OFSTED Inspection Preparation for Staff

Questions you may be asked by Inspectors

The questions the Inspectors have told us they will ask:

Case type questions
- What is the plan and how do we and the family know it is working?
- What is your relationship with the child, young person and family?
- How often do you see the child and how effective is your interaction?
- Do they feel you are making a difference?
- Are children and young people feeling supported and safe?

Service type questions
- The quality and impact of supervision and management oversight
- The ways in which you are helped to strengthen families and to minimise risk
- Workloads and workload management
- The availability, quality and impact of training and development opportunities
- The impact of the LSCB on practice through multi-agency training and the dissemination of learning from serious case reviews.

This is what you can be doing already to prepare for these questions:

Top Tips for Staff

- Be clear about the nature of your area of service, how it relates to other aspects of children’s services and how it is impacting on children and young people.
- You will need to know the key goals/objectives of your plan for each young person. What is the key objective you are working to achieve? Do all family members and agencies understand the objective?
- Be prepared to provide details of work you are undertaking to improve outcomes for children and young people including how they relate to key performance indicators
- Think of examples of how children and parents have been engaged, tools you have used to support children and parents to participate in assessments and the development and implementation of their plans
- For each young person that you work with can you name their main interests/hobbies and aspirations?
- You will need to demonstrate that you have seen young people on their own and have also seen their bedroom. (if this is relevant to your role)
- Think of examples of where you have worked effectively with partner agencies in achieving positive outcomes for children
- Try to provide tangible examples, where possible, and be honest about any challenges faced by your area of service and how they are being tackled.
- Be prepared to share how our services are improving and how staff are being supported.
All cases should be progressed in a timely manner and recording up to date.
The Inspectors will look to ensure that staff are clear in their recordings relating to analysis of risk and protective factors.
The Inspectors will look for evidence of direct work with children and its impact. Records should evidence child specific issues and should evidence clear managerial oversight.

Mini-motto:
“Drift is our enemy
Challenge is our friend.”

Questions that have been asked in other LA Inspections:

- What does the LSCB do?

The Local Safeguarding Children’s Board (LSCB)
The LSCB is an independent body made up of representatives from the range of agencies that work with children and young people. There are also six sub groups of the LSCB. There are lay members who also sit on the board and there are links with Children and Young People’s Equalities group, so ensuring the voice of children and young people is heard.
The work of the LSCB includes:

- Taking the lead to ensure that agencies work well together to safeguard children and young people.
- Ensuring that all organisations comply with their duty to safeguard and promote the welfare of children and young people.
- Co-ordinating and delivering multi-agency safeguarding children training.
- Promoting and publishing multi-agency child protection and safeguarding policies and procedures which are available online.
- Commissioning Serious Case Reviews and multi-agency audits so that we learn what we need to improve in terms of the work that we carry out with children, young people and families.
- Overseeing multi agency learning events and conferences so that good practice is shared.
- Playing a key role in ensuring and monitoring that recommendations from inspections and reviews about safeguarding children are carried through.
- Working alongside other committees such as the Children’s Trust Board, Local Safeguarding Adults Board and the Health & Wellbeing Board to ensure that work to safeguard children is co-ordinated.
- Encouraging children and families to give their own perspectives on engaging with services, so informing and improving practice.
- **What measures are important for your team?**

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<tr>
<th>Performance Measures</th>
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<td><strong>Early Help:</strong></td>
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<tr>
<td>• CAFs leading to referrals within 6 months</td>
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<td><strong>Referral and Assessment:</strong></td>
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<td>• % of children seen within 5 days of referral</td>
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<td>• Average days from referral to case closed</td>
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<td>• Repeat referrals within 6 months</td>
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<td>• Repeat referrals within 12 months</td>
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<td>• % of Single Assessments completed within 45 working days</td>
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<td><strong>Children in Need:</strong></td>
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<td>• CIN closures in 3 months or less</td>
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<td>• CIN closures in 6 months or less</td>
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<td><strong>Child Protection:</strong></td>
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<tr>
<td>• Timeliness of Initial CP Conferences (within 15 days of strategy discussion)</td>
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<td>• Child Protection Plan repeats (within 2 years)</td>
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<td>• Child Protection Plans that have lasted 2 years +</td>
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<td><strong>Looked After Children:</strong></td>
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<td>• Stability of LAC placements (in same placement 2+ years)</td>
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<td>• LAC Review timeliness</td>
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<td><strong>Care Leavers:</strong></td>
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<td>• Former Care leavers in suitable accommodation</td>
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<td>• Former Care Leavers in employment, education and training.</td>
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- **Early Help in B&NES**

| Definition: |
| Early Help means providing effective support as soon as problems start to emerge or are identified, and to bring about change to prevent these from escalating or becoming long term and leading to poor outcomes. Early help may occur at any point when needs arise, from pre-birth through to the teenage years and at any stage in adulthood. |

| Vision: |
| Our vision is that: all children, young people and families have access to, and a choice of, well-co-ordinated, good quality and timely early help, so needs can be identified and addressed to promote fulfilling lives. |

| Key Message: |
| • In contrast to many other Local Authorities we have continued to develop and |
maintain our Early Help Services as we see this as a key component to helping families and only intervening at the least intrusive level possible.

- Early Help will be a key element to preventing/reducing an escalation of concern.

- **How can we communicate that we are “one service” and not isolated teams in terms of the child’s journey?**

**Key Message:**

- The relationship between Early Help Services and Children’s Social Care is crucial and there is a seamless transition between “step up/step down” arrangements.
- We need to demonstrate that planning for young people happens as soon as we begin to undertake assessments in the Duty team.
- We are “One Service” and there is an understanding and awareness that interventions that take place at the early stages of our involvement can have profound effects on what happens in later interventions.
- This awareness relates to understanding the “child’s journey” through our different teams/services.

- **Can you identify how your practice is informed by learning from serious case reviews?**

**Messages from Training:**

- All LSCB Safeguarding training addresses learning from serious case reviews.
  - Some of the practice issues highlighted:
    - Assessments need to include all sources of information (such as parenting history; information re: male partners)
    - Multi agency work is vital
    - Valuing challenge, scrutiny and supervision
    - Cultural/diversity issues
    - Children often on the threshold between one level of services and another, so no one takes responsibility
    - Older children are often overlooked.

**Serious Case Review in B&NES:**

- In recent years BANES has needed to work with the families of a number of young people who have committed suicide. Our most recent Serious Case Review assisted the Council and partners to look carefully at how we support young people to share concerns. We have developed materials to assist professionals work with young people and to identify concerns, as well offer training, and have worked with schools to fund additional posts in secondary schools to support early intervention with pupils where emotional health issues may have been raised.