

Kaleidoscope Care NW

Inspection report for residential family centre

Unique reference number	SC440001
Inspection date	29 July 2015
Inspector	Michelle Moss
Type of inspection	Full

Setting address	Finsley House, Finsley Street, Burnley, Lancashire, BB10 2HN
Telephone number	0161 736 1177
Email	Kaleidoscope@aol.com
Registered person	Kaleidoscope Care North West Limited
Registered manager	Post Vacant
Responsible individual	Peter Clinch
Date of last inspection	14/11/2012

© Crown copyright <CopyrightYear>

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Service information

Brief description of the service

The residential family centre is owned and managed by a private organisation. It is registered to accommodate three families. Due to the accommodation a family can consist of two children aged 5 years or under and a maximum of two adults parenting the child. Outreach services are provided to families that have previously been resident at the centre.

The inspection judgements

Outstanding

Good

Requires improvement

Inadequate

The overall experiences of children and parents

The overall experiences of children and parents are **Good**

Families report positive views about the centre and one parent illustrates this well. 'I would definitely recommend this centre and the staff are all nice and friendly'. Professionals, also describe the centre as being very good, with excellent communication. They also report that parents are respected whilst staff remain mindful of their duty to safeguard children.

Families are given support and guidance throughout their time at the centre. Direct work helps them to optimise their capacity to reduce risks that impact on their ability to parent their child. Staff recording that forms part of the assessment process lacks scrutiny and challenge and this means errors go unnoticed. Information is often disorganised and lacks individuality. Where the quality of recording is better organised, this reflects well the quality of the assessment and significantly helps to inform decision makers.

Careful consideration is given to the safety and welfare of children. There is prompt sharing and joint reviewing of parent's capacity to care for their child. This allows for joint planning and informed decision making. Families have good access to healthcare that helps to promote their physical health and their child's development.

The centre acknowledges and respects diversity and difference and treats children and their parents in a fair and inclusive manner. Families are provided with helpful information about the centre. This information is produced in different formats to reflect families specific needs, especially where their first language is not English.

A newly appointed senior social worker and manager have clear visions for the service including setting professional standards of practice. This has not yet

extended to areas of recording, although overall practice has been enhanced with staff increasingly accountable for their respective roles.

Leadership is helping to ensure the centre adheres to best practice principles so that the well-being and welfare of the child remains paramount.

There is not yet a robust system to identify all training needs of staff. The deployment of staff to fulfil the centre's statement of purpose can on occasion be ineffective to allow for more proactive/unplanned direct work to be completed with families.

Areas for improvement

Statutory Requirements

This section sets out the actions which must be taken so that the registered person/s meets the Care Standards Act 2000, Residential Family Centres Regulations 2002 and the National Minimum Standards. The registered person(s) must comply with the given timescales.

Reg.	Requirement	Due date
19	ensure that registered person maintains a register showing all information recorded under schedule 4 (Regulation 19(3))	30/09/2015
13	ensure that the conclusions or recommendations are made as a result of the assessment or monitoring and that – (a) such conclusions or recommendations are objective and based on verifiable evidence and (b) the evidence on which they are based are capable of being presented in a manner that is clear, accessible and appropriate for the persons who will need to consider them. (Regulation 13A (3)(a)(b))	30/09/2015

*These requirements are subject to a statutory requirement notice.

Recommendations

To improve the quality and standards of care further the service should take account of the following recommendation(s):

ensure the family centre conducts assessments of parenting skill and capacity which are robust, fair and evidenced-based and based on the family's individual needs (NMS 1.1)

ensure parents are engaged in the process and provided with regular feedback. This engagement is reflected in the written assessment (NMS1.8)

ensure that staff complete a written family placement plan. The plan should specify the objectives and intended outcomes of the placement, details of training, assistance, assessment, supervision and protection to be provided at the centre, and how the child's welfare will be promoted (NMS 9.2)

ensure all new care staff have a minimum level 3 children and young people's workforce diploma, which must include mandatory social care units, or be working towards the relevant qualifications within six months of confirmation of employment. Staff may also find it helpful to have a level 3 award or certificate in work with parents or level 4 award in work with parents (NMS 16.5)

ensure there is good quality learning and development opportunities which staff are supported to undertake. These may include induction, post-qualifying and in-service training to enhance individual skills and to keep staff up to date with professional and legal developments (NMS 16.2)

ensure the deployment of staff, both as a staff group and on individual shifts, can fulfil the centre's statement of purpose and meet the individual needs of all parents and children resident at the centre. (NMS 15.1)

Quality of assessment

The quality of assessment **requires improvement.**

Parents are positive about the quality of their assessment. For example, a parent reported, 'the centre is fantastic I have learned so much about educating my child and have helped me and even showed me things I can do to help my child's education and development.' Another parent said, 'I think it is good that you always have that support when you need it and the staff are very friendly. It helps you as a family to understand what your child's needs are and improve your parenting skills'. Professionals, equally make positive comments about the centre. For example, a social worker said 'I have been really pleased with the placement, they have sent me daily updates and also weekly appraisals and chronologies. The staff have alerted me of a couple of incidents, but have also provided me with all positive feedback'.

