objectives of the home and what services and facilities it provides. ■ The home takes action to chase up any overdue reviews or visits if overdue for the child. ■ The provider meets the aims and objectives in the statement of purpose. ■ Leaders and managers model a commitment to meeting the needs of all children and young people, including those relating to disability, age, ethnicity, faith, gender, gender identity, language, religious belief and sexual orientation. ■ There are records of regular visits under Regulation 33 of the Children’s Homes Regulations 2001, and there is evidence that children and young people are consulted during these visits. Reports are returned to Ofsted within the required timescales. ■ The home is adequately resourced to meet the needs of the children and young people cared for. ■ The home is well maintained. ■ Managers ensure that health and safety requirements are met. ■ The home employs a sufficient number of staff who receive adequate support to enable them to meet the needs of children and young people. ■ Staff receive sufficient training to enable them to provide good quality and safe care for children and young people. ■ If used, volunteers receive adequate support to meet the needs of children and young people. ■ Records are clear, up to date and stored securely, and contribute to an understanding of the child’s life. ■ Leaders and managers have positive relationships with other agencies, including the police, health services, and placing local authorities. ■ All significant events relating to the protection of children accommodated in the home are notified to the appropriate authorities by the registered person. Appropriate action is taken following the incident.
<p>Inadequate</p>	<p>The judgement is likely to be inadequate if the children’s home fails to meet the requirements for an adequate judgement and/or there are failures to comply with requirements. As a result, the outcomes for children and young people looked after are inadequate or their welfare is not safeguarded.</p>

Equality and diversity

16. Equality and diversity is a critical aspect across the evaluation schedule, which inspectors take into account across all judgement areas and report on throughout the inspection report.
17. Outcomes for children should not be any poorer as a consequence of disability, age, ethnicity, faith, gender, gender identity, language, religious belief or sexual orientation. In all areas of evaluation, the children's home should be able to demonstrate how they promote equality of opportunity, overcoming any barriers, inequalities or discrimination.

Fitness and conditions of registration

18. As well as the areas above, inspectors will consider whether:
 - the registered persons remain fit for registration
 - the children's home is operating in accordance with any conditions placed on its registration
 - there are, or have been, complaints or investigations that raise concerns about the fitness of the registered person/s and/or the viability of the children's home continuing to operate.
19. It is the registered provider's responsibility to have a manager in post, and failure to do so is a breach of regulation.

If there is a manager in post but they are not registered with Ofsted, the inspector will ensure that the individual manager is aware that it is an offence not to be registered.

20. Inspectors will report on any concerns they identify relating to:
 - the registered person's 'fitness'
 - a manager who is not registered
 - whether the conditions of registration are being met.

The inspector will consult the Compliance, Investigation and Enforcement team as appropriate.

Making judgements at the interim inspection

21. One inspection per year will be an interim inspection. This will focus on progress in improving quality of care, and outcomes for children and young people since the most recent full inspection.

This will include considering the progress in addressing any requirements or recommendations made at the previous inspection. The judgement will be

made on a three-point scale: good progress; satisfactory progress; or inadequate progress.

- 22. Inspectors will prioritise gathering the views and experience of children and young people as the basis for their inspection.
- 23. Inspectors can make requirements and/or recommendations at an interim inspection.

Grading interim inspection findings

- 24. Inspectors make their judgements at an interim inspection using a three-point scale.

<p>Good progress</p>	<p>The children’s home has demonstrated continued improvement in quality of care and outcomes for children and young people. Where appropriate, it has addressed all requirements and the large majority of recommendations that were raised at the previous inspection.</p>
<p>Satisfactory progress</p>	<p>The children’s home has maintained quality of care and outcomes for children and young people. Where appropriate, it has addressed all requirements and the majority of recommendations that were raised at the previous inspection.</p>
<p>Inadequate progress</p>	<p>The children’s home has failed to address one or more requirements and/or has not met the majority of recommendations and/or the quality of care and outcomes for children and young people have declined since the last full inspection.</p>

Children and Young People's Participation Commission: An Update

Lesley Tiffen- Integrated Services Development Manager
Anthony Moorcroft- Temporary Manager, South Avenue

Participation

<http://www.youtube.com/watch?v=CQzUsTFqtW0>

Participation is a process where someone influences decisions about their lives and this leads to change

Individual



Group



How it was (is)...

- CICC commissioned for a year
- 382 children and young people involved
- Lancashire Youth Council has representatives from the CiCC, the youth council meets with the Cabinet of LCC four times a year
- Participation in reviews
- A variety of examples across Lancashire.....

What are the changes?-

Need to re-commission..... How?



