

The Hesley Group Limited

The Paddocks

Inspection report

Wilsic Hall
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Tel: 01302856382

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Ratings

Overall rating for this service	Good ●
Is the service safe?	Good ●
Is the service effective?	Good ●
Is the service caring?	Good ●
Is the service responsive?	Good ●
Is the service well-led?	Good ●

Summary of findings

Overall summary

About the service

The Paddocks is a residential care home providing personal care for up to eight young people, as part of a residential college of adult education.

The service has been developed and designed in line with the principles and values that underpin Registering the Right Support and other best practice guidance. This ensures that people who use the service can live as full a life as possible and achieve the best possible outcomes. The principles reflect the need for people with learning disabilities and autism to live meaningful lives that include control, choice, and independence. People using the service receive planned and co-ordinated person-centred support that is appropriate and inclusive for them. The college accommodation is in two student houses, situated in the grounds of Wilsic Hall school and fitted in well with the school campus.

The service consistently applied the full range of the principles and values of Registering the Right Support and other best practice guidance. The principles and values of Registering the Right Support ensure that people who use the service can live as full a life as possible and achieve the best possible outcomes that include control, choice and independence.

Outcomes for people reflected the principles and values of Registering the Right Support. This was by promoting choice and control, independence and inclusion. People's support focused on them having as many opportunities as possible for them to gain new skills and become more independent.

People's experience of using this service:

Students were safe and protected from avoidable harm and relevant risk assessments were in place. The students we spoke with told us they felt safe living in the service. Students' medicines were managed well, and the home was clean and tidy throughout.

There were enough staff and they had been recruited in a way that helped to keep students safe. There were enough staff on duty to ensure students' needs were met. All staff received appropriate training, support and supervision.

Students were supported to eat and drink. Where students had specific dietary needs, these were provided for. Communication was effective within the staff team and students were supported to access healthcare services as needed.

Students were supported to make day to day choices and decisions about their lives and were able to participate in their hobbies and interests. Students were supported to have maximum choice and control of their lives and staff supported them in the least restrictive way possible; the policies and systems in the service supported this practice.

Staff were kind and caring towards the students they supported and had developed very strong and positive relationships with them, knowing them well, including their histories, likes and dislikes. Students were treated with dignity and respect, they were involved in making daily decisions and encouraged to develop and maintain their independence.

Care plans were personalised and detailed. They included information about students' preferences and abilities. Staff supported students to participate in a range of activities. There was a focus on treating students with equality and on involving and empowering those with communication difficulties, to ensure their voices were heard and valued. There was a system in place to manage complaints.

Leadership and management were of good quality and the young people who used the service, their relatives and representatives were involved in how the service was run and operated. Systems of governance were in place to monitor the quality of the service provided and staff felt supported and spoke positively about the registered provider and the registered manager.

For more details, please see the full report which is on the CQC website at www.cqc.org.uk

Rating at last inspection:

The service was rated good at the last inspection in July 2017 (published September 2017).

Why we inspected:

This was a planned inspection based on the rating awarded at the last inspection.

The five questions we ask about services and what we found

We always ask the following five questions of services.

Is the service safe?

Good ●

The service was safe.

Details are in our safe findings below.

Is the service effective?

Good ●

The service was effective.

Details are in our effective findings below.

Is the service caring?

Good ●

The service was caring.

Details are in our caring findings below.

Is the service responsive?

Good ●

The service was responsive.

Details are in our responsive findings below.

Is the service well-led?

Good ●

The service was well-led.

Details are in our well-led findings below.

The Paddocks

Detailed findings

Background to this inspection

The inspection:

We carried out this inspection under Section 60 of the Health and Social Care Act 2008 (the Act) as part of our regulatory functions. This inspection was planned to check whether the provider was meeting the legal requirements and regulations associated with the Act, to look at the overall quality of the service, and to provide a rating for the service under the Care Act 2014.

Inspection team

The inspection team consisted of an inspector and an assistant inspector.

Service and service type

This service is a 'care home'. People in care homes receive accommodation and nursing or personal care as single package under one contractual agreement. CQC regulates both the premises and the care provided, and both were looked at during this inspection.

The Paddocks provides care and accommodation for people with complex needs including learning disability and behaviour that may challenge, often in association with autism. The accommodation is provided in two houses, forming the residential part of a specialist residential college, offering year-round education and care for up to eight students aged between 19 and 25 years.

