

Falkland House School Perth School Care Accommodation Service

Falkland House School Perth
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Type of inspection:
Unannounced

Completed on:
30 May 2024

Service provided by:
House of Falkland Limited

Service provider number:
SP2008009724

Service no:
CS2022000368

About the service

Falkland House School Perth is a registered school care accommodation service. It is located close to the town centre, with easy access to local transport links.

Part of the Options Autism group, the service is registered to accommodate up to 24 young people and at the time of this inspection, nine young people were living at the service.

The premises comprises a large sandstone property set within its own grounds. The residential setting offers individual bedrooms, a large open plan lounge/dining room, a shared kitchen and additional smaller similarly functioning areas for young people who prefer a quieter space to eat and relax.

About the inspection

This was an unannounced inspection which took place on 8 and 9 May 2024. The inspection was carried out by one inspector.

To prepare for the inspection, we reviewed information about this service. This included registration information, information submitted by the service, and intelligence gathered since becoming registered. In making our evaluations of the service we:

- spoke with three young people and received feedback from parents
- spoke with several members of staff and management
- observed practice and daily life
- reviewed documents
- spoke with visiting professionals.

Key messages

- Young people's care and support was tailored to their needs.
- The management team took quick and decisive action to manage risk to young people.
- Staff were knowledgeable about young people in their care.
- There was evidence of improved outcomes for all young people.
- The service should develop the role of advocacy.
- Young people actively informed their care and support, but personal plans could be more SMARTer (specific, measurable, achievable, realistic and timebound).
- Regular care staff team meetings would support consistent approaches to meeting young people's needs and wishes.
- The provider should develop its approach to improvement planning.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

How well do we support children and young people's rights and wellbeing?	4 - Good
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Further details on the particular areas inspected are provided at the end of this report.

How well do we support children and young people's rights and wellbeing?

4 - Good

We evaluated this key question as good, where several strengths impacted positively on outcomes for young people, and clearly outweighed areas for improvement.

All young people were supported to feel safe in a protective, therapeutic environment. Staff at all levels, and across all disciplines, conveyed a good knowledge of young people's needs and ways in which these were met.

Despite the Care Inspectorate receiving notifications from the provider relating to allegations of abuse and misconduct involving staff and young people, we were satisfied that the management team had informed us immediately, in line with national guidance. We reviewed the information and found that the provider had taken quick and decisive action to manage risk to young people.

In support of an enabling environment, the provider was careful to consider the compatibility of young people living in the service. By maintaining routine oversight of young people's progress and by implementing adapted approaches where required, young people's care was tailored to their needs. Evidence of improved school attendance, increased self reliance and independence, and the ability to make and sustain friendships demonstrated ways in which young people were achieving positive outcomes.

Relationships between young people and those providing support were very positive. Young people told us that they felt supported and well cared for. They said that staff were kind and helpful, and if they needed to speak with someone, they felt able to speak with any member of staff. Although young people could also speak with an independent advocate, this support could be better implemented and we have made an area for improvement with regard to developing meaningful involvement of advocacy services. **(See Area for Improvement 1)**

Young people enjoyed a range of learning opportunities, with some attending college, volunteering and work experience. We spoke with young people who said they had made a conscious choice to live at the school, as they felt this supported access to further education in the future. Those young people had clear goals and aspirations for their life beyond the service. Other young people spoke passionately about their interests and how these enabled them to lead a more independent lifestyle.

Staff spoke respectfully and warmly about young people in their care. They took pride in their job. Respect for young people was also evident in the quality of their living environment and the resources available to them on campus. Personal space was comfortable and clean, and a range of other areas throughout the campus offered time for games, crafts, cinema and reading. Outdoor space offered young people the chance to enjoy the quiet surroundings within a large enclosed garden, and we observed young people chatting and playing outdoors. The setting also provided easy access to the city centre and local amenities, where young people spent time in the community, at clubs and with friends.

An outdoor programme of adventure pursuits formed part of the curriculum, and although it was in the early stages of development, several young people had already participated in a range of activities including countryside walks and water sports, aimed at increasing self-awareness and confidence in their abilities.

Active involvement in personal plans ensured decisions were informed by young people, and progress reports provided detail of each young person's experiences and outcomes. Our review of personal plans determined that these could be more evaluative in terms of outcomes. Leaders were committed to developing SMART personal plans and we will review progress at the next inspection.

Young people's involvement was also encouraged through the student council about what worked well, and what could be improved, and everyday conversation helped to ensure that young people were listened to and valued, with actions taken to progress their wishes.

As with any new service, leadership roles and responsibilities were still being assigned. We advised of the importance of transparency and clarity for staff and young people with regard to defined routes for communication and accountability. It would also be helpful to consider ways in which tasks can be further delegated, to support whole team involvement in care planning for young people. Care staff team meetings would also provide opportunities for collective discussion and decision making regarding approaches to meeting young people's care needs. We have identified this as an area for improvement, advising that the provider should develop a formal structure for care staff meetings. **(See Area for Improvement 2)**

Staffing was appropriate to the needs of young people already living in the service, and the provider was very mindful of the need to grow the service in line with their recruitment strategy. Staff were recruited safely and we were pleased to find that the provider was exploring ways in which young people may be involved in the selection of new staff.

Improvement planning was at an initial stage of development. The provider implemented a range of governance audit reports and these enabled leaders and managers to obtain a clear understanding of how well the service functioned. To further support improvement planning, we would encourage the provider to create a culture of consultation to inform key priorities for the service. Although we acknowledged that work was already underway, in the form of a workforce development plan assisting this process, we have advised that the provider should explore and implement a consultative approach to improving the quality of the service. **(See Area for improvement 3)**

Areas for improvement

1. To ensure young people understand ways in which advocacy can provide them with support, the provider should fully involve the advocacy service to better determine the scope of their involvement with young people.

This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which state:

'My human rights are protected and promoted and I experience no discrimination' (HSCS, 1.2)

and

'I am supported to use independent advocacy if I want or need this' (HSCS, 2.4).

2. To ensure the care and support of young people is provided through consistent, agreed approaches, understood by all care staff, the provider should implement regular care staff meetings.

This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which state:

'My care and support is consistent and stable because people work well together' (HSCS, 3.19).

3. To ensure the views of young people, staff and others involved with the service influence improvement, the provider should implement a consultative approach to improvement planning.

This is to ensure that care and support is consistent with Health and Social Care Standards (HSCS) which state:

'I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes' (HSCS, 4.19)

and

'I am actively encouraged to be involved in improving the service I use, in a spirit of genuine partnership' (HSCS, 4.7).

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com

Detailed evaluations

How well do we support children and young people's rights and wellbeing?	4 - Good
7.1 Children and young people are safe, feel loved and get the most out of life	4 - Good
7.2 Leaders and staff have the capacity and resources to meet and champion children and young people's needs and rights	4 - Good

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