Knowing what you've got: Needs, money, what works, what people say.

Understand



Plan

Deciding what you want: What features should it have? (Specification)
Decide most important (Evaluation Criteria)



Review



Do

Ask providers to design something to meet needs (Invitation to tender)
Decide which one is best. (Tendering Process)



Check the Service is good.
Change it slightly to meet needs.

The Process- 5 areas

1. To identify what they thought participation was.
2. To map what currently happens and what we do.
3. To discuss and address the barriers to participation and provide solutions.
4. To think about the current structure using the diagram.
5. To consider what our Vision would be.

How it is..



What does this mean for Children and Young People? The Vision.

- Children and young people will have **skills, knowledge and confidence** to participate / give their views – anonymous?
- More **representative cohorts/ networks of groups** e.g. sensory impairment CYP like to stay together
- **Variety of means of communication with CYP** make better use of technology – Twitter, Facebook etc that are more anonymous. Use of iPads to participate.
- **Different methods used-** Creating informal opportunities- link into other opportunities for young people, more fun and less formal, video conferencing, be creative, build young people's skills and confidence, different formats of meeting.
- The sessions/ activities could be more **localised and offer a befriending scheme.**
- Ensure that **CYP see themselves as representatives**
- **CYP know about participation-** from the individual to the group and have regular opportunities to voice their opinions
- **CYP views are acted upon, adults trust children** and Young People
- **CYP involved in set up and monitoring services** as well as activity

What does this mean for Staff?

- **Map and build on existing systems** – schools councils, PASS,
- **Service providers working together** – bringing them together. Leaving care / homelessness; all challenges.
- **Provide transport** to meetings- social workers will help with this (transport)
- **Communication** - capture the evidence of what's going on, one simple message to be shared. Be clear about when and where meetings are and communicate this clearly with everyone. County Managers group would be one way of doing this.
- **Training** of key people in social care and education about participation- individual to group, demystify it
- Use the skilled workers we have who use methods that engage those who are less articulate/ skilled – ensure there is a **mechanism for them to capture and feed individual opinions up**, Process to 'feed up' to CICC – adults need to make this possible
- **Show progress, feedback and act** on what the CYP agreed. Review what they have said.
- **Provider that is passionate/ knowledgeable and experienced**; to encourage participation need the right person / right place / the right method and passionate about the process

What action is needed?

NOW;

- What do you think is important when we are looking at commissioning someone to run the Children in Care Council? (CICC Session)
- Provide report from the Stakeholder event to the Corporate Parenting Board
- Stakeholder Group established to support participation

LATER;

- Need Young People to help us choose how and who we choose to run the CICC?
- CPB- kept up to date and informed via Sue Parr (as commissioner)

When should action be done by?

What	When
Consultation with Stakeholders	May
Consultation with Children and young People	May
Draft Specification produced	June
Final Specification Agreed	Early July
Tender Goes Live	End July
Tenders Submitted	3 rd September
Short listing and Interviews	13 th Sept
Contract to Commence	1 st October

Children in Care Council

Work so far...



A better childhood. For every child.

www.childrenssociety.org.uk

Children in Care Council: Updates



Central Group:

We have:

- Helped plan the residential.
- Ran a workshop at the Child, Youth, Family and Disability Conference at Manchester Metropolitan University.
- Ran a workshop at the Service User and Carer Congress at UCLAN.
- Helped develop our new website.

Children in Care Council: Updates



East Group:

Our group has grown

- Developing a newsletter.
- Decided to invite different services to come and speak to them.
- Going to take turns in chairing the meetings.

Children in Care Council: Updates



North Group:

We have:

- Decided to make a film around young people's experiences.
- YP who live in Lancashire but are from another authority have requested to attend.

Children in Care Council: Updates



Lancashire Youth Council:

- Involvement of young people from the CiCC continues to grow.
- The CiCC has two places on the LYC residential in the summer.
- CiCC representatives are strongly involved in the Equality and Diversity Campaign, Rainbow Generation and the Media Group.

Residential



What was good:

'New activities and entertainment and meeting new people'.

'The tube was good fun'.

'Taste different sorts of food'.

I learnt about diversity'.

'Wicked was so good I'm not going to moan until tomorrow'.

What was bad?

'I really hate trains'.

'The food at the hostel'.

'The busyness of Londoners'.

Minute Item 30

My name is Graham Whalley; I work for a local charity and I chair one of the Children and Young People's Trust groups.

My job here this evening; is to listen and find out more about your priorities for 'positive activities' (what you do – or would like to be doing – in your leisure time) so that I can take these back to the next meeting of the Contribute and Engage Children and Young People's Trust Priority Group.

