

SC030367

Registered provider: Cotswold Chine School

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This independent charitable school is also registered as a children's home. It is registered to provide care and accommodation for up to a maximum of 42 children. The accommodation for children is provided across seven houses located on or near to the school site.

Inspection dates: 19 to 20 February 2019

Overall experiences and progress of children and young people, taking into account **outstanding**

How well children and young people are helped and protected **outstanding**

The effectiveness of leaders and managers **outstanding**

The children's home provides highly effective services that consistently exceed the standards of good. The actions of the children's home contribute to significantly improved outcomes and positive experiences for children and young people who need help, protection and care.

Date of last inspection: 21 February 2018

Overall judgement at last inspection: improved effectiveness

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
21/02/2018	Interim	Improved effectiveness
26/09/2017	Full	Good
01/03/2017	Interim	Improved effectiveness
18/10/2016	Full	Requires improvement

Inspection judgements

Overall experiences and progress of children and young people: outstanding

Leaders and managers apply a multi-disciplinary model of care and education, which includes therapists, educators and youth workers for each child. All aspects of children's lives are considered, and research and significant consultation with leaders in the field are effectively used to inform practice. As a result, children make outstanding progress in their education and in their emotional and social well-being.

Parents and professionals speak exceptionally well of the positive outcomes for their children. They describe the progress that their children have made since living in the home as 'staggering' and 'amazing'. They speak of how the systemic family therapy sessions have led to improved family relationships.

Since the last inspection, capacity to support children therapeutically has been increased through additional staffing and increased use of trained therapy dogs. Consequently, 90% of young people meaningfully engage in therapy. Records demonstrate a direct correlation between engagement with therapy and significantly improved and sustained outcomes for children. For example, families are supported to work collaboratively to change behaviours and relationships are repaired, which results in children having increased levels of family visits and in some cases returning home to their families.

Excellent partnership working between leaders, managers and care staff ensures that children receive high-quality, consistent and individualised care and support. Skilled and informed staff undertake extremely effective, thoughtful and sensitive work with children. This results in children making significant progress in coping with change. For example, children are supported therapeutically and academically through the effective application of a neurosequential model used in the home that includes a brain mapping tool.

The home provides all children with an extensive range of facilities and activities. Child participation is consistently used to plan these daily activities, therapeutic targets and educational objectives. As a result, children who have suffered significant trauma and have complex and challenging needs are making significant progress in all aspects of their lives.

How well children and young people are helped and protected: outstanding

Leaders, managers and staff have an excellent understanding of how children's previous experiences of trauma and abuse affect their behaviour. Bespoke training produced by experts in the wider field helps staff to better understand and address the impact of early trauma on children's physical and emotional development.

All staff have received safeguarding training that is of a high standard. Bespoke safeguarding training is regularly provided by trainers whose practice is underpinned by current research, for example training in protecting children from criminal exploitation

through county lines, which is prevalent locally.

Staff support families to understand the complexities of their children's behaviours. Their deep understanding of such circumstances, supported by clear safeguarding policies and procedures, helps to keep staff, children and their families safe.

Focused analysis of the community and social skills and emotional needs of the child are used well to prepare each child to keep safe when out in the community independently.

Positive behaviour is promoted well, and staff routinely use the least restrictive approaches. Scrutiny and analysis of all records by the registered manager and designated safeguarding lead are of a very high standard. Their analysis is used to inform up-to-date risk assessments, including triggers and trends that help staff to effectively understand the children's needs and to find alternative ways of supporting them.

All children are supported to express their wishes and feelings and to participate in the decisions that affect them, including those with additional communication needs. By providing a wide range of accessible communication tools, and research-led informed therapeutic support, all children are provided with safer and more personalised care.

The effectiveness of leaders and managers: outstanding

Leaders and managers have embedded research across all practice, resulting in transformational outcomes for children and families. They have an excellent reputation with local authorities and educational professionals. Practice by staff is recognised by social workers as exceptional, and learning is shared across the sector and internationally. For example, senior leaders recently presented their findings from their practice model to a European study group.

Leaders and managers maintain exceptionally high standards of practice within a culture of continuous improvement. Professionals speak highly of the 'tremendous' and 'impressive' impact that the home has had on children.

Leaders and managers recognise the value and importance of children being involved and participating in their care and plans. Children's views, wishes and thoughts are embodied in all aspects of their care. Diversity is valued and recognised through all aspects of living and activities, for example through artwork, at mealtimes and in group discussions. All activities are inclusive and consider individual needs.

Leaders and managers have responded to a national shortage of appropriately qualified care workers through the innovative use of youth support workers. A high percentage of staff are undertaking high-quality training to support their continuous professional development. A culture of developing and sharing practice is enhanced further through links with a local university, enabling the home to provide trainee social work placements.

An extensive range of documents, including a development action plan, are informed by professionals, children, families and staff.

Rigour has been applied to the recruitment process. This results in the appointment of consistently motivated and dedicated staff, who bring a wealth of personal and professional skills such as climbing, walking and snowboarding that enrich children's experiences.

Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people. Inspectors considered the quality of work and the differences made to the lives of children and young people. They watched how professional staff work with children and young people and each other and discussed the effectiveness of help and care provided. Wherever possible, they talked to children and young people and their families. In addition, the inspectors have tried to understand what the children's home knows about how well it is performing, how well it is doing and what difference it is making for the children and young people whom it is trying to help, protect and look after.

Using the 'Social care common inspection framework', this inspection was carried out under the Care Standards Act 2000 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with the Children's Homes (England) Regulations 2015 and the 'Guide to the children's homes regulations including the quality standards'.

Children's home details

Unique reference number: SC030367

Provision sub-type: Residential special school

Registered provider: Cotswold Chine School

Responsible individual: Jason Lukas

Registered manager: Carolyn Cornwall

Inspector(s)

Linda Bond: social care inspector

Janice Hawtin: social care inspector

Joy Howick: Her Majesty's Inspector

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