

2532131

Registered provider: Cascade (Banks House) Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home provides care for up to six children aged between 13 and 18 with autism and learning disabilities. There is a school on the same site.

The inspector only inspected the social care provision.

The manager registered with Ofsted in February 2021.

Inspection dates: 3 and 4 October 2023

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: 1 November 2022

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
01/11/2022	Full	Good
10/11/2021	Full	Good
24/08/2021	Full	Inadequate
07/01/2020	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: outstanding

Five children were living at the home at the time of this inspection; one child had very recently moved in. Since the last inspection in November 2022, one child has moved on. The children have complex developmental and communication needs.

The staff at this home provide outstanding care to children. Staff have an exceptional understanding of children's needs. They show creativity in the way that they empower children with no or limited verbal communication to make themselves heard and understood. The strength of the staff is their recognition of the smallest steps of improvement for children, which are significant for the children individually.

Staff are excellent at collecting and recording children's views. This has helped staff to understand that one child finds another child too loud. Consequently, staff adapted the children's social time and social spaces to improve peer interactions. One child, who struggles when they are unwell, has been able to express that they are happy with how an incident has been managed. This child's parent said that their child has a 'clear voice'. The parent said, 'It is important to me that he is heard, and he is, 100%. He is adored by the staff.'

The manager and staff know the children exceptionally well. Staff take the time to get to know children before they arrive at the home. They visit children at their schools, with their families or where else they may have been living before they move in. This helps children to feel more settled when they move in, as there are people they recognise.

Four out of the five children are in full-time education in specialist settings suitable to meet their needs. One child, who recently moved to the home, is starting at the on-site school. Their move into education has been well considered by the school staff, the home and the child's parents and social worker. Staff work closely with their education colleagues to provide learning opportunities at the home and at the school. They work together to set individualised learning targets for each child to help the children to learn new skills and have social experiences. Close working across the home and school has led to children being able to experience outdoor education, horse-riding and swimming.

Staff are dedicated to giving children new and enjoyable experiences. A parent said about the staff, 'They have such a wide range of activities. They are always thinking of new ideas. It is progressive, and they are always moving forward with my child.'

Staff support children to experience and be part of their local community. One child has helped with a community litter-pick event. Children visit their local library, shops and parks regularly. In addition, children have visited the zoo and different amusement parks. Staff have successfully supported two children to feel confident

enough to have a caravan holiday this year, which is a significant achievement for them because it is outside of their routine.

Staff are committed to helping children develop independence skills. One child is participating in activities to support his health needs. A family member commented on the confidence and improvement of their child being able to do simple chores around the house, engage in simple word exchanges and manage their pocket money. These are all skills that this child has developed while living at the home. Children are making significant progress from their starting points.

The home environment is maintained to a high standard. All the children have personalised bedrooms, and they can access a sensory room and a hydrotherapy room. The garden space enables children to engage in sensory play, which they really enjoy. There are photos of the children and staff throughout the home, which helps children feel that they belong and understand who they live with and who is supporting them.

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

For the children who cannot communicate verbally, their behaviour suggests that they feel safe and well cared for. Staff know children's behaviours well and recognise what they might be trying to communicate. A parent said that their child has 'come on leaps and bounds' due to the help that staff have given them. One child's use of simple language and repetition has improved. Another family member said, 'I think that the staff are doing a marvellous job really. My child does seem very happy.' Staff's efforts to help children mean that they are thriving living at this home.

Staff know children's behaviour and communication plans and use these confidently to help children navigate the different parts of their day in safe ways. Staff make use of communication aids, sensory toys and other activities that help children to feel safe and calm. Staff's responses are individualised for each child. One child found comfort when using the Hoover; another child prefers water play and watching things drop to help them to feel settled. Another child likes to climb, and they now have a special bed and play equipment to meet this need. Staff are versatile in their approaches to providing each child with individualised care.

Two staff members are undertaking research projects to develop practice at the home. One project is to help the home develop new strategies for communicating with children if they are involved in restraints. One staff member is studying a diploma that explores restraint reduction for children with additional needs. Staff are championing alternative practices that keep the safety and welfare of children at the heart of what they do.

Children are involved in restraints when their behaviour puts them at risk; sometimes there can be frequent episodes in one day. These restraints are necessary and proportionate to keep children safe. Following these events, staff are

debriefed and children are carefully observed afterwards. The leadership team has highly effective monitoring systems to help track the use of restraints for children, and they use this data to inform staff practice and development.

The effectiveness of leaders and managers: outstanding

The registered manager is suitably qualified and is committed to providing excellent care for all the children living at the home. She is well supported by motivated deputy managers and the staff, who are passionate about the work that they do.

The manager has developed different assessment tools to help make improved choices about children's moves into the home. This has been effective for the children who have since moved in. In addition, the manager makes use of professionals from other learning disability services in the local area to inform the home's care plans for children. This includes other professionals visiting the home to lead individualised workshops to help staff better understand the needs of the children when they move in.

The manager has effective tools to monitor staff training. Staff are up to date with the home's mandatory training. Further individual training is quickly identified and implemented before children with additional complex health needs move in. The manager has links with relevant health professionals and draws on these professionals to provide additional or refresher training to staff. This helps staff to continually meet children's needs as their health needs change. In addition, links have been made with dental services that will visit the home to support children's oral health in a setting that they are comfortable in.

The leadership team has developed successful IT systems that support the review and monitoring of the development of the home and children's needs. The manager uses tools to monitor children's progress. Progress is reviewed quarterly, and new targets are set for children to support skills in areas such as relationships, learning new life skills and engaging with their community. The manager clearly evidences patterns and trends and demonstrates change and learning from these reviews.

Feedback from social workers and the head of school for the organisation is positive. The manager works extremely well with other professionals to create bespoke care plans that can best meet children's needs. Parents say that they feel supported and included in any plans made for their children. The practice at this home is inclusive of children's families, which is important in helping children feel connected to their families

Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people, 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: 2532131

Provision sub-type: Children's home

Registered provider: Cascade (Banks House) Limited

Registered provider address: Unit 2, Therm Road, Hull, Yorkshire HU8 7BF

Responsible individual: Peter Stillings

Registered manager: Helen Baker

Inspector

Rebecca Hannell, Social Care Inspector

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