First a little bit on the Contribute and Engage Group; the purpose of this group is (basically);

- to make sure young people can access and make use of a wide range of positive activities in their spare time
- to increase the numbers of young people participating in making decisions about the things which affect their lives
- reduce levels of offending and increase the numbers of young offenders in education, employment or training

So, we are keen to know whether all young people including those looked after are able to access and join in local youth activities.

On your table please can you have a conversation about the support you have (or would like to have) to join in local activities for young people.

You might want to use the following questions as prompts –

- What kind of activities do you enjoy doing in your spare time?
- Tell me about how available these activities are to you;
- Tell me how you know what's on;
- Tell me how you get there;
- Describe what you like when you are there;
- Tell me what's important about being able to join in with others;
- What other activities would you join if they were available?
- If you would like more support to join in, tell me what this would be;

There is some flip chart paper and pens for you to write stuff down or to sketch a picture to illustrate the activities you attend or would like to attend.

You have 20 minutes to do this and then we'll have 10 minutes at the end to share your ideas and thoughts.

Thanks.

Preston and Morecambe football clubs

- clubs and groups for YP not running as much now
- libraries, community centres + IT groups not doing as much now

Examples of activities we do:

- Badminton with carers.
 - Half term activities– climbing, go karting organised by carers.
 - Free membership to the gym at the local leisure centre (Darwen) – very good equipment + TV screens.
 - Cinema club – local cinema used to put on cheap nights.
 - People enjoy doing IT – using facebook, computer games, designing websites.
 - Youth clubs not as good as they were. Mobile youth club stopped running, trips stopped.
 - YP used the Fold drop in – use the computer, chat.
 - Lot of youth clubs are in older buildings or less nice areas but the Zones are coming.
 - Clubs, scouts, guides etc – people think they are boring, is perceived as geeky or like the army.
-

1. *Swimming
*Listening to music
*Cinema
Beach – sandy + Pleasure
Time with friends
Meeting new people
Bowling
Volunteering/*Charity work
College + Work Experience
Residential
Footy
 2. Things like above are available close by.
 3. Internet → Google research – facebook and emails between friends (text/BBM).
Sometimes leaflets and posters.
 4. Get a lift.
Buses sometimes – less the train.
Walk.
 5. Fun, enjoy, meet new people.
Opportunity to do something haven't done before and learn new skills.
 6. Friendships. Get to know new people + new people better.
 7. Would like to ... travel abroad.
Fundraising events/Street Dance/Drama.
Adventurous activities like canoeing.
 8. More money ... to be able to pay for activities.
-

Listening to music – ear phones, phone, MP3 IPOD!

- Concerts – Adults/Money, Leaving Care help out
- Mountain Biking – Age/The Bikes/Travel
- Ice Skating (Roller)
- Theatre
- Theme Park
- Art
- Cinema
- Bowling

Want to!

- Would like Drama?
 - Like to Dance?
 - Gym?
 - Horse Riding
 - Water? Boats – various
 - Outdoor Pursuits?
 - Paint Bowling
 - Go Karting
 - Singing Karaoke
-

More should be done to encourage individual positive activities rather than group participation.

Recent residential helped.

More to be done to entice people into positive activities.

Do:

- Watch telly.
- Nights out (weekend)
- Watch Morecambe Football Club

Want to do:

- Football

Barrier:

- Time/Work

When young I did:

- All sports teams at school
- Taken to activity days
- Activities sometimes done as a Unit

Residential home:

- Sometimes routine is fixed which doesn't fit into activity timetable.
 - CRB required for other parents giving lifts/taking to activities.
 - Well supported to get into activities.
 - Sometimes not enough interest from YP to get involved in activities.
-

Julie Sumner

County Volunteer Service Manager

**VOLUNTEER SERVICE WORKING IN
PARTNERSHIP WITH LEAVING CARE**

FRIENDS 4 U

Project Scope

To recruit volunteers from local communities to support young people (YP) 18 – 25 yrs old leaving care

Young people will predominately be living in semi and independent accommodation within Lancashire



Timescales



- Funding identified January 2012 - £21,128
- Due to current climate recruitment difficulties meant project did not formally start until 9 May 2012 – 6th week into project.
- The volunteer service commenced preparatory work prior to project start to ensure progress was made.
- Formal update available at month 6

Consultation with young people undertaken by Leaving Care Team

Pendle

- 22 April 12 – Leaving Care Drop-in Event – 7 people attended
- Young People spoken to individually

