

# Children's Homes Quality

## Lovin' Care Evaluation Project Report



**October 2022**



# Lovin' Care Evaluation Project, Safe Haven ACG and Child First

## Report, October 2022

### Executive summary

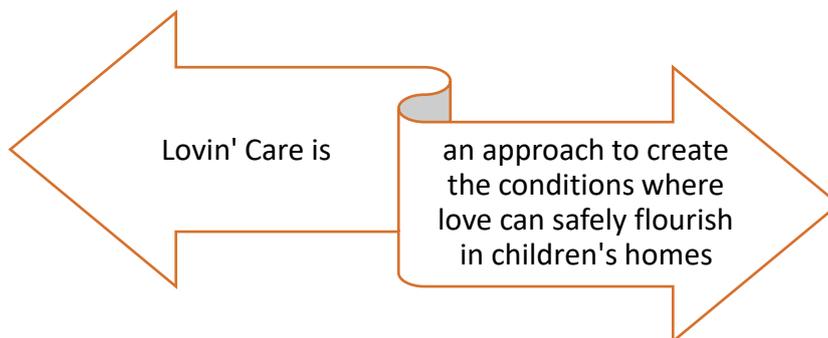
From August 2021 to June 2022, CHQ has supported 2 children's homes organisations to use a love led approach, called 'Lovin' Care', and to embed it into all aspects of their homes. This report summarises the work with both organisations. The project created measures to evaluate the impact of this way of working. The results are heart-warming and demonstrate the powerful impact of this approach on children's lives and also the lives of those that care for them.

Along the way the companies and CHQ have learnt more about the opportunities and challenges of working with this approach and will take forward both resources for implementation, and further work to refine the approach.

We were delighted that Ofsted Inspected both homes in February 2022 and rated both Outstanding in all areas.

The 2 organisations will present their work at CHQ's Children's Homes Leaders Conference 2022, and we hope their success will encourage more homes to put love at the centre of their care.

### Introduction, what is Lovin' Care?



Lovin' Care is a term, developed by CHQ, for an approach which aims to create the conditions where love can safely flourish between children and the adults that look after them in children's homes. Evidence drawn from seventy plus years of attachment research and theory, asserts that children need to be in warm loving relationships with people (adults) who can take care of them, if they are to develop in a healthy way. Attachment based work, and an emphasis on the need for long term loving relationships, has been applied to fostering and adoption families, but not as much to work with children in care in children's homes.

The Care Review, Scotland, culminated in a document published in 2020 called 'The Promise'. It states:

**"For above all else the Care Review has heard it is that children want to be loved, and recovery from trauma is often built on a foundation of loving, caring relationship. Scotland must care in a way that gives children every possible chance to experience love in their lives"**

This generated a clear ambition that children **grow up loved, safe, and respected so that they realise their full potential."**

Inspired by Scotland's Promise, CHQ decided to support the homes we work with to make this commitment to their children and young people.

## **Objectives of the project**

CHQ offered to support two organisations, pro bono, to embed a Lovin' Care or love led approach into their work. In the process we hoped we would learn more about the ways of implementing a love led approach on the ground, find tools to help implement it, discover obstacles and how to overcome them, and be able to evidence the positive impact on children and adults of using this approach. We worked with Safe Haven ACG, and Child First, from August 2021 to June 2022.

## **Training and consultancy given by CHQ**

The RI and RM attended CHQ's first Lovin' Care training for leaders. CHQ's consultants followed up with session to build a Theory of Change, and an action plan for moving forward with a Lovin' Care approach. The consultants held further monthly or bi-monthly catch-up sessions with the RMs and RIs, to review progress, establish evaluation systems and discuss any difficult issues. In June 2022 we began the process of collating the evidence, to write this report.

## Safe Haven ACG Evaluation

Why do you want to use Lovin' Care?

