

**TÚSLA**

An Ghníomhaireacht um  
Leanaí agus an Teaghlach  
Child and Family Agency

# **ALTERNATIVE CARE**

## **INSPECTION & MONITORING**

### **INSPECTION GUIDANCE SUPPORT FRAMEWORK**

#### **Theme 2: Effective Care and Support**

# Children's Residential Centres

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## 1.0 Introduction

The Alternative Care Inspection and Monitoring Service is part of Children's Service Regulation and is a component of the Quality Assurance Directorate of the Child and Family Agency. The inspectorate which was originally established in 1998 under the former Health Boards was created under legislation purveyed by the 1991 Child Care Act, to fulfil two statutory regulatory functions:

1. To establish and maintain a register of children's residential centres in its functional area (see Part VIII, Article 61 (1)). A children's centre being defined by Part VIII, Article 59.
2. To inspect premises in which centres are being carried on or are proposed to be carried on and otherwise for the enforcement and execution of the regulations by the appropriate officers as per the relevant framework formulated by the minister for Health and Children to ensure proper standards and conduct of centres (see part VIII, Article 63, (1)-(3)); the Child Care (Placement of Children in Residential Care) Regulations 1995, the Child Care (Standards in Children's Residential Centres) Regulations, 1996 and the Health Information and Quality Authority (HIQA) National Standards for Children's Residential Centres, 2018, which replace the 2001, Department of Health and Children, National Standards for Children's Residential Services.

The Child Care (Standards in Children's in Residential Centres) Regulations, 1996 provide the framework against which registration decisions of children's residential centres are primarily made. The HIQA, National Standards for Children's Residential Centres, 2018 provide the framework against which inspections are carried out and provide the criteria against which centres structures and care practices are examined.

The Alternative Care Inspection and Monitoring Service is committed to carry out its duties in an even handed, fair and rigorous manner. The inspection of centres is carried out to safeguard the wellbeing and interests of children and young people living in them.

## 2.0 Purpose

The Alternative Care and Monitoring Service, Inspection Guidance Support Framework has been developed as a guidance document to assist inspectors in understanding the process of inspection, complying with the Child Care (Placement of Children in Residential Care) Regulations 1995, the Child Care (Standards in Children's Residential Centres) Regulations, 1996 and the National Standards for Children's Residential Centres, 2018 (HIQA).

Whilst the importance of professional judgment remains paramount during the inspection process it is the purpose of this Inspection Guidance Support Framework to promote:

- A standardised approach amongst inspectors in relation to the process of inspection, complying with regulations and standards.
- A structured framework to identify to registered providers and persons who participate in the management of designated centres what is required in ensuring they are delivering a safe and effective service that complies with the regulations and standards and any other legislation.

### 3.0 Structure of the Inspection Guidance Support Framework

The Inspection Guidance Support Framework provides detailed guidance to assist TUSLA inspectors and approved centres to improve the quality of services provided to each child/young person.

For each Theme of the National Standards for Children's Residential Centres, 2018 (HIQA), the Inspection Guidance Support Framework shall outline the specific standard and examples of information/evidence in relation to observation and documentation reviewed as part of the inspection. Interviews with senior management, centre management, staff, child/young person and observations are also used as part of the process where appropriate.

The Inspection Guidance Support Framework aims to promote the continuous improvement of the quality of services provided to children/young people residing in non-statutory children residential centres.

### 4.0 Glossary of Terms

**Accountability** – being answerable to another person or organisation for decisions, behaviour or any consequences.

**Aftercare Planning** – the dynamic process of preparation and support for leaving care and moving to independent living for all eligible children who are in the care of the State. It is the provision of advice, guidance and assistance with regard to social and emotional support, accommodation, education and vocational support and is a through-care process, in consultation with the child and includes comprehensive assessments of need, care plans and reviews.

**Care plan** – A document generated from an assessment of the child, setting out their goals, needs, aims and objectives of the placement and how the centre proposes to address them. (The child's care plan, supervision and child in care reviews are requirements for the social work department under the Child Care (Placement of Children in Residential Care) Regulations 1995.

**Child** – a person under the age of 18 years (Child Care Act, 2001)

**Child safeguarding** – ensuring safe practice and appropriate responses by staff and to concerns about the safety or welfare of children/young people, should these arise. Child safeguarding is about protecting the child/young person from harm, promoting their welfare and in doing so creating an environment which enables children and young people to grow, develop and achieve their full potential (TUSLA, 2019).