Burnley/Rossendale

- Young People were spoken to at their contact visit during April/May

• Hyndburn/Ribble Valley

- 20 Young People were spoken to at their contact visit during April/May

• Consultation Group established

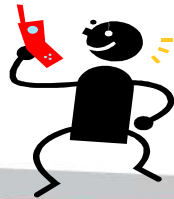
- Met 31 May 2012
- Next 22 June 2012



Topics of Consultation

First Stage — February - April

- The project in general
- The types of activities
- Flexibility - times/length of volunteer involvement
- Age range of volunteers
- Involvement in Project Board – 3 YP interested but on the day didn't turn up



2nd Stage – Consultation Group

May onwards

- PR Materials
- Information sheet for Young People
- Advert for volunteers
- Information Sheet for Young People - These are in the process of being updated to reflect their comments

3rd Stage - Feedback from Corporate Parenting Board

Quotes

“Want someone for emotional support rather than practical help”
Ashleigh - Hyndburn

“Someone to go with me for the first time to for example Gym”
Vicky - Pendle

“Want volunteers with life experience but not old”
Aimee - Rossendale

“Someone to talk to”
Tom - Pendle

General comments following consultation

- All felt project was good idea but stressed they were happy with their support worker
- Pendle/Burnley were specifically asked about phone contact but said this was not something they wanted
- Don't want the volunteer reporting back to worker on everything but understand they need to do if it was a safeguarding matter
- The group felt they would not want the volunteer to represent children's social care in any way but wanted someone independent

Approach

- Service built around the individual needs of each Young Person – each person is unique
- Individualised Plan linking to their pathway plan

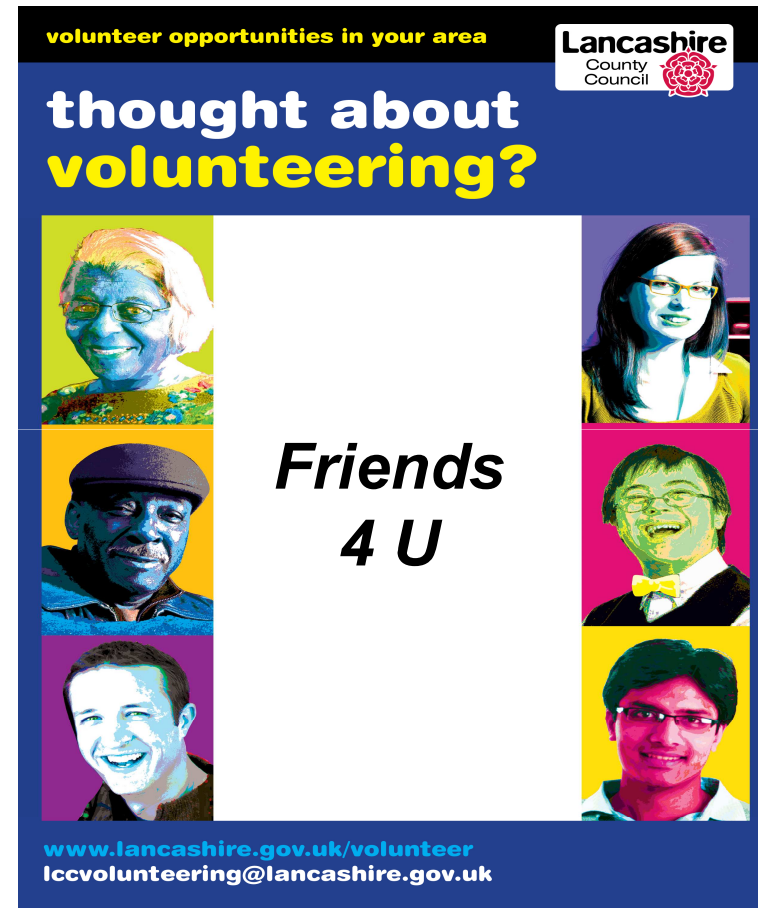
Young Person and volunteer matched based on:-

- Skills/Abilities
- Interests/hobbies
- Things in common
- Times/days available



Marketing for Volunteers

- Posters/flyers
- Advert on external Web
- Advert on internal web for staff
- Regular posts on volunteer facebook page and others e.g. Help direct, Burnley Borough Council, Uclan etc..
- Contacted existing volunteers
- Linking to older people groups
- Libraries