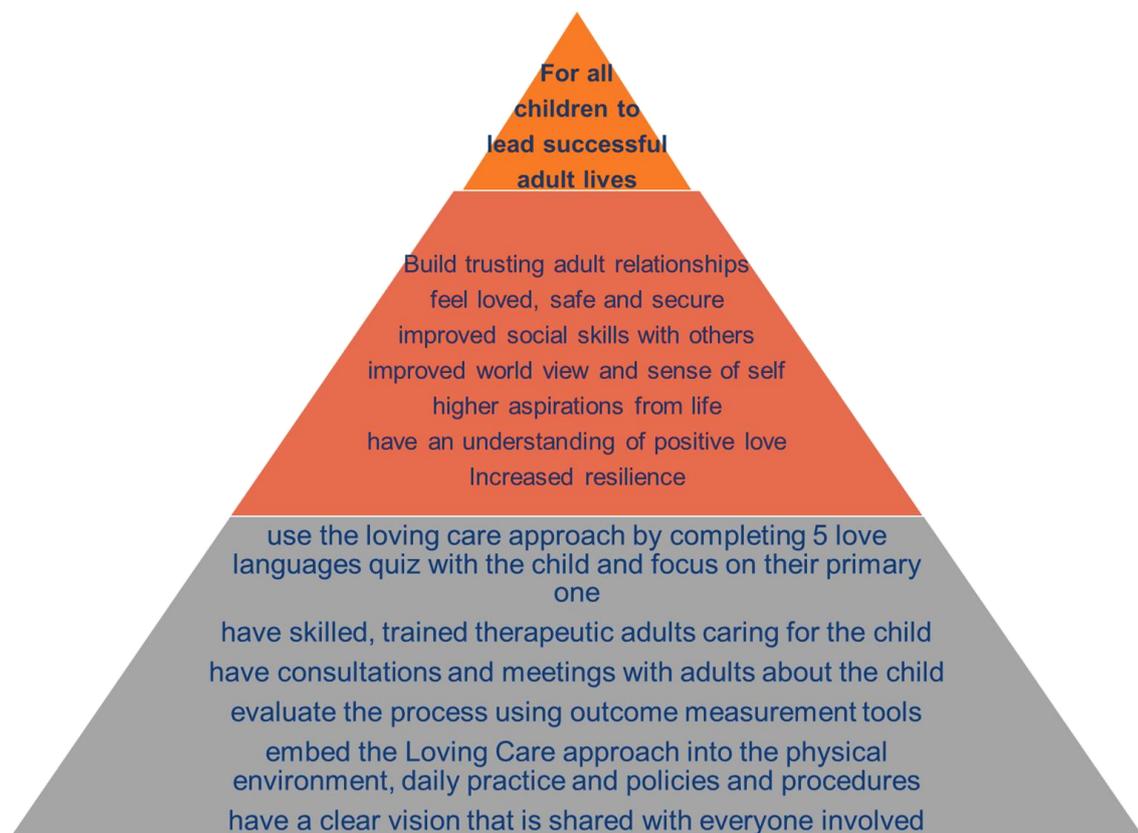
'Because we believe that children need to feel loved. We can see that it makes a difference , and we can see the 'professionalism' barriers that exist in children's homes, and the cost of that for young people and also staff.'

Safe Haven Adolescent Care Group Ltd provides specialist solo 'fostering type homely homes' to children who are unable to live with their own families. Established for over two years by Sarah Murray and Paul Beaumont the company is a family-owned company committed to providing exceptional outcomes for children.

*'We want to provide an environment where children can feel loved. We want to be different to everywhere else where children have been let down ..... We want to be the best.'* (SM Director August 2021)

*Inspirational leadership helps children to flourish. A dedicated director, registered manager and responsible individual lead this home. They are confident that they can change the lives of children through their loving and nurturing model. Leaders and managers provide excellent role models. This results in a culture of positivity and aspiration shared by everyone. Ofsted Report Feb 2022*

## Safe Haven's Theory of Change



## Activities undertaken

*They (adults at SH) work tirelessly to create a loving home. This results in the child feeling safe during a difficult time in her life. The child said: 'It was not what I expected; I couldn't believe how homely it was.' Ofsted Report Feb 2022*

CHQ provided training for new RMs in Lovin' Care for Leaders; all adults received Lovin' Care for Staff training, Attachment and Trauma and a Therapeutic Approach training, and Let's Talk Words training from CHQ.