**Child Safeguarding Statement** – a written statement that specifies the service being provided and the principles and procedures to be observed in order to ensure, as far as practicable, that a child/young person availing of the service is safe from harm (TUSLA, 2019).

**Competency** – the behavioural definition of the knowledge, skills, values and personal qualities that underlie the adequate performance of professional activities.

**Incident** – an event or circumstance which could have (near miss) or did lead to harm. Incidents can be practice related or non-practice related and includes incidents associated with harm to or impact on:

- Children/young people.
- Staff or visitors.
- Non-compliance with standards or regulations. (TUSLA, 2017)

**Integrated Care** – health and social services working together, both internally and externally, to ensure children and families receive continuous and coordinated care.

**Person in charge** – in relation to a registered children's residential centre, means the person whose name is entered in the register as the person in charge of the centre - Child Care (Placement of Children in Residential Care) Regulations 1995. The person in charge's duties include overseeing the day-to-day running of the centre, managing the training and development of staff and ensuring the management of records, incidents and investigations in the centre. From time to time, some or all of these duties may be delegated to one or more suitably qualified staff members in the centre as appropriate. (HIQA, 2018)

**Placement plan** – outlines the needs and goals of the placement for the child for the duration of their placement. In the context of children's residential centres, the placement plan is informed by the care plan. (HIQA, 2018)

**Registered provider** – means the person whose name is entered in the register as the person carrying on the centre - Child Care (Placement of Children in Residential Care) Regulations 1995. The registered provider's responsibilities includes overseeing the management of the centre's care practices, operational policies and procedures; ensuring the centre has sufficient resources, facilities and access to services in line with the centre's statement of purpose and ensuring each child/young person in the centre is suitably placed, receives effective care and support and is assisted in preparations for leaving care, in line with their individual needs. (HIQA, 2018)

**Risk** – The probability/likelihood of an adverse event, outcome, danger, loss or injury within the healthcare system. (HIQA, 2014)

**Safe care and support** – how children's residential centres protect children and promote their welfare. Safe services also avoid, prevent and minimise harm, and learn when things go wrong. (HIQA, 2018)

**Safety statement** – is the name given to the document that outlines how an organisation and or a company manages their health and safety, based upon the Safety, Health and Welfare at Work Act, 2005.

**Serious Event Review Group** – multidisciplinary fora concerned with serious incidents involving children/young people placed in Children's Residential Services. The aims of the SERG is to:

- review a serious incident/a number of interrelated serious incidents.
- identify opportunities for learning about the causes of that incident/those incidents and about care practice at centre level.
- to ensure that learning is operationalised in respect of that incident/those incidents i.e. that risk is managed, underlying issues are addressed and future occurrences of same are prevented wherever possible. (TUSLA, 2017)

**Workforce** – all people working in a service.

## 5.0 THEME 2: EFFECTIVE CARE AND SUPPORT

### Standards 2.1 – Each Child's identified needs informs their placement in the residential centre.

A children's residential centre provides effective care and support and ensures that children receive care and support that best suits their assessed needs. The centre ensures, prior to admitting a child, that it is suitable to meet their needs. Care and support is monitored regularly to identify safe practice, minimise risk and learn from adverse events, such as an accident. Effective care makes sure that children have timely access to the care and support they need. The service responds to children's identified needs.

Regular audits shall be undertaken to determine compliance with Standard 2.1. These shall be completed via interviews, a review of relevant records, including incident reports, through observation and by utilising the appropriate audit tools.

#### Examples of information/evidence that will be reviewed and how this will be done

Standard 2.1: *Each child's identified needs informs their placement in the residential centre.*

#### Documentation Review

Inspectors will review documents including (but not limited to):

- Up-to-date referral information including social history.
- Young person's information booklets.
- Family and external professionals' information booklets.
- The centre policy on children/young person's rights.
- The centre statement of purpose and function.
- The centre admissions policy.
- The collective pre-admission risk assessments.
- The care plans for referred and resident young people.
- Minutes of child in care review meetings.
- Placement plans.
- Individual risk assessments of children.
- Minutes of pre-admission meetings.
- Minutes for young people's meetings and key working that reflect discussion with resident young people on referrals.
- Information on the centre model of care.
- Minutes of meetings between the centre and social worker relating to the admission of the young person.
- Records of communication with family members relating to the admission of the young person.
- Review of significant events for young people.
- Staff team meeting minutes.
- Senior management meeting minutes.

