

Placement Quality Assurance and Monitoring Visit



Basic Details

Basic Details

Name

Date of Birth

Does the Young Person have an up to date Passport/ID?
 Yes No

Does the Young Person have a Bank Account?
 Yes No

Does the Young Person have a National Insurance Number?
 Yes No

Is everything uploaded on Mosaic?
 Yes No

Current Social Worker

When did the social worker start working with the young person?

Team Manager

Name of Independant Reviewing Officer

Visit Details

Date and Time of quality assurance and monitoring visit

Name:

ID:

Name of the current
unit key worker or
support worker

When did the key/
support worker start
working with the
young person?

Please specify any
other reasons for
your visit (e.g.,
concerns from the
social worker, Ofsted
report findings, or
other relevant factors)

Regulation 44 Report

These reports must be emailed to both the Social Work team and Camden's Placements Team on a monthly basis. Additionally, they should be uploaded to the child's Mosaic file.

Regulation 44 requires an independent person to visit the residential home at least once a month to conduct a thorough and impartial assessment of the home's arrangements for safeguarding and promoting the welfare of the children in its care. This is crucial to ensure all proper conditions are met.

Has the Placements Team consistently received the Regulation 44 reports from the provider each month?

Yes

No

Any concerns,
narratives or risks
highlighted in the
report

Education Health Care Plan (EHCP)

An EHCP is a legally binding document that outlines a child or adolescent's specific educational, health, and social care needs. It must detail all special educational needs, specify the provisions required to meet each need, and clearly define these provisions both quantitatively and qualitatively. The plan also names the school, setting, or residential facility responsible for delivering these provisions and is legally enforceable, ultimately through Judicial Review.

Is there an Education Health Care Plan (EHCP) in place for the child?

- Yes No

Date of last updated
EHC Plan

Is there a copy of the EHCP uploaded to the young persons Mosaic file?

- Yes No

Does the unit have a copy of the EHCP?

The unit must provide evidence of having one.

- Yes No

Are the
recommendations
outlined in the report
being delivered?

Personal Education Plan (PEP)

Is there a Personal Education Plan (PEP) in place for the child?

This must be documented in the child's unit files and uploaded to their Mosaic profile.

- Yes No

Date of last completed
PEP

Does the unit have a copy of the PEP?

Yes

No

Are the
recommendations
outlined in the report
being delivered?

Visit History

Please verify this on Mosaic

Dates of last 6 social work visits

Date of Visit	Visit Type

CLA/Pathway Plan

Please verify this on mosaic

Date of most recent
CLA/Pathway Plan
review

Is the CLA/Pathway Plan step fully completed on Mosaic?

Yes

No

Do the unit and the child have the minutes from the last CLA/Pathway Plan review?

Yes

No

Name:

ID:

Are the
recommendations
outlined in the report
being delivered?

Health

Date of most recent
CLA Medical

Date of most recent
CLA Dental check

Date of most recent
optician appointment

Does the unit have copies of the last health, dental and optician reports?

Yes

No

Are they included in the Young Person's Unit and Mosaic file?

Yes

No

Are the
recommendations
outlined in the report
being delivered?

Staffing and Practices

Name of Residential
Unit

Name of Residential
Manager

Date Residential Manager started in post

Name of Residential Unit's Deputy Manager

Date Deputy Residential Manager started in post

What is the provider's current Ofsted rating/status?

When was the last Ofsted Inspection or Focussed Visit conducted

Please give an overview of Leadership and Management Structure

Comments

Staffing

Is the provider facing challenges in recruiting staff? Yes No

Name:

ID:

Please provide details
on the reasons for
these difficulties.

Does the facility have a stable and permanent staff team?

Yes

No

Can you provide a
breakdown of the staff
members for both day
and night shifts?

Total number of
children/young people
living at the unit

Staff Training

Outline the training
undertaken by the
staff

Are training records up to date?

Yes

No

Are these available for you to view?

Yes

No

Are members of the staff team trained in physical intervention, and is this training regularly updated?

Yes

No

Comments

Can the provider provide you with a Physical Intervention Policy and Procedure, if available?

Yes

No

Behavioural management policies and strategies in a children's home are crafted to foster a supportive, structured, and nurturing environment while addressing challenging behaviours. These strategies are designed to encourage positive behaviour, emotional well-being, and personal development.

Please provide an outline of the Behavioural Management Policy and Strategies used in the children's home.

Does the provider have the following documents?