Safe Haven commissioned other training to support a love led approach such as 'Through the Kids Eyes' and 'Sibling Separation' with Nick Barwick who is a care experienced adult. Safe Haven Adolescent Care Group have also created trauma informed therapeutic recording training.

*All training reinforces the model of care, which focuses on children receiving love and nurture from staff and managers. .... The child knows she is genuinely cared for and loved by those caring for her. This is because they understand her so well. Ofsted Report Feb 2022*

## Activities Identified in the Theory of Change

|   |   |
|---|---|
| <b>Have a clear vision that is shared with everyone involved</b>    | Spoke to parents and child's workers re LC. Included in team meeting discussions and orientation day for fresh staff (adults) and supervision for existing adults. Updated the SOP and 'How we Care' booklet for children to include LC. Conversations with professionals. Used a LC questionnaire with adults supporting the child to gauge their attitude and test support. |
| <b>Have skilled and trained therapeutic adults</b>                  | Recording and reporting training in house to support change of language and perspective to reflect LC. Adults completed the Love Languages quiz, and discussions held re preferences and matching with the young person living with them. CAMHS consultations with adults re child's needs and attachment style. Training and supervision to support development.             |
| <b>Embed LC into the physical environment</b>                       | Sought child's preferences before moving in and matched them with items bought for the home. Child's bedroom personalised with her. Photos of adults and child around the home. Garden area developed to be like a family home.   |
| <b>Embed LC into the policies and procedures and daily practice</b> | Language used examined and changed to be less institutionalised. E.g. staff → adults; incident reports → support notes. LC language 'dictionary' created. LC therapeutic language handout created to give others advise on use of language to implement into documents. Policy review group set up to de-institutionalise all policies.                                       |
| <b>Use the LC approach with the child</b>                           | Love languages quiz done, and top three preferences identified and routinely met. Emotional literacy work. Celebration of achievements. Shared activities with adults: mindfulness, work outs, affirmations, reading sessions. Co-production of weekly reports to social worker.  |
| <b>Evaluate the process</b>   | Warwick-Edinburgh Mental Wellbeing Scale (WEMWS) completed with the child 3 times.<br>Baseline data captured from referral and matching process<br>Quarterly updates of data using an evaluation framework and an attachment indicator framework  |

*Staff are experienced and trained in the preferred model of care. This model uses every opportunity to create trusting and nurturing relationships between staff and the child. The staff are emotionally open and warm, which creates trusting relationships with the child. The use of language is always caring and dignified. Staff consciously steer away from using language which is considered institutionalised or discriminatory. Constant praise and support, without criticism, are embedded successfully in daily practice. This results in an environment which supports healing from trauma and allows the child to flourish. Ofsted Report Feb 2022*

The company also took steps to put additional specialized support in place around the adults and child. They purchased an external employee support service in acknowledgment of the intensity of the work which the team undertake, and the importance of having enough support on offer for them. Safe Haven also has a contract with an outstanding psychological and therapeutic support organisation, Chrysalis, for children and adults to receive therapeutic support from professionals.

## Evidence of Impact

### Impact on the child

Adults at SH supported the child to complete the Warwick-Edinburg Mental Wellbeing Scale (WEMWS) 3 times. The questionnaire measures mental wellbeing, which includes both positive feelings like happiness and positive functioning like problem solving and optimism. The scales provide a robust measurement of the impact on mental wellbeing of an intervention.

The first questionnaire was done at 4 weeks from the start of the child living at SH. Her score was in the 'very low' range (31), suggesting there may be 'significant difficulties for her in the area of mental wellbeing compared to her peers'.