## Observation

Inspectors will observe:

- If there is information relating to the operation of the centre on display.
- If there is information on children's rights on display.
- If planning for admissions takes place through staff team meetings and handover meetings.
- If staff interactions with children/young people meet the needs of those living in the centre.
- If staff engage positively with children/young people.
- If there are appropriate supervision levels present based on the identified needs of the children/young people.
- If young people's interactions with each other are appropriate given the circumstances of those living in the centre.

## Interview

Inspectors will communicate with children/young people to determine:

- If they understand the reasons why they are living in the centre.
- Their experience of the admission process.
- If they received information on the placement as part of their admission.
- Their knowledge of their care plan.
- Their knowledge of their placement plan and the work to be undertaken with them while they are living in the centre.
- If they are consulted and made aware of new admissions to the centre.

Inspectors will communicate with staff to determine:

- Their understanding of the referral and admissions processes.
- Their understanding of the centre statement of purpose and function and model of care.
- Their understanding of the risk assessment process for admissions and the impact on resident young people.
- Their participation in pre-admission collective risk assessments.
- Their involvement in decision making relating to new referrals.
- Their understanding of the centre policy on children/young person's rights.
- The centre processes for communication with social workers relating to admissions.
- The centre processes for communication with families relating to admissions.
- The centre processes for implementation of the goals of the care plans or child in care review meetings for referred and resident young people.
- The centre processes for implementation of the placement plans.

Inspectors will communicate with the registered provider and person in charge or designated other to determine:

- How they assess the suitability of the centre to meet needs of the referred young person.
- The mechanisms in place for the on-going assessment of the needs of the resident young people.



- Their understanding of the referral and admissions processes.
- The effectiveness of the decision-making processes on referrals and admissions to the centre.
- Their understanding of the centre statement of purpose and function and model of care.
- The allocation of resources to the centre to support admissions where necessary.
- Their understanding of the risk assessment process for admissions and the impact on resident young people.
- Their participation in pre-admission collective risk assessments.
- Their involvement in decision making relating to new referrals.
- Their understanding of the centre policy on children/young person's rights.
- The centre processes for communication with social workers relating to admissions.
- The centre processes for communication with families relating to admissions.
- The centre processes for implementation of the goals of the care plans or child in care review meetings for referred and resident young people.
- The centre processes for implementation of the placement plans.

Inspectors will communicate with social workers/relevant professionals to determine:

- The information provided to them on the centre.
- Their understanding of the purpose and function of the centre and the model of care.
- How they determine that the centre will meet the needs of the young person.
- How they are consulted with on the admission of other young people to the centre.
- How they are consulted with on the work to be undertaken with the young person while living in the centre.

## **Standards 2.2 – Each Child receives care and support based on their individual needs in order to maximise their wellbeing and personal development.**

A care plan should be created for each child in residential care which identifies the child's needs and the tasks undertaken by named individuals to meet those needs. The care plan should be developed with the participation of all parties including the child, their parents together with the relevant professionals involved. A child's care plan will change as circumstances or their need for support changes, and this is reflected in the child's placement plan and the centre's processes. Each child's goals, needs and preferences and the supports that need to be put in place by the service are clearly documented to ensure each child enhances their personal development.

### **Child Care (Placement of Children in Residential Care) Regulations, 1995, Part IV and V:**

Article 23: Care Plan

Article 24: Supervision and Visiting of Children

Article 25: Review of Cases

Regular audits shall be undertaken to determine compliance with Standard 2.2. These shall be completed via interviews, a review of relevant records, including incident reports, through observation and by utilising the appropriate audit tools.



## Examples of information/evidence that will be reviewed and how this will be done

Standard 2.2: *Each child receives care and support based on their individual needs in order to maximise their wellbeing and personal development.*

### Documentation review

Inspectors will review documents including (but not limited to):

- Up-to-date referral information including social history.
- The centre statement of purpose and function.
- The centre's policy on communication with social workers and relevant professionals.
- The collective pre-admission risk assessments.
- The care plans for referred and resident young people including:
  - The goals of the plan.
  - Who was consulted as part of the planning process.
  - Time frames for the work to be undertaken.
  - Named persons responsible for action.
  - Follow up where necessary.
  - Appropriate dates and signatures.
- Minutes of child in care review meetings.
- Placement plans including:
  - The goals of the plan.
  - Who was consulted as part of the planning process.
  - Time frames for the work to be undertaken.
  - Person responsible for action.
  - Follow up where necessary.
  - Review dates.
- Young person's consultation forms for statutory child in care reviews.
- Key working undertaken with young people.
- Individual work undertaken with young people.
- Daily logs.
- Shift plans.
- Records of staff supervision with a focus on the implementation of care and placement plans.
- Staff team meeting minutes.
- Senior management meeting minutes.
- The implementation of reports and recommendations from external specialists.
- Records of centre communication with social workers.
- Records and minutes of meetings with social workers relating to the care being provided to young people and their placements.
- Senior manager audits relating to the care planning and placement planning processes.