The service had a manager registered with the Care Quality Commission. This means that they and the provider are legally responsible for how the service is run and for the quality and safety of the care provided.

Notice of inspection

This inspection was unannounced.

What we did before the inspection

We reviewed information we had received about the service since the last inspection. We sought feedback from the local authority and professionals who work with the service. We reviewed information received about the service from the provider. We used the information the provider sent us in the provider information return. This is information providers are required to send us with key information about their

service, what they do well, and improvements they plan to make. This information helps support our inspections. We used this information to plan our inspection.

During the inspection

We visited the service on 13 February 2020. We spoke with three students to gain their feedback about the service. We spoke with the registered manager, three members of support staff and three team leaders. We reviewed a range of records. This included student's care plans, day to day care records and medication records. We looked at three staff files in relation to recruitment, training and supervision. We looked at a variety of records relating to the management of the service, including minutes of meetings, copies of quality audits and improvement plans, accidents and incidents analysis and complaints records.

This inspection included spending time with three students and observing interactions between them and the staff supporting them. We also visited the adult education setting to observe interactions during college hours.

Is the service safe?

Our findings

Safe – this means we looked for evidence that people were protected from abuse and avoidable harm.

At the last inspection this key question was rated as good. At this inspection this key question has remained the same. This meant people were safe and protected from avoidable harm.

Systems and processes to safeguard people from the risk of abuse

- Students were safeguarded from abuse, neglect and discrimination.
- Staff had received training in what to look for and how to report safeguarding issues. They demonstrated a good awareness of safeguarding procedures. They knew who to inform if they witnessed or had an allegation of abuse reported to them.

Assessing risk, safety monitoring and management

- There was a positive approach to safety and risk, which was not restrictive.
- The registered manager gave examples on how staff used a positive approach to risk taking. For instance, one person had recently attended an event at a large public arena, when they would previously have found this very difficult.
- Individual risk assessments and management plans were in place and regularly audited. Each person's care file included a HELP profile. The 'Hesley Enhancing Lives Programme' [HELP] is a behaviour support approach, which aim to avoid confrontation by using a range of positive techniques. These provided clear individualised guidance for staff. For instance, including the triggers that may cause a person to become upset or anxious and techniques for staff to help students manage their behaviour.

Staffing and recruitment

- There was a stable and consistent staff team.
- Staff understood the needs of each individual student well.
- The provider followed safe recruitment procedures to ensure suitable staff were employed.

Using medicines safely

- Students' medicines were managed safely.
- Medicines were reviewed in line with STOMP guidelines. STOMP is national project to stop the over-use of psychotropic medicines in people with a learning disability, autism or both.
- Students were supported to take their medicines by staff who had been trained to do this safely and their competency to administer medicines assessed.
- Protocols were in place for medicines prescribed for use 'as and when required' to guide staff when these medicines were required. There was also clear guidance for staff for applying creams and lotions.

Preventing and controlling infection

- Staff helped students to keep their environment clean and well maintained to prevent the risk of infection.

- Recent improvements to the environment including new flooring and decorating supported this.
- Staff had received infection control training.
- We saw staff following good infection control practices and used personal protective equipment when necessary, to help prevent the spread of infection.

Learning lessons when things go wrong

- Accident and incidents were recorded and showed action was taken to reduce the risk of repeat events.
- The registered manager and senior management team monitored all accident and incident reports to determine if there were any lessons to be learned.

Is the service effective?

Our findings

Effective – this means we looked for evidence that people's care, treatment and support achieved good outcomes and promoted a good quality of life, based on best available evidence.

At the last inspection this key question was rated as good. At this inspection this key question has remained the same. This meant people's outcomes were consistently good, and people's feedback confirmed this.

Assessing people's needs and choices; delivering care in line with standards, guidance and the law

- Students' needs were holistically assessed including likes and dislikes, routines that were important to them.
- We found care plans to be person centred and included details like, 'the little things that make the young person who they are'.
- Care, treatment and support were delivered in line with legislation.

Staff support: induction, training, skills and experience

- Students were supported by staff who had the skills and knowledge to support them effectively.
- There was an effective, ongoing programme of training for staff and staff members had completed nationally recognised vocational qualifications and attended regular training updates.
- Staff told us they received regular supervision and appraisal. This helped to monitor their performance and support them in their roles.