Families value the fact that prior to their admission they receive a parent booklet and are encouraged to visit the centre where possible. This enables them to gain some familiarity over what they can expect. Families understand their initial assessment starts with covering basic care-giving skills which helps to inform staff of the baseline assessment of their needs.

The centre's social worker undertakes a viability assessment prior to any admission. This aids staff to identify risk and to determine the appropriateness of managing these within a residential setting. This helps to ensure the centre only admits families whose presenting needs they can meet. Parents receive guidance and support throughout their assessment to help them overcome risk factors that can impact on their ability to parent their child. This includes domestic abuse and substance misuse.

Staff gather data on parents' capacity throughout the assessment using various recording tools. These records do not always link well together. For example, there is evidence in the placement plan of inaccurate information when referring to a child or parent. Often information is gathered in different recording systems and in a standardised format and not family specific. This makes gathering key information challenging, cumbersome and not individual to specific needs of the unique family. This hinders staff having easily accessible information available to show individual family's needs and their progress at each stage of their assessment.

Parents are encouraged to contribute to their placement plan to help recognise areas of development and expectations of their assessment. However, formal evidence to support their contribution is limited to feedback sheets that are not integral to their placement plan. Parents value the weekly reports they receive, which are written with good balance between strengths and areas requiring further improvement. Parents are less aware about how their views can be written into the actual appraisal report. This compromises their formal participation in this part of their assessment.

The centre offers parents a range of sessions to help develop their skills. These include: tailored sessions on relationships; managing money; healthy living; providing a safe environment; personal hygiene; different types of abuse, childhood

illnesses, and child development. Where specialised services are needed such as support for domestic abuse, the centre utilises established partnership networks to ensure parents gain swift access to these services. A social worker, reported they had found that: 'the staff have acted upon activities that needed to be completed with parents and have also encouraged the parents (who lack in confidence) to participate in group work/sessions'.

The practical support enables parents to make positive progress throughout their assessment and recognise their success as they move through steps that acknowledge achievement. For example, their success is visible as they move away from high levels of supervision to 'stand back' and then 'independent' stages.

Final assessment reports completed by social workers are high quality and link carefully to the assessment of risk and needs. These are pulled from the chronology events record which inform on impact of parents ability to safely care for their child. The report clearly set out recommendations to enable courts and placing authorities to make the necessary decisions and actions that are in the child's best interest.

How well children and parents are protected and helped

The service **is good** at how well children and parents are protected and helped.

Safeguarding procedures are rigorous and effective, reflecting the vulnerability of families at the centre. Staff work collectively to create a climate where mutual trust, respect and confidence are evident throughout the centre, especially in their direct work. This is valued particularly by parents. One parent said: 'I learnt things about parenting and it gives me a good chance to go home with my baby'.

Staff are alert to the emotional and social needs of families during their time at the centre and are sensitive to background information, culture, race and religion. They are aware of their duty to protect, and intervene in the care of any child where risks emerge.

Families have good access to local healthcare services that help to promote their physical health and their children's development.

Considerable effort is made to support parents with additional needs or difficulties with communication; for example, those with learning disabilities, or whose first language is not English. The centre has advocated well for parents to have access to daily translation helpline services and a translator attends all weekly reviews. Staff do considerable work using pictorial explanation to increase parents' understanding where communication can be difficult. They respect religious needs including supporting parents to practice their beliefs and attend places of worship.

Staff encourage parents to become actively involved in establishing a safe, clean and stimulating environment to enable their child's safety and development. New risk assessment formats are beginning to help staff assess other areas of need that not covered in the initial pre admission viability and risk assessment.

There is a whole centre responsibility to health and safety procedures. This means that staff, alongside managers, ensure the premises and facilities remain fit for purpose. They monitor areas such as gas, electrical and fire safety to ensure suitable servicing and testing are suitably monitored, serviced and tested.

The centre takes every effort to make sure families' accommodation gives them privacy and comfort whilst ensuring they are able to protect children. This includes the use of surveillance, such as cameras and recording devices in areas where children are cared for. Parents and placing authorities are fully informed about the use of surveillance before admission.