### Observation

Inspectors will observe:

- Discussions on care and placement planning at staff handover meetings.
- Discussions on care and placement planning at staff team meetings.

- If the day-to-day operation of the centre reflects the goals of the placement plan.
- If staff interactions with children/young people meets the needs of those living in the centre.
- If staff engage positively with children/young people.
- If there are appropriate supervision levels present based on the identified needs of the children/young people.

## Interview

Inspectors will communicate with children/young people to determine:

- If they have an allocated social worker.
- If they have a relationship with their social worker and do they meet regularly with them.
- If they understand the reasons why they are living in the centre.
- If they received information on the placement as part of their admission.
- Their knowledge of their care plan.
- Their knowledge of their placement plan and the work to be undertaken with them while they are living in the centre.
- If they are consulted in the creation of their care plan and how the work to be undertaken in this is explained to you.
- If they are consulted in the creation of their placement plan and how the work to be undertaken in this is explained to you.
- If they are consulted prior to their statutory child in care review.
- If they attend their child in care review and, if not, how does the centre ensure that their voice is heard.

Inspectors will communicate with staff to determine:

- Their knowledge of the care planning process.
- Their knowledge of the work to be undertaken with young people through their care plans.
- Their knowledge of the placement plans and the work to be undertaken with young people while they are living in the centre.
- How they consulted with young people in the creation of their placement plan and how the work to be undertaken in this is explained to them.
- How they consult with families and external professionals in the creation of placement plans.
- How they consult with young people prior to their statutory child in care review.
- How they ensure that the voice of the young person is heard at all meetings.
- How do they incorporate care, and placement plans for young people into the day-to-day operation of the centre.
- Staff handover meetings.
- Staff team meetings
- Supervisions
- Daily plans
- Their understanding of the role of the key worker.
- How key working is undertaken with young people in the centre.
- How they communicate effectively with the social workers for young people.
- How the external and specialist supports required by young people are identified

Inspectors will communicate with the registered provider and person in charge or designated person to determine:

- Their knowledge of the care planning process.
- Their knowledge of the work to be undertaken with young people through their care plans.
- The mechanisms in place to ensure the effective implementation of the placement plans in the centre.
- The mechanisms in place to ensure that young people are consulted in the creation of their placement plans.
- The mechanisms in place to ensure that families and external professionals are consulted in the creation of placement plans.
- The allocation of resources in the centre to meet the goals of the care and placement plans for the young people.
- The mechanisms in place to ensure that care and placement plans for young people are incorporated into the day-to-day operation of the centre.
- The mechanisms in place to ensure that young people have access to appropriate specialist services and external supports.
- The mechanisms in place to ensure that staff have access to appropriate specialist services and external supports.
- The mechanisms in place to assess the quality of key working in the centre in line with placement plans.
- The mechanisms in place to ensure effective communication with the social workers for young people.

Inspectors will communicate with social workers/relevant professionals to determine:

- If there is an up-to-date care plan for the young person including:
  - The goals of the plan.
  - Who was consulted as part of the planning process.
  - Time frames for the work to be undertaken.
  - Named persons responsible for action.
  - Follow up where necessary.
  - Appropriate dates and signatures.
  - Time frames for review.
- The processes for the statutory review of the care plan in line with regulations.
- Their views on the effectiveness of communication with the centre.
- If they are consulted on the work to be undertaken with young people through their placement plan.
- The mechanisms in place to ensure that young people have access to appropriate specialist services and external supports.

## Standards 2.3 – The residential centre is child centred and homely, and the environment promotes the safety and wellbeing of each child

Children should experience their living environment as ordinary and similar in terms of furnishings and facilities to their peers. Effective care and support is provided in an environment that responds to children's needs and supports their health, wellbeing and development. The design and layout of the centre's physical environment helps to make sure that children can enjoy living in safe, comfortable and homely surroundings.