The second and third questionnaires completed showed significant strong progress into the 'average' range (47 & 50 respectively), indicating that she was 'doing OK compared to peers'. (WEMWS user guide)

The RM also tracked the child's journey against five indicators of a secure attachment as described by Bowlby. A baseline assessment was made, and each element was reviewed at quarterly intervals. A summary statement is backed up by three pieces of evidence available on the child's file, noting the views of the child, parents, adults at the home and professionals.

| Development of a Secure Attachment   |   |   |   |  |
|--|---|---|---|--|
|  | Baseline Summary statement, Sept 21   | First review, December 21   | Second Review March 22  | Third review June 22   |
| <b>Proximity – wanting to be close to an attachment figure</b>                 | Child struggles with physical contact and seeking affection and will self-soothe rather than discuss her issues | Child now seeks support from adults rather than self-soothe and writes her issues down when feeling sad | Child seeks physical reassurance from adults and uses them for emotional support when feeling sad | After some intense work it was found that child had formed a strong attachment with the manager, that needed to be managed carefully.                      |
| <b>Safe Haven – seeking comfort and reassurance from the attachment figure</b> | Child will struggle to open up to others and seek comfort   | Child seeks physical reassurance and gives physical affection now                                       | Child seeks physical reassurance and gives physical affection now                                 | Child continues to seek a lot of hugs and physical affection from her adults that she has a close connection with and who she feels most comfortable with. |

|  |  |  |  |  |
|--|--|--|--|--|
| <b>Secure Base – use the attachment figure as a platform to explore the world from and to return to</b>        | Child struggles to try new things and requires a lot of reassurance and encouragement from others to do so   | Child has tried new activities where there have been groups of peers also attending them with support      | Child has tried new activities where there have been groups of peers also attending them, with support from adults | Continues to struggle meeting new people. She wants to start doing things after school with her friends. This is a big step for her.<br>Has recently tried horse riding and continues to try different activities. |
| <b>Separation distress – shows signs of distress when separations occur, able to be managed</b>                | Child does not appear upset when not with parents or when they leave   | Child has shown a lot of separation distress when adults are sick or on holiday                            | Child has shown a lot of separation distress when adults are sick or on holiday                                    | Struggles when her main adults are not in the home.  |
| <b>Co and Self-regulation – able to regulate strong feelings with the help of another, later by themselves</b> | Child struggles to open up to others about her true feelings and will usually spend time alone self-soothing | Child has more of a voice and will give her opinion in different ways as well as take time alone to soothe | Child has tried more techniques so she does not damage items and progressed with support from adults.              | When child becomes distressed she will use deep breathing and fiddle with something in her hand to help regulate her back to baseline.   |

*(Models of attachment training) has resulted in the whole team becoming attuned to the child's attachment needs. Ofsted Report Feb 2022*

We can see a growth in her capacity to turn to her carers for emotional support and safety, enabling her to process difficult feelings more successfully/pro socially and to try new things that make her feel unsafe. This growing attachment need directed towards them has created separation anxiety when key figures leave at the end of a shift or to go on annual leave. The team of adults around the child accept and understand her need (rather than challenging it) and put in place measures that will help her to trust in their return, such as using transitional objects, and demonstrating that they keep her in mind when they are away.

*The relationships between the child and staff are exceptional. Staff know the child well, invest quality time with her and listen to her intently. The child is part of the decision-making in the home. This has resulted in the child developing an appropriate sense of belonging and a genuine feeling of being loved. Ofsted Report Feb 2022*

There has also been significant positive progress against the outcomes selected for the Theory of Change:

|   | <b>From</b>   | <b>To</b>   |
|---|---|---|
| <b>1. Build trusting adult relationships</b>    | Builds superficial / over complaint relationships & struggles with affection          | Has made trusting relationships and has fed back about this to her adults                 |
| <b>2. feel loved, safe and secure</b>           | Struggles to manage her behaviour / aggression in family home                         | There has been a reduction in risks and use of safe spaces                                |
| <b>3. improved world view and sense of self</b> | Struggles with her self-esteem and will seek validation from others around appearance | Still struggles with her self-esteem but has ELSA sessions at school which she enjoys     |
| <b>4. improved social skills with others</b>    | Struggles with peer interactions and has been bullied often at school in the past     | Has had her phone returned to socialise with others during this period                    |
| <b>5. Higher aspirations from life</b>          | Has fears around trying new things and around her confidence                          | Has completed a charity race at Your Pace and created a bucket list to try new activities |