Progress to date

The following have been developed:-

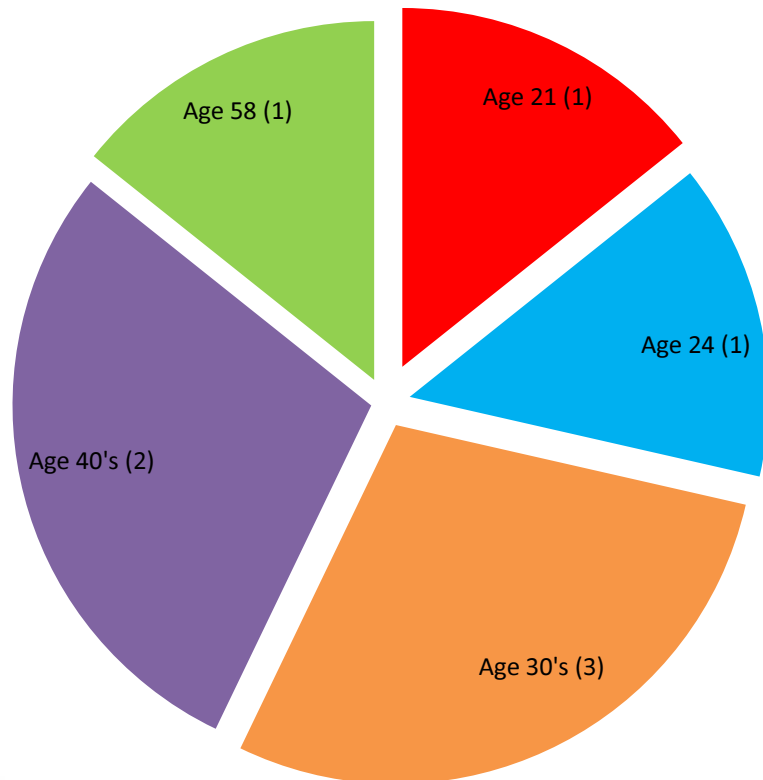
- Referral Pathway + Referral Form
- Volunteer documentation
- Young Person documentation
- Marketing strategy
- 8 volunteers – work in progress
- 6 Young People referrals

Issues (links to questions at the end)

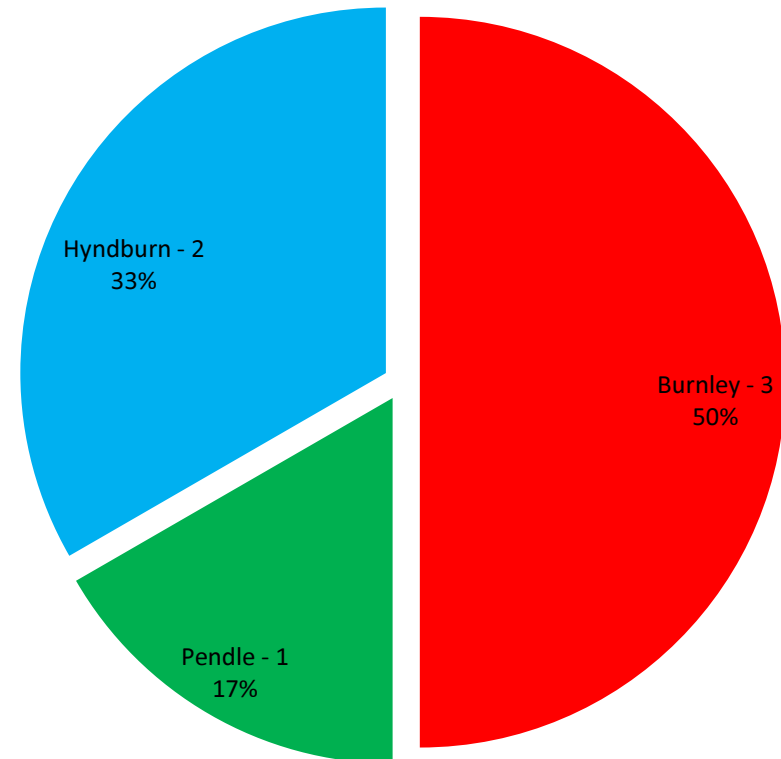
- YP cancelling the matching at short notice which has delayed the start of placements.
- Getting hold of the young person to make arrangements to visit
- YP not being in when volunteer is taken for introductory visit

Profiling

**Volunteer Age profile – 8 volunteers
Going through registration process**



6 Young People Referrals



Future

- Recruit 20 volunteers to support min of 30 young people
- Individual needs led service
- Listen to what Young People are asking for and deliver on outcomes
- Young Person having a volunteers phone number has been mentioned – this to be built into our next round of consultation.
- Practical Help

Feedback

- What are the groups thoughts on the age range of volunteers?
- Current feedback is the Young People want emotional rather than practical help until the person gets to know the volunteer – what are the groups thoughts on this?
- Volunteers reporting back to officers?
- Telephone contact? What are the groups thoughts on this and how it could work?
- How often would the group like feedback on the progress
- How can we deal with the issues that are arising?