### **Child Care (Standards in Children's Residential Centres) Regulations, 1996, Part III:**

Article 8: Accommodation

Article 12: Provision of Food and Cooking facilities

Article 13: Fire Precautions

Article 14: Safety Precautions

Article 15: Insurance

Regular audits shall be undertaken to determine compliance with Standard 2.3. These shall be completed via interviews, a review of relevant records, including incident reports, through observation and by utilising the appropriate audit tools.

### **Examples of information/evidence that will be reviewed and how this will be done**

Standard 2.3: *The residential centre is child centred and homely, and the environment promotes the safety and wellbeing of each child.*

#### **Documentation Review**

Inspectors will review documents including (but not limited to):

- The centre's application for registration and all supporting documentation.
- Previous inspection reports and findings including the decisions from the Registration Committee.
- Centre statement of purpose and function and relevant policies.
- Centre health and safety policy.
- Centre health and safety audits.
- Centre maintenance logs.
- Centre accident/near miss records.
- Centre health and safety statement and hazard risk assessment forms.
- Procedures for managing risk.
- Centre fire policy and procedures:
  - Record of fire drills
  - Record of fire safety training
  - Record of maintenance checks
  - Record of checks on fire prevention and fire fighting equipment
  - Record of checks on prevention and evacuation systems and routes
- Written confirmation of the centre's compliance with fire safety legislation and relevant building regulations.
- Proof of adequate and up to date insurance for the work being undertaken in the centre.

- Centre staff team meeting minutes that reflect discussions on health and safety.
- Senior management meeting minutes that reflect discussions on health and safety.
- Evidence that each centre vehicle is regularly serviced and is taxed insured and roadworthy.
- Minutes of young people's meetings that relate to health and safety, fire safety and the general upkeep of the premises.
- Centre cleaning schedules.
- Petty cash or financial records that demonstrate a budget for the upkeep of the centre.
- Questionnaires submitted by young people during the inspection process.
- Questionnaires submitted by staff and managers during the inspection process.
- Significant incident reports.
- Centre child safeguarding statement and child protection policies and procedures.
- Complaints logs relating to the physical premises, its upkeep and ambience.
- Staff personnel files for vetting, driving licenses and training certificates.

### Through observation

Inspectors will observe:

- That the layout and design of the residential centre are suitable for providing safe and effective care for the number of children, and for meeting the needs of each child, in the centre.
- That each young person has their own bedroom and there are adequate and secure storage facilities for personal belongings.
- That there are adequate spaces in the centre for rest and recreation.
- That there are age-appropriate games and facilities available to the young people.
- That there is adequate communal space for both indoor and outdoor recreational facilities where appropriate.
- That outdoor spaces, which are part of the premises, are safe, secure and well maintained.
- That the premises are clean, appropriately decorated and maintained in good structural condition.
- That personal items such as family photographs are on display if young people wish to do so.
- That the bathroom facilities are sufficient in number and ensure privacy.
- That the centre is adequately lit, heated and ventilated.
- That the residential centre complies with the requirements of fire safety legislation, relevant building regulations and health and safety legislation.
- That all vehicles used to transport children and staff are roadworthy.
- The residential centre is child centred and homely, and the environment promotes the safety and wellbeing of each child.
- That appliances and laundry facilities are appropriate and domestic in nature.
- That the centre fire assembly point is identifiable and that the location of fire-fighting equipment is appropriate.
- That there is appropriate storage of food.
- That there is appropriate disposal of refuse in the centre.

### Through communication (interview)

Inspectors will communicate with children/young people to determine:

- Their views on the physical premises and upkeep of the centre.
- If they are unhappy with aspects of the premises, what do they do.
- Whether they are given a say in the decoration and soft furnishings for the centre.
- Too establish if they have their own room and if they can decorate this to their own taste.
- Whether they have a space to safely store their belongings.
- Whether the recreational spaces and facilities in the centre are appropriate and sufficient.
- Whether they understand the fire safety procedures in the centre.
- Whether repairs, maintenance and replacement of appliances occur in a timely manner.
- Whether they have a space to meet with family, friends and social workers in private.

Inspectors will communicate with staff to determine:

- Their views on the suitability of the premises.
- Their understanding of health and safety and fire safety policies and procedures in the centre.
- The roles and obligations in relation to health and safety and fire safety in the centre.
- How they ensure that the centre is child centred and homely.
- If repairs, maintenance and replacement of appliances occur in a timely manner.
- If there is adequate finance to ensure the upkeep and maintenance of the centre.
- How they act on concerns that they may have in relation to health and safety and fire safety.
- If they have received up to date on site training on fire safety.
- How they report incidents and accidents that occur.
- How they involve young people in the decoration of the centre.