*The child has made exceptional progress since she moved in. This is because of the bespoke package of care and therapy she is receiving. She is now able to discuss her emotions with the adults she trusts. She has grown in confidence and self-esteem. She is happy and now enjoys her life. Ofsted Report Feb 2022*

*The progress that has been made with her health, education, and emotional and social well-being is highly impressive. Ofsted Report Feb 2022*

#### **Impact on adults (staff)**

There has been a degree of staff turnover, however the managers feel as though people who did not understand or feel comfortable with the approach have left, and that this is for the best. For example, one member of staff did not deal properly with a safeguarding concern, because ‘she didn’t care about the child enough’ in the RI’s opinion, and she has been managed out.

The company have decided they need to recruit adults with attitudes and values that are in line with a love led approach. Many staff now feel happy with the approach they are expected to take.

*She stated that she feels that the service is very child centred .... She stated that there is a very positive atmosphere in the home and that the child had really enjoyed celebrating the birthday of a staff member the previous night. She felt that there is not really a work atmosphere in the home, this is a reflection of the positive relationships which staff enjoy with both the child and each other. Regulation 44 Monthly Visit Report, Dec 2021*

## Impact on third parties

The child's parents are highly complementary of the approach taken by Safe Haven and pleased with the progress their daughter is making.

*'The father reported that they had received excellent reports from the school at parent's night where all of the child's teachers reported her to have an excellent attitude and commitment to her learning. The father reported that both he and his wife believe that the home is providing the best care available ..... they are very proud of the progress the child is making, in school, in dealing with her emotions and in how she relates to them. He concluded our conversation by saying that the staff at Safe Haven are doing a "brilliant job"'.  
Regulation 44 Monthly Visit Report Feb 2022*

The child's therapist's view of the care given by Safe Haven is: *'that the staff at Safe Haven understand the child very well and have supported her to a very high standard'. Regulation 44 Monthly Visit Report Feb 2022*

## Dilemmas

A dilemma has been that on occasions the love led approach has created a feeling of extra vulnerability in a male manager – when the child developed 'a crush' on him. He wondered whether the warmth and physical affection which he had had shown to the child, could have resulted in confusion for her. The re-drawing of physical boundaries for his protection and for her clarity was more difficult to do, as it felt more rejecting, due to the high level of emotional connection that had been made.

Another dilemma which arose in a sister home in the company, was that a child's social care personnel changed and the understanding of and support for the model was lost. This resulted in complaints of unprofessionalism from being 'over-involved' which felt unfair and unfounded.

## Further work to do

CHQ plans to undertake further consultation with the 2 organisations supported so far, to explore what 'Safer care' and robust safeguarding looks like within a love led approach, so that we can be clearer with organisations about the threshold safe foundations needed to adopt a love led approach, and how to work lovingly with safe boundaries with children who may have been sexually exploited and abused.

## Conclusion

Safe Haven's leadership team have wholeheartedly embraced a love led approach, and along the way have developed their ways of working to reflect this. All feel that the child living with them has flourished through the development of genuine and warm relationships with staff. She still has challenges to face, as we would expect, but is making good progress with core issues of connection and self-esteem, and consequently is doing much better at school and with her personal development. There have been challenges for the company as well; and CHQ have learned more about the implications of the approach on the ground. There is work to do to refine the support to organisations wishing to work in this way.

Overall, the use of a love led approach has been highly successful. For such a young company to receive Outstanding from Ofsted at their first inspection is rare, and a testament to the effectiveness of the model used.