Supporting people to eat and drink enough to maintain a balanced diet

- Staff were observed helping someone to prepare a meal. They engaged with and included the person throughout, promoting their independence.
- The provider a lot of emphasis on choosing preparing and cooking healthy food options. Staff were knowledgeable in this area and supported students to make healthy choices.

Staff working with other agencies to provide consistent, effective, timely care

- There were good links to external health and social care professionals and visits or appointments were made when needed.
- Within students' care plans we saw each person had a hospital passport. The information recorded in a hospital passport helps staff in hospitals and GP surgeries to make reasonable adjustments to support safe and effective care for people with learning disabilities.
- The registered manager had a system in place to record when a person had an appointment with a health professional.

Adapting service, design, decoration to meet people's needs

- Students were able to choose where to spend their free time in their homes, there were different sizes of lounges and were able to access their own bedrooms.
- The premises were designed in a homely manner.

- The provider had adapted an area of the home for one person who liked to write on walls and doors, so they provided a blackboard painted door for the person to facilitate this for them.

Supporting people to live healthier lives, access healthcare services and support

- The staff and management team had a good understanding of the students they were caring for and how to manage any health-related concerns.
- We found in students' care plans information on how staff should support students to look for and notice changes and symptoms of specific health concern related to their gender. For example, breast cancer and testicular cancer.
- Any health-related matters could also be brought up in handovers which happened daily.

Ensuring consent to care and treatment in line with law and guidance

The Mental Capacity Act 2005 (MCA) provides a legal framework for making particular decisions on behalf of people who may lack the mental capacity to do so for themselves. The Act requires that, as far as possible, people make their own decisions and are helped to do so when needed. When they lack mental capacity to take particular decisions, any made on their behalf must be in their best interests and as least restrictive as possible.

People can only be deprived of their liberty to receive care and treatment when this is in their best interests and legally authorised under the MCA. In care homes, and some hospitals, this is usually through MCA application procedures called the Deprivation of Liberty Safeguards (DoLS). We checked whether the service was working within the principles of the MCA, and whether any conditions on authorisations to deprive a person of their liberty had the appropriate legal authority and were being met.

- The registered manager had submitted DoLS applications to the local authority to review/authorise.
- In students' care plans we saw relevant, person centred MCA's in place.
- Staff had considered the least restrictive ways of working. This positively impacted on students' wellbeing. One student had increased in independence so the number of staff supporting them could be reduced. This had a positive impact on this person.
- The registered manager explained how students were able to move around the properties and no one was restricted in their movements, students could choose where they wanted to be. One student liked to go for dinner at their neighbouring students' house, they were welcomed and made to feel safe.

Is the service caring?

Our findings

Caring – this means we looked for evidence that the service involved people and treated them with compassion, kindness, dignity and respect.

At the last inspection this key question was rated as good. At this inspection this key question has remained the same. This meant people were supported and treated with dignity and respect; and involved as partners in their care.

Ensuring people are well treated and supported; respecting equality and diversity

- The students told us they were happy with staff.
- We observed staff interacting with students in a caring and kind way, speaking to students at their height level and using communication aids when needed, a staff member used Makaton to explain what activity was happening.
- Staff were observed interacting with students very respectfully. There was friendly banter between students and staff, and it was clear staff members knew each young person well.

Supporting people to express their views and be involved in making decisions about their care

- Students expressed their views on their preferences on how to be cared for. For one person we saw this had been done in a pictorial format.
- Where students had expressed their views, it was respected and put in place in their care plans.
- The registered manager told us how students had chosen the colour of the lounge and some had decorated it themselves. One student also told us, "I decorated my room."
- One person was able to describe what their bedroom looked like and told us, "I've got a bubble tube."

Respecting and promoting people's privacy, dignity and independence

- We observed good examples of staff respecting students' privacy and dignity.
- The provider showed a clear emphasis on promoting student's independence. This was also found in care plans and speaking to staff.
- One student told us "I like living here."
- We observed a Valentine's party, which had been organised by one student. The registered manager told us this was to support the student's aim to work in a pizza restaurant.

Is the service responsive?

Our findings

Responsive – this means we looked for evidence that the service met people's needs.

At the last inspection this key question was rated as good. At this inspection this key question has remained the same. This meant people's needs were met through good organisation and delivery.