Inspectors will communicate with the registered provider and person in charge or designated person to determine:

- Their views on the suitability of the premises.
- Their role and obligations in relation to health and safety and fire safety in the centre.
- The mechanisms in place to ensure that the centre is child centred and homely.
- The mechanisms in place to ensure repairs, maintenance and replacement of appliances occurs in a timely manner.
- How resources are allocated to ensure the upkeep and maintenance of the centre.
- How they act on concerns that they receive in relation to health and safety and fire safety.
- If they have received up to date on site training on fire safety.
- The mechanisms in place for the implementation of recommendations received in centre audits and compliance reviews.
- Their processes for reviewing accidents and injuries that occur in the centre.

Inspectors will communicate with social workers/relevant professionals to determine:

- Their view on the layout, suitability and design of the premises.
- If they can meet with the young person in private in the centre.
- If they have concerns about the premises, who do they contact?

## **Standards 2.4 – The information necessary to support the provision of child-centred, safe and effective care is available for each child in the residential centre.**

Children's residential centres should have guidelines on the record of information. The information systems should be ethical, accessible and facilitate high standards of practice and management review.

### **Child Care (Standards in Children's Residential Centres) Regulations, 1996, Part III:**

#### **Article 17: Records**

Regular audits shall be undertaken to determine compliance with Standard 2.4. These shall be completed via interviews, a review of relevant records, including incident reports, through observation and by utilising the appropriate audit tools.

#### **Examples of information/evidence that will be reviewed and how this will be done**

Standard 2.4: *The information necessary to support the provision of child-centred, safe and effective care is available for each child in the residential centre.*

#### **Through review of documentation**

Inspectors will review documents including (but not limited to):

- The young people's care records which may include the following:
  - Copy of an up-to-date care plan.
  - Social history.
  - Copy of birth certificate.
  - Medical history and reports.
  - Copy of an up-to-date care order or voluntary consent form.
  - Up to date photo of the young person.
  - Placement plan.
  - Records of key working.
  - Records of contact with young person's social worker; family; relevant professionals.
  - Records of consequences and rewards.
  - Records of complaints.
  - Records of significant events.
  - Records of child protection and welfare notifications.
  - Records of up-to-date individual crisis management plans.
  - Records of up-to-date absence management plans.



- Risk assessments.
- Records of physical intervention.
- Record of any legal matters where appropriate.
- Record of monies given to young people.
- Daily logs.
- School progress reports.
- Any relevant assessment reports.
- Certificates of merit, photographs and personal items.
- Documents pertaining to child's religion and spirituality.
- Confidential section (if necessary)
- Senior manager audits of review of the centre care files.
- Staff supervision records.
- Centre policy on records management.
- Centre policy on archiving.
- Centre policy on access to information including specific sections for young people and parents.
- Centre policy on GDPR.

## Observation

Inspectors will observe:

- If there is evidence of oversight of the care files by line managers for the centre.
- If the care files have been reviewed by the young person's social worker.
- If there is appropriate storage of the files.
- If records are kept up to date and completed in a timely manner.
- If the care files are maintained and structured in a manner that facilitates ease of access.
- If all relevant records are signed and dated by staff as required.
- If young people have been offered the opportunity to review and sign relevant records.
- If there is space for young people to add their views to relevant records.

## Interview

Inspectors will communicate with young people to determine:

- Their awareness of the records kept on them in the centre.
- If they have been offered the opportunity to read, sign and include their views in the records.
- If they are aware of who can read their records.
- If they know what happens to their care files when they leave the centre.

Inspectors will communicate with staff to determine:

- Their role in setting up and maintaining young people's care files.
- How audits of the care files are completed.
- Their views on whether care files are maintained and structured in a manner that facilitates ease of access.
- How they ensure that young people have access to their records.

- How they ensure that the voice of the child is included in the records.
- How files are stored in the centre.
- What happens to the young person's care file when they leave the centre.

Inspectors will communicate with the registered provider and person in charge or designated person to determine:

- The mechanisms in place to ensure that audits of the care files are completed.
- The mechanisms in place to ensure that care files are maintained and structured in a manner that facilitates ease of access.
- The mechanisms in place to ensure that care files are maintained and stored in line with relevant regulations and legislation.
- The mechanisms in place to ensure that young people have access to their records.
- The mechanisms in place to ensure that the voice of the child is included in the records.
- What happens to the young person's care file when they leave the centre.