Margaret Davies

CHQ Learning and Development Lead, October 2022

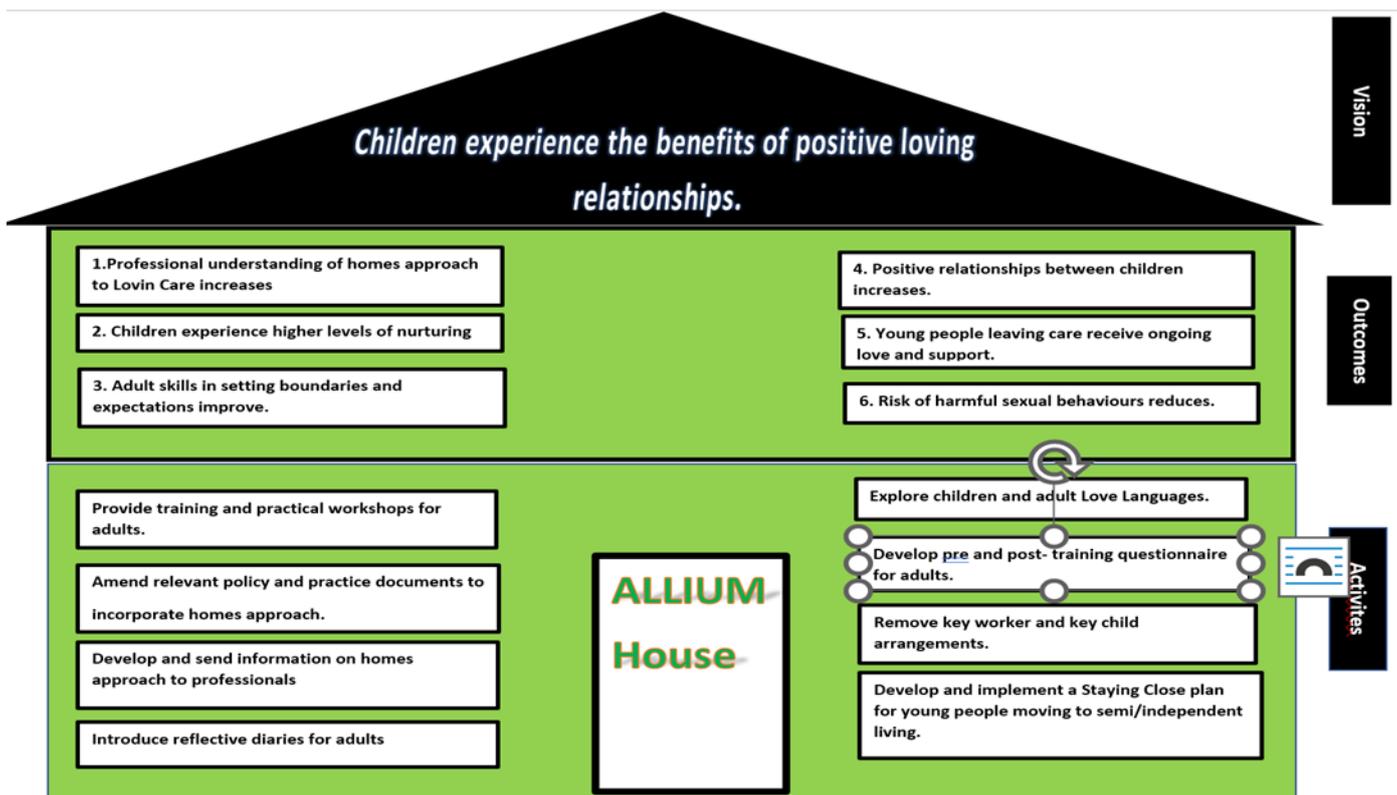
## Child First Evaluation

Child First has three homes and have been providing care for over 20 years. The focus of the implementation was on Allium House and the learning was transferred across to the other two homes. Allium House was already rated good by Ofsted and was led by an experienced Manager. Child First had already begun to implement strategies to make the care they provided more nurturing hence their interest in the Lovin' Care training

| Why Lovin' Care?   |  |
|--|--|
| <p><i>"For the home and adults in it feeling comfortable in showing love and affection, knowing this can be done appropriately without fear or risk and the benefits it will have on the children."</i></p> <p><b>Adult working in the home</b></p>  | <p><i>"We felt that attending the Lovin' Care training would give us a different way of thinking but also help us adapt our approach. It had been felt amongst us that Residential Child Care has become very institutionalised and we wanted this to change"</i></p> <p><b>Registered Manager</b></p> |
| <p><i>"The training was by far the best training I have attended and it was refreshing to meet others with an enthusiasm for change. Lovin' Care has given us even more drive and ambition to ensure that the children we care for feel like we are their home and feel unconditionally loved. Furthermore it has given us the confidence to challenge those around us and to proactively change institutionalised perceptions"</i></p> <p><b>Responsible Individual</b></p> |  |

