

Key Question 7:

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

This key question has two quality indicators associated with it.

They are:

7.1 Children and young people are safe, feel loved and get the most out of life.

7.2 Leaders and staff have the capacity and resources to meet and champion children and young people's needs and rights.

Quality Indicator 7.1: Children and young people are safe, feel loved and get the most out of life.

Key areas include the extent to which children and young people:

- Feel safe and are protected from harm.
- Feel loved and their views, wishes and rights are of utmost importance to everyone.
- Have their aspirations met and can reach their potential.

Quality illustrations

Very Good	Weak
<p>Children and young people feel, and are kept, safe - both emotionally and physically. This is because they benefit from knowledgeable staff who understand their needs, listen to them and help build their skills. These staff work with other agencies and confidently use preventive, risk assessed, practice.</p> <p>Children and young people are confident that staff will effectively challenge all forms of bullying. They always have access to responsible adults outside the service, including and especially advocacy, who always act in their best interests.</p> <p>The service fully implements national guidance and best practice in child protection, including child sexual exploitation.</p> <p>Children and young people experience therapeutic and stable care, which actively reduces the likelihood and incidence of restraint. This always follows best practice.</p>	<p>The extent to which children and young people are protected from harm is compromised. Safe care practice is reactive, and there is a failure to identify and respond to indicators of concern. There is insufficient collaboration with relevant external partners.</p> <p>Children and young people may not feel safe, and experience being bullied, feeling threatened, afraid or excluded. Their wellbeing is affected by insensitive responses to their concerns.</p> <p>Networks of support outside the home are limited and do not provide the safeguards required. Children and young people have limited access to either informal or independent advocacy.</p> <p>Children and young people are unnecessarily subjected to restrictive practices which do not follow best practice.</p>
<p>Children and young people enjoy warm, trusting, and nurturing relationships with those caring for them. They are based on compassion, a full understanding of the impact of their trauma and also fun. Children and young people always experience a high level of respect from everyone involved in looking after them. This respect is also reflected in the quality of environment and the resources available for young people.</p>	<p>Children and young people may feel unsupported and do not believe they are valued or understood by the people looking after them. The care and support that children and young people receive does not take enough account of their rights, identity or trauma. Staff fail to recognise and address discrimination and intolerance.</p> <p>Children and young people's views do not consistently make a difference.</p>

<p>Children and young people are fully engaged in their care and support. They can participate meaningfully and easily in all decisions affecting them.</p> <p>Children and young people benefit from effective and passionate championing of their legal and human rights. Their sense of wellbeing, worth and identity is protected and nurtured.</p>	
<p>Children and young people's physical and mental health is given the priority which reflects their importance as a pre-requisite to making the most out of life.</p> <p>Connections to family, brothers and sisters, friends and the community are championed and fostered where this is in children and young people's best interests. Children and young people's individual ambitions, interests and life skills are consistently supported and developed. They also experience new and exciting experiences, which broaden their horizons.</p> <p>Children and young people receive individually tailored support to participate fully in learning and maximise attainment and attendance. Going to, or taking part in preparation for, school, college, or higher education is the norm.</p> <p>Mealtimes are nurturing occasions and young people enjoy a tasty and well-balanced diet.</p>	<p>Children and young people's physical and mental health is not given sufficient attention.</p> <p>Children and young people's sense of belonging and identity are compromised because they are not supported to keep and develop bonds with family, brothers and sisters, and friends.</p> <p>Care practices and activities are institutionalised, repetitive and limited to, or aimed at groups. There is a lack of imagination in the opportunities that young people could and should participate in.</p> <p>Children and young people are disadvantaged because there is limited ambition or support to build on their individual strengths and develop skills. School attendance is low and there is little broader achievement.</p> <p>Children and young people's diet lacks variety and balance. It is not enjoyed or provided thoughtfully.</p>
<p>Scrutiny and Improvement Actions</p>	<p>Core inputs and processes examined</p>
<ul style="list-style-type: none"> • Obtain the views of children and young people, family, friends, visitors, staff, managers and other professionals. • Observe staff practice and interaction with young people. • Consider young people's access to advocacy and the use of communication support tools in obtaining their views. • Interview staff and leadership of the service. 	<ul style="list-style-type: none"> • Registration certificate, conditions of registration, insurance certificate • Aims and objectives • Development plan/improvement plan, including how service is meeting the Promise. • Sample of care plans • Staff recruitment procedures • Service training plan and records