Inspectors will communicate with social workers/relevant professionals to determine:

- That they have provided all the relevant information for the young person's care file.
- If they have had the opportunity to review the young person's care files.
- If they are aware of the policies and procedures in place in the centre for young people to access information in their care files.
- What happens to the young person's care file when they leave the centre.

## **Standards 2.5 – Each child experiences integrated care which is coordinated effectively within and between services.**

Effective care and support is about ensuring that each child receives well-coordinated care and support from the range of services involved in the child's life. Continuity of care and support is important for each child. This requires that all services involved in a child's life work together to ensure that care is integrated within and between services.

Regular audits shall be undertaken to determine compliance with Standard 2.5. These shall be completed via interviews, a review of relevant records, including incident reports, through observation and by utilising the appropriate audit tools.

### **Examples of information/evidence that will be reviewed and how this will be done**

Standard 2.5: *Each child experiences integrated care which is coordinated effectively within and between services.*

#### **Documentation Review**

Inspectors will review documents including (but not limited to):

- Questionnaires completed by young people as part of the inspection process.

- The centre policy on discharges.
- The centre policy on leaving care and aftercare.
- Minutes of strategy meetings relating to the placement of young people.
- Minutes of statutory child in care review meetings.
- The young person's care plan.
- The young person's placement plan.
- Key working records.
- End of placement reports and exit interviews with young people.
- The young person's aftercare planning documents where appropriate.
- The centre register.
- Staff team meeting minutes.
- Senior management meeting minutes.
- Copies of audits carried out by line managers for the service.
- Risk assessments.
- Behaviour management plans.
- Records of communication with family.
- Service and social work reviews of unplanned discharges from the centre.

### Through observation

Inspectors will observe:

- Discussion at team meetings relating to the young people leaving the centre.
- Discussion at team meetings relating to the young people preparing for leaving care.
- Independent living skills being displayed by young people.
- If the structure and facilities in the centre support young people to prepare for leaving care.
- If the day-to-day operation of the centre reflects the goals of the placement plan.
- If staff interactions with children/young people meets the needs of those living in the centre.
- If staff engage positively with children/young people.

### Through communication (interview)

Inspectors will communicate with children/young people to determine:

- If they are aware of why they are leaving the centre and their opinions on this.
- If they have been consulted in relation to any move from the centre.
- If they are satisfied with the planning around any move from the centre.
- If they have an aftercare worker.
- If they have been consulted in the creation of any aftercare plans.
- If they have been given the opportunity to take part in an exit interview.

Inspectors will communicate with staff to determine:

- Their understanding of how decisions are made on young people moving on from the centre.
- Their understanding of how the decisions made on young people moving on from the

centre is communicated to young people, families and social workers.

- Their role in preparing young people for leaving the centre.
- Their understanding of the centre policy on discharges.
- Their understanding of the centre policy on leaving care and aftercare.
- How end of placement reports are created.
- Who conducts exit interviews with young people.
- How the learning from placement reviews and exit interviews are used to inform improvements in the quality and safety of the centre.
- How transition plans for young people are managed.
- How reviews of unplanned discharges from the centre are conducted.
- How young people are supported to prepare for leaving care.

Inspectors will communicate with the registered provider and person in charge or designated person to determine:

- What mechanisms are in place to ensure that young people receive integrated care.
- How do they ensure that adequate resources are allocated to ensure that placement transitions are successfully supported.
- How decisions are made on young people moving on from the centre.
- How the decisions made on young people moving on from the centre is communicated to young people, families and social workers.
- The mechanisms in place for overseeing the preparation of young people for leaving the centre.
- The mechanisms in place to ensure that all discharges are in line with centre policy.
- How the learning from placement reviews and exit interviews are used to inform improvements in the quality and safety of the centre.
- How reviews of unplanned discharges from the centre are conducted.

Inspectors will communicate with social workers/relevant professionals to determine:

- What mechanisms are in place to ensure that young people receive integrated care.
- How do they ensure that placement transitions are managed safely and effectively in line with the young person's care plan.
- Who takes responsibility to ensure that all relevant information is transferred when the young person leaves the centre.

