

Millholm

School Care Accommodation Service

Millholm
Sevenacres
Kilwinning
KA13 7RG

Telephone: 01294 551564

Type of inspection: Unannounced
Inspection completed on: 28 June 2017

Service provided by:
Spark of Genius (Training) Ltd

Service provider number:
SP2006008009

Care service number:
CS2009233253

About the service

Millholm is registered for School Care Accommodation. The service is registered to care for a maximum of 5 young people aged between 10 and 17 years of age. The service is provided by Spark of Genius (Training) Ltd. (Spark of Genius) and operates a 24 hour service 52 weeks of the year.

Millholm is a detached property in an attractive rural setting outside Kilwinning in North Ayrshire set in attractive well maintained and equipped grounds.

Millholm provides the residential living accommodation for the young people while their educational needs are met through attendance at learning centres also provided by Spark of Genius, or at other educational provision, whichever is identified in care plans.

At the time of the inspection there were five young people living in residence.

What people told us

We spent time talking with four young people living in Millholm. We were impressed with how happy and relaxed most young people were. Most were positive about living in Millholm and confirmed their engagement in decisions about the house, rules and daily living issues such as decoration and activity planning. All confirmed feeling safe and all but one expressed a wish to live long-term in Millholm stating they were happy and felt safe. One young person stated she considered the other young people as friends and regarded the people in Millholm as her other family. Young people could see the progress they had made and gave examples of school, health and no longer feeling scared.

One young person suggested having more responsibility in relation to budgeting clothing allowance although did state that clothing was made available when needed. We discussed independent living skills preparation at the inspection feedback and were told this would be taken forward.

Although menu choices were made up of young peoples preferences we were told there was not always a suitable alternative meal.

One young person was missing the Spark Parliament and hoped it would recommence soon.

The Spark of Genius school Caledonia was popular with the young people, describing teachers as brilliant and that "you could talk to them and they understand". It was clear young people were really engaged in school and proud of their achievements.

One young person expressed a wish to be listened too about wishes for the future but did state Millholm was a good place and the staff team were nice.

Self assessment

This was not requested for this inspection year.

From this inspection we graded this service as:

Quality of care and support	5 - Very Good
Quality of environment	not assessed
Quality of staffing	not assessed
Quality of management and leadership	5 - Very Good

What the service does well

The young people living in Millholm home were benefiting from high quality care and support from a committed staff and management team who were highly motivated to improving lives. The relationships between staff and young people were warm and engaging and the atmosphere in the house was welcoming and relaxed. The nurturing approach used by staff was providing a stable base from which young people were taking significant steps in recovering from past trauma. Progress made by some young people included improved self-confidence and self-esteem and increasing abilities to manage stress and recognise feelings of anxiety.

Young people told us they felt safe and we found staff had a good understanding of the importance of providing a safe environment. This included effective risk management and very good levels of staff supervision. The physical environment was maintained to a high standard and the management ensured measures were in place to comply with health and safety regulations.

Staff members had a good understanding of the individual health needs of the young people and were proactive in supporting young people to attend health appointments. Consequently young people were in good health. Young people had a growing appreciation of the importance of good nutrition and regular mealtimes. One young person told us, "I keep better now because I eat more things that are good for me",

Activities were encouraged and all young people took part to varying degrees in outdoors activities, such as, swimming, going to the skate park, fishing and going to the gym. Free time was structured between attending to daily routines, school and recreational events. Young people told us they had enough to do and were supported by staff to undertake recreational pursuits whether these were in-house, such as arts and crafts or attend clubs in the community, such as, football training, drama and dance classes. The opportunities young people had to go on holiday was creating good experiences, positive childhood memories and forging strong bonds with each other and staff.

All young people were in education and progressing well. The partnership working between Millholm and education was a particular strength which we considered contributed to specific successes for young people, such as attending school following a period of non-attendance and for another child, the planned reintegration back to mainstream schooling. Management and staff kept abreast of the educational progress of the young people and young people were achieving educational goals.

Young people told us staff supported them well and they could approach management at any time. Members of the management team worked across shifts providing extremely good leadership and immediate support and guidance for staff. We attributed this way of working to the successful embedding of the nurturing approach practiced in Millholm. Staff had a good understanding of the needs and preferences of young people and this was observed in the individual approaches with young people.