- An updated Placement Statement of Purpose
- An updated Locality Assessment
- An updated Missing Person Protocol
- An updated CSE Policy

Please request copies of these documents, as the unit needs to provide evidence.

LADO

How many LADO referrals or investigations have there been in the last 12 months?

What were the outcomes of these referrals or investigations and were Ofsted notified at the time?

Are there any restrictions currently placed on a child that could potentially result in a deprivation of liberty?

Are there any active
Deprivation of Liberty
measures/orders
imposed on any child
at present?

During the Visit

Accessing the Young Person's File

Please confirm if the following documents are on the file (you need to see this on the file):

- Request for placement
- Updated Risk Assessment
- Daily Logs
- Record of Incidents/Restraints (Are these recorded appropriately in child's file)

Child's Views, Wishes, and Feelings: Please meet with the young person directly

Is the young person/
child happy or
unhappy in the
placement?

Name:

ID:

What improvements
could be made in the
placement?

Are they satisfied
with the level of
contact from the
social worker?

Do they have a
positive working
relationship with the
key worker and other
staff members in the
unit?

Are they content
with the therapeutic
support they are
receiving?

Are they getting along well with the other young people/children in the unit? Are there any concerns?

Is there evidence that young person's views and involvements in key work sessions being recorded and the sessions are taking place consistently?

Views of the placement from the following professionals

Social Worker

Name:

ID:

Independent
Reviewing Officer

--

Education/SEND

--

Mental Health

--

Any Other
Professionals in the
network

--

Statutory Visits

Are the scheduled six-weekly social work visits consistently occurring as required by the social worker?

Yes

No

Is the young individual satisfied with the frequency of both face-to-face and telephone communication with the social worker?

Describe the condition of the Young Person's room?

Eg. Cleanliness, is it personalised?

What is Young Person's education status

Is YP attending? What support is in place to support the YP with attendance

Enjoyment and Achievement

What local provisions and services has the child accessed?

What activities arranged by the provider has the child participated in?

Therapeutic Support

Is there clear evidence that the child is accessing the provided therapeutic support?

Yes

No

Has there been any observed lapse in the child or young person's consistent receipt of this support?

Yes

No

What factors have contributed to these lapses?

How frequent and regular are the therapy sessions?

Do the number of attended sessions align with the terms specified in the contract agreement with the organization?

Yes

No

Comments

Independent Living Skills Development

Improving a young person's independent living skills in a residential children's home involves a holistic approach that focuses on several key areas:

Life Skills Training: Provide structured training in essential life skills such as cooking, cleaning, laundry, personal hygiene, time management, and budgeting. Offer practical sessions and guidance to help them apply these skills in real-life situations.

Education and Employment Support: Assist in educational pursuits and offer vocational training or job readiness programs. Help them explore career options, create resumes, practice interview skills, and provide guidance on job applications.

Social and Interpersonal Skills: Encourage social interaction, communication skills, conflict resolution, and building healthy relationships. Offer opportunities for group activities, teamwork, and community involvement to foster social skills.

Emotional and Mental Health Support: Provide access to counseling, therapy, or mental health services to address emotional challenges, trauma, or psychological issues that may affect their ability to live independently.

Health and Well-being: Educate on health management, including physical health, nutrition, exercise, and accessing healthcare services. Promote healthy habits and self-care practices.

Housing Preparation: Teach about different housing options, how to search for accommodation and manage household responsibilities like paying bills and maintaining a living space.

Financial Literacy: Educate on financial management, including budgeting, saving, banking, understanding credit, and managing expenses. Offer guidance on how to handle money responsibly.

Goal Setting and Planning: Assist in setting short-term and long-term goals related to independent living. Help them create action plans and track progress towards their objectives.

Transition Planning: Develop a comprehensive transition plan that includes steps for transitioning out of the children's home. This plan should cover ongoing support, housing arrangements, education or employment goals, and access to community resources.

Continued Support and Follow-up: Provide ongoing support even after leaving the residential home. Regular check-ins, mentoring, or access to support networks can be crucial in ensuring their continued success in independent living.

The approach should be individualized, recognizing each young person's unique strengths, needs, and aspirations. Collaboration with professionals, involvement of caregivers, and consistent monitoring and evaluation of progress are essential for effectively improving independent living skills.

Is there documented evidence showing that the unit is actively aiding the young person in developing their independent living skills?

Is the young person consistently attending weekly key work sessions?

It is necessary to review the files to assess this.