## **Standards 2.6 – Each child is supported in the transition from childhood to adulthood.**

Preparation for leaving care, whether to return to the family home or to move into an independent living arrangement, should be an integral part of the care process. While supporting a child in the transition from childhood to adulthood is the statutory role of the allocated social worker, a residential centre providing effective care will also support each child in their preparations for leaving care. Throughout the care process, staff in the centre, the allocated aftercare worker and the allocated social worker prepare and support each child to meet their individual aftercare plan

and to become developmentally ready, both emotionally and socially, to transition from living in residential care. Planning for care should reflect the National Aftercare Policy for Alternative Care, 2017.

Regular audits shall be undertaken to determine compliance with Standard 2.6. These shall be completed via interviews, a review of relevant records, including incident reports, through observation and by utilising the appropriate audit tools.

### **Examples of information/evidence that will be reviewed and how this will be done**

Standard 2.6: *Each child is supported in the transition from childhood to adulthood.*

Documentation Review
<p>Inspectors will review documents including (but not limited to):</p> <ul style="list-style-type: none"><li>• Questionnaires completed by young people as part of the inspection process.</li><li>• The centre policy on discharges.</li><li>• The centre policy on leaving care and aftercare.</li><li>• Minutes of strategy meetings relating to the placement of young people.</li><li>• Minutes of statutory child in care review meetings.</li><li>• The young person's care plan.</li><li>• The young person's placement plan.</li><li>• Key working records.</li><li>• End of placement reports and exit interviews with young people</li><li>• The young person's aftercare planning documents where appropriate.</li><li>• The centre register.</li><li>• Staff team meeting minutes.</li><li>• Senior management meeting minutes.</li><li>• Copies of audits carried out by line managers for the service.</li><li>• Risk assessments.</li><li>• Records of communication with family.</li><li>• Evidence that young people have been supported to access their care files.</li></ul>
Through observation
<p>Inspectors will observe:</p> <ul style="list-style-type: none"><li>• Discussion at team meetings relating to the young people preparing for leaving care.</li><li>• Independent living skills being displayed by young people.</li><li>• If the structure and facilities in the centre support young people to prepare for leaving care.</li><li>• If the day-to-day operation of the centre reflects the goals of the placement plan.</li><li>• If staff interactions with young people meets the needs of those living in the centre.</li><li>• If staff interactions with young people is appropriate to their age and developmental stage.</li><li>• If staff engage positively with young people.</li></ul>

## Through communication (interview)

Inspectors will communicate with young people to determine:

- If they are aware of their aftercare plan.
- If they have been consulted in relation to their aftercare plans.
- If they are satisfied with the planning around any move from the centre.
- If they have an aftercare worker.
- If they have been given the opportunity to take part in an exit interview.
- If they are satisfied with the work undertaken with them to help them prepare for independent living.

Inspectors will communicate with staff to determine:

- Their understanding of the National Aftercare Policy for Alternative Care, 2017.
- Their role in preparing young people for leaving the centre.
- How young people are included in the creation of aftercare plans.
- How they implement the aftercare plan.
- Their understanding of how the decisions made on young people moving on from the centre is communicated to young people, families and social workers.
- Their understanding of the centre policy on leaving care and aftercare.
- How end of placement reports are created.
- Who conducts exit interviews with young people.
- How the learning from placement reviews and exit interviews are used to inform improvements in the quality and safety of the centre.
- How transition plans for young people are managed.

Inspectors will communicate with the registered provider and person in charge or designated person to determine:

- Their understanding of the National Aftercare Policy for Alternative Care, 2017.
- Their understanding of the centre policy on leaving care and aftercare.
- The mechanisms in place to ensure appropriate preparation of young people for leaving the centre.
- The mechanisms in place to ensure appropriate implementation of aftercare plans.
- How the learning from placement reviews and exit interviews are used to inform improvements in the quality and safety of the centre.
- The mechanisms in place to ensure appropriate management of transition plans for young people.
- How do they ensure that young people receive copies of important documents when they are leaving the care of the centre.

Inspectors will communicate with social workers/relevant professionals to determine:

- Their understanding of the National Aftercare Policy for Alternative Care, 2017.
- The mechanisms in place to ensure appropriate preparation of young people for leaving the centre.
- How aftercare workers are allocated.

- The mechanisms in place to ensure appropriate implementation of aftercare plans.
- How do they ensure that placement transitions are managed safely and effectively in line with the young person's care plan.
- Who takes responsibility to ensure that all relevant information is transferred when the young person leaves the centre.
- How young people are included in the creation of aftercare plans.



## 6.0 References

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