We were told by a placing social worker that communication from staff and management was extremely good and they expressed confidence in the way Millholm was managed. Management adopted a 'hands on' approach to care and therefore had a clear understanding of the day to day issues for young people and staff. The team made good use of a range of communication systems which meant the team were up to date with current issues which led to effective planning and a consistency of approach.

Since the last inspection there had been progress in the numbers of staff attaining SVQ III and plans were in place for staff that had yet to undertake this. Staff members were all registered with the Scottish Social Services Council (SSSC).

Regular supervision was made available to staff which supported reflective learning, a forum for support and consideration of training needs. Management had held development days to discuss practice issues including transition planning for a young person, best practice and the way ahead for the service.

The external manager was a frequent visitor to the home, was known by the young people and conducted quality audits. We considered this a very good additional safe guard for children. Recent audits had been carried out by independent organisations. The management team had welcomed these audits as a means to reflect on practice and improve performance. The service had a development plan which we could see was being progressed.

What the service could do better

We considered the personal plans for young people lacked specific goals and did not always reflect the areas where support needs were greatest. Although recorded under GIRFEC (Getting it Right for Every Child) well-being indicators this did not follow through to action plans and we found the information about children were dispersed throughout files. We also noted that the hopes and aspirations were not clearly recorded as before. (Refer to recommendation 1)

We suggested the use of the well-being web could help focus care planning goals and promote the engagement of young people. This was being explored before we concluded our inspection.

At feedback we spoke again of the challenges of the multiple, sometimes duplicated, recordings systems in use and noted this was also identified in the independent audit. Young people's daily recording books were incomplete which was unfortunate as if used correctly had the potential to provide a comprehensive recording tool of the daily lives of children. This then could replace additional recording formats in use, for example, key time, one to one and emotional support discussions. The provider could consider how this could be improved.

We were aware that longstanding arrangements with children advocacy services, young people and senior management known as the Spark Parliament had been interrupted due to the previous advocacy worker leaving post. However we were told this was due to be resolved. We did however consider a young person was in need of advocacy and despite declining this we considered this should have remained as an area of priority in discussions with the young person and this unmet need reflected in his care plan (Refer to recommendation 2)

We scrutinised the support planning and decision making for a vulnerable young person. We could see that staff members were recording and raising issues however we considered, following discussion throughout the inspection, that there was a training need for child sexual exploitation. (Refer to recommendation 3)

Requirements

Number of requirements: 0

Recommendations

Number of recommendations: 3

1. Support plans should be relevant, current and drives forward goals and aspirations which are measurable and outcomes focused and follow SMART principles.

National care standards for school care accommodation. Standard 6 Support arrangements.

2. The need for independent advocacy should be clearly recorded in the support plans for young people who are in need of this service and regualry discussed with the young person.

National care standards for school care accommodation. Standard 18 Advocacy.

3. The management and staff should undertake further learning in CSE (Child Sexual Exploitation).

National care standards for school care accommodation. Standard 7 Management and staffing.

Complaints

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

Inspection and grading history

Date	Type	Gradings
30 Jun 2016	Unannounced	Care and support Environment Staffing Management and leadership
		6 - Excellent 5 - Very good 5 - Very good Not assessed
24 Mar 2016	Unannounced	Care and support
		Not assessed

Date	Type	Gradings	
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	Not assessed
18 Dec 2015	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	5 - Very good
20 Mar 2015	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	4 - Good
29 Jul 2014	Unannounced	Care and support	4 - Good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
22 Nov 2013	Unannounced	Care and support	5 - Very good
		Environment	5 - Very good
		Staffing	5 - Very good
		Management and leadership	5 - Very good
14 Feb 2013	Unannounced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	5 - Very good
		Management and leadership	5 - Very good
12 Oct 2012	Unannounced	Care and support	4 - Good
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	Not assessed
12 Jan 2012	Unannounced	Care and support	3 - Adequate
		Environment	3 - Adequate
		Staffing	Not assessed
		Management and leadership	Not assessed
23 Nov 2010	Unannounced	Care and support	Not assessed

Date	Type	Gradings	
		Environment	4 - Good
		Staffing	4 - Good
		Management and leadership	Not assessed
4 Oct 2010	Announced	Care and support	5 - Very good
		Environment	Not assessed
		Staffing	Not assessed
		Management and leadership	4 - Good

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