There is a local area assessment to ensure families are not placed at any specific risk of harm from the centre's location. Some parts of the external roadside has damaged surfaces and the centre is seeking the advice of the local authority regarding the safety for parents and staff.

Staff provide an outreach service where the assessment has recommended ongoing support to parents after departure. These additional safeguards ensure sustained monitoring of the welfare of the child following discharge.

Working with partners to improve outcomes

The service **is good** at working with parents to improve outcomes.

Great emphasis is placed on forming strong partnerships with parents, children and outside agencies. For example, the centre works well with parents, courts, placing authorities and an array of professionals to ensure families positively benefit from their time at the centre.

Staff are clear about their respective roles and responsibilities to children, parents, courts and placing authorities. The leadership ensures good opportunities to communicate and engage with a range of multi-disciplinary partnerships to benefit families during their 12 week assessments. This extends to staff actively researching services available within the local area and ensuring families can easily access these provisions. These include health services, community learning, child development centres to groups, clubs and places of worship.

Professionals consulted as part of the inspection describe the centre as good at following the letter of instruction and in keeping them well informed. They have been very happy with the approach to the assessment process and in how they receive regular reports on their family's progress.

The effectiveness of leaders and managers

The effectiveness of leaders and managers requires improvement.

The previous registered manager left the centre in March 2015. The centre has a new manager who started in April 2015 and is in the process of applying to being

registered with Ofsted. The new manager is currently completing her level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services and is already a qualified assessor for undertaking parenting assessments.

A newly appointed senior social worker has strengthened leadership within the centre. This new role provides additional guidance and support to the manager and the social worker based at the centre. This new level of leadership is giving greater emphasis on improving the overall assessment experience for parents and their children. The management team have completed an initial assessment of the centre's strengths and weaknesses, specifically focusing on the performance of staff, their skills and attributes. As a result, leaders are quickly gaining a clear vision over what needs to be improved. This initial work has not extended to the quality of recording in placement plans and this has meant these plans have noticeable errors which are unchallenged at this stage.

Systems for self-evaluation are better established and this is starting to help to inform leaders and managers about areas requiring improvement. Leaders model professional standards and share best practice with staff. Quality assurance is beginning to make a positive difference in some areas of practice. This includes making lines of communication and staff accountability clearer. Quality assurance reports are now routinely sent to Ofsted.

The skills and qualifications of staff are developing. A small number of staff hold recognised qualifications and others are either enrolled to start, or are actively working towards their qualification. Staff receive a range of additional training to support their qualifications. This includes post qualification practice for social workers. Training mostly reflects roles in supporting children and their families. This includes: training in paediatric first aid; family dynamics; child development; mental health; learning disabilities; child sexual exploitation and safeguarding both in children and adults. However, there is no developed strategic approach to training and development that helps to robustly identify on-going training needs. Little training is linked to researched-based practice in working with parents. This leaves staff confidence and competence at variable levels. For example, some staff have limited understanding about cultural differences and self-harm.

The recruitment of staff has improved since the previous inspection. This ensures parents and children's welfare is better protected.

A stable staff team supports families. Families talk positively about them. For example, a parent said: 'all staff are nice and good to talk to, you can have a good laugh with them and they help you with anything you are struggling with and they're brilliant with the kids'.

Deployment of staff is not always effective to ensure unplanned work can be undertaken with families. For example, during the day time due to having to ensure surveillance cameras are closely monitored staff availability is reduced. This hinders unplanned direct work being completed and to give additional time to parents. However, parents all report that when it comes to asking for support they always get a quick response from staff.

The leadership ensures the centre adheres to the legal expectations of the court and placing authorities in their effective implementation of assessments. This includes ensuring reports are submitted on time, and all parties are informed of progress, concerns or risks to the welfare and well-being of a child.

Regular staff supervision and appraisal by the manager ensures accountability of staff for their work with children and families.

The centre's register of all admissions and discharges does not hold all of the required information, for example it misses information about social workers. Parents know how to make a complaint and are assured their concerns are appropriately investigated and resolved swiftly. The complaints procedure is carefully adapted to ensure parents with additional needs are able to use the procedure with ease. This ensures every family has the ability to raise a concern.

The registered person has addressed previous requirements and recommendations. This has seen improvements in training, recruitment and in ensuring that information made available to families is produced in formats that meet their diverse needs.

About this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000 to assess the effectiveness of the service and to consider how well it complies with the relevant regulations and meets the national minimum standards.

The report details the main strengths, any areas for improvement, including any breaches of regulation, and any failure to meet national minimum standards. The judgements included in the report are made against the inspection framework and the evaluation schedule for the inspection of residential family centres.