Planning personalised care to ensure people have choice and control and to meet their needs and preferences

- Students benefitted from a service that provided personalised care.
- Students had person-centred care plans that included information about their chosen daily routines. This included the tasks they could do independently and where they needed support. Students' care records were person-centred and detailed.
- Students were enabled to participate in a diverse range of activities, to suit their individual preferences.
- Staff were proactive in seeking opportunities for the young people to have different experiences and to do things in the community. Students' plans showed they had regular opportunities to get out in their local community and further afield.
- We saw staff using various communication aids to help students to make choices of activities.

Meeting people's communication needs

Since 2016 onwards all organisations that provide publicly funded adult social care are legally required to follow the Accessible Information Standard (AIS). The standard was introduced to make sure people are given information in a way they can understand. The standard applies to all people with a disability, impairment or sensory loss and in some circumstances to their carers.

- The service understood students' information and communication needs, which were clearly identified in their plans. Some students used picture symbols, which were displayed throughout the houses. There were also blackboard areas for students to write on how they were feeling.
- Within care plans some sections were formatted in an accessible way with the use of images and symbols. This helped students to engage in planning their care.
- The provider had produced complaint forms in an accessible way for students to understand and use.

Supporting people to develop and maintain relationships to avoid social isolation; support to follow interests and to take part in activities that are socially and culturally relevant to them

- The layout of the properties was accessible for the young people who lived there. It was an environment of openness and community.
- The registered manager told us about their risk positive attitude and how students were able to experience new activities, for one person this meant regular trips to splash mountain at Alton Towers.
- One person expressed how they enjoyed going to feed the local horses.

Improving care quality in response to complaints or concerns

- Students said they were happy living at The Paddocks. They would tell staff if they had any concerns.
- Clear complaints records were in place detailing the actions taken following any complaints. There was evidence of an open culture and clear learning from complaints and adverse events.

Is the service well-led?

Our findings

Well-Led – this means we looked for evidence that service leadership, management and governance assured high-quality, person-centred care; supported learning and innovation; and promoted an open, fair culture.

At the last inspection this key question was rated as good. At this inspection this key question has remained the same. This meant the service was consistently managed and well-led. Leaders and the culture they created promoted high-quality, person-centred care.

Promoting a positive culture that is person-centred, open, inclusive and empowering, which achieves good outcomes for people; How the provider understands and acts on the duty of candour, which is their legal responsibility to be open and honest with people when something goes wrong

- Students and staff spoke highly of the registered manager and the management team. They told us managers were always approachable and helpful. Staff told us they felt well supported.
- The culture at The Paddocks was open, welcoming and inclusive of students' unique needs and diversity.
- Students and staff told us about a good team who worked together well.

Managers and staff being clear about their roles, and understanding quality performance, risks and regulatory requirements

- All staff we spoke with were clear about their role and responsibilities and there was a focus on continuous improvement. They were professional and open when speaking with us about their role and the students they supported.
- We saw a range of audits were completed at regular intervals by different members of the staff and the registered manager and these were effective in identifying and addressing areas for improvement.
- Audits were also carried out regularly by senior managers to assess the overall quality of the service. This included ensuring the registered manager was undertaking their role effectively and working in line with regulatory requirements. This contributed to a culture of continuous improvement within the service.
- The registered manager understood the responsibilities of their registration. Notifications had been submitted to CQC as required by law and the rating of the last inspection was on display within the service.

Engaging and involving people using the service, the public and staff, fully considering their equality characteristics

- Regular meetings were held with students and their feedback was discussed at staff meetings.
- The provider also asked students and their relatives to complete surveys about the quality of the service on a regular basis. The feedback the service received indicated the service was well run, students were happy, and their individual needs were met. Any areas for improvement identified were used for further learning and making improvements.
- Staff meetings were held regularly and covered a range of topics. Staff we spoke with said information was shared effectively and they were able to make meaningful contributions during the meetings.

Continuous learning and improving care

- The service had maintained the person-centred care, activities and independence for students seen at the

last inspection in 2017. This demonstrating good management and leadership had been sustained over this time.

- The registered manager and the staff we spoke with were clear in their wish to learn and continually improve the quality and safety of the service provided to for students.
- The registered manager told us they attended regular meetings with members of the senior management team. This helped ensure learning and good practice were shared.

Working in partnership with others

- Students experienced care which was person centred, from a service who understood their needs.
- Discussion and records showed the provider, registered manager and staff team endeavoured to work in in partnership with health care professionals and organisations and other community and social care providers.