<ul style="list-style-type: none">• Seek the views of external professionals.• Inspect the setting.	<ul style="list-style-type: none">• Complaints received by the service• Maintenance records• Infection Control• Medication records and systems• Staffing Needs Assessment• Admissions and matching process• Protection issues and practice frameworks including the child protection policy.• Accident /Incident records• Continuing care welfare assessments• Track young people's experiences• Management oversight and governance of risk• The physical environment
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Quality Indicator 7.2: Leaders and staff have the capacity and resources to meet and champion children and young people’s needs and rights.

Key areas include the extent to which:

- Leaders and staff are confident in their practice and are well supported.
- Staffing levels and skills are right to meet the needs and rights of young people.
- Self-evaluation and quality assurance maintain safe care and young people’s rights. They drive improvement in every aspect of children and young people’s lives.

Quality Illustrations

Very Good	Weak
<p>Leaders ensure the culture is inspiring, supportive and empowering. They model high standards of practice and successfully seek the best possible outcomes for children and young people.</p> <p>External managers are clear about their roles and responsibilities, particularly around positive admissions and good matching. They play a key role as champions for young people and in monitoring the quality of their experiences, safeguarding and improving outcomes.</p>	<p>The vision for the service lacks clarity and is not sufficiently focussed on children and young people’s rights. Leadership lacks the necessary stability, energy or direction.</p> <p>External managers do not provide an effective contribution to safe, good and improving outcomes</p>
<p>The home has the right number of staff, with the right skills and experience, always working. The staff team is stable which allows young people to develop and enjoy secure and trusting relationships.</p> <p>Staff know young people very well and recognise they are often the experts in identifying their own needs. Risk is well understood and managed effectively.</p> <p>Staff are safely recruited. Children and young people are actively involved in this process. Everyone is individually equipped, and supported, to successfully meet all the needs of the children and young people.</p> <p>Staff confidently deliver the best quality support and therapeutic, trauma informed</p>	<p>The numbers of staff deployed at any one time is not responsive enough to meet children and young people’s needs all the time. There is a lack of consistency and continuity which limits children and young people’s ability to build trusting relationships.</p> <p>Safer recruitment practices are not rigorously followed. Staff lack the knowledge, experience and skills to meet all the needs of the children and young people. Risk is not managed well.</p> <p>There is little evidence of work with young people being based on skilful therapeutic relationships and trauma informed practice. There is little commitment to this in service development planning.</p>

<p>care. Effective training, support and supervision underpins this.</p>	
<p>There is continuous, robust evaluation of children and young people outcomes, experiences and their setting. This ensures they receive the best possible care and support in high quality surroundings. All of this is underpinned through the implementation of high quality, SMART, care planning and risk assessment strategies.</p>	<p>There are some systems in place to monitor aspects of service delivery, and the quality of the setting, but they are largely ineffective. The ability of the service to support children and young people is impacted by this. Opportunities to achieve the best outcomes are limited as care planning does not fully inform practice, is not suitably aspirational and does not guide risk.</p>
<p>Scrutiny and Improvement Actions</p>	<p>Core inputs and processes examined:</p>
<ul style="list-style-type: none"> • Obtain the views of children and young and people, family, friends, visitors, staff, managers and other professionals. • Observe staff practice and interaction with young people • Consider young people’s access to advocacy and the use of communication support tools in obtaining their views. • Interview staff and leadership of the service. • Seek the views of external professionals. • Inspect the setting. 	<ul style="list-style-type: none"> • As per Quality Illustration 7.1.