## Child First Theory of Change

To effectively evaluate the impact of Lovin' Care, Allium House worked with CHQ to create a Theory of Change.



## Evaluation Approach

We spent some time looking at baselines and ways of measuring progress from the baseline and tried to adopt a formal approach to evidencing impact. Child First were so keen to take forward all their ideas, their attentions were largely focused on practice. They were passionate about the difference they were making and were able to extrapolate evidence of impact in a non-systematic way but with rich evidence that was independently verified by Ofsted.

## Theory of Change Review

| Outcome  | Leadership Rating<br>Scale: 1=Not achieved to 10 =completely achieved . | Evidence of Actions and Impact   |
|--|---|--|
| Professionals understanding of homes approach to Lovin' Care increases   | 3-4   | Questionnaires were sent to professionals, information has been shared and continues to be shared to drive improvement in this area. Guidance for professionals setting out the theoretical basis has been developed and shared. Child First presented their implementation of Lovin' Care to other providers at the request of the Local Authority and encouraged them to make changes to their practice Home promoted 'Lovin' Care' and 'Lets talk words' training ' to all social workers and one responded expressing interest Child First see this as an ongoing challenge as social workers and professionals still use language and approaches that do not encourage Lovin' Care. |
| <b>Ofsted view</b><br><i>Leaders ensure that external professionals add value to the care of children. Social workers, schools and other agencies are held to account and encouraged to ensure that children's experience in care is enhanced beyond the home. One child's teacher told the inspector, 'I wish all homes could operate like this</i> |   |  |
| Children experience higher levels of nurturing   | 10  | The score of 10 was a unanimous and immediate view. Leaders described children seeking affection and receiving it, being happy to spend time with adults and at home and thriving in their development. One child moved to another home in the organisation to be with an adult he regarded as his mother.   |
| <b>Ofsted view</b><br><i>This is clear to see throughout the home as children actively seek hugs and reassurance from adults. The adults speak knowledgeably and lovingly about children and children speak lovingly about the adults who care for them. This has allowed children to safely experience new things and continue to grow.</i>         |   |  |
| Adult skills in setting boundaries and expectations improve  | 7   | Children follow the boundaries well and over the past year there have been over 100 rewards and only 5 consequences.   |
| <b>Ofsted view</b><br><i>Children have very close relationships with adults. The close bond with adults has enabled children to talk through concerns they have. This has led to a marked decrease in episodes of children going missing, restraint, complaints and sanctions, of which there have been none for almost a year.</i>                  |   |  |
| Positive relationships   | 8   | Children seem to generally enjoy each other's company and function as a family.  |

|   |    |  |
|---|----|--|
| between children increases  |    |  |
| <b>Ofsted Views</b>   |    |  |
| <i>This has resulted in children and adults sharing more time in each other's company, enjoying household rituals such as daily table tennis or games challenges. All children enjoy these times and fill the house with love and laughter.</i>   |    |  |
| Children leaving care receive ongoing love and support  | 10 | Children who have left drop in regularly and call regularly. One is pregnant and has asked for one of the adults to be her birth partner. She can stay over on occasion in the home. The organisation is seeking additional ways to offer support to children when they leave which could include provision of semi-independent accommodation. |
| <b>Ofsted Views</b>   |    |  |
| <i>Children who leave the home are supported sensitively and lovingly. Children do not wish to leave the home but when they are required to, careful planning and good communication with the child and their future placement makes the move seamless. Children will always have a place at the home and are encouraged to return for planned events and celebrations. Their time at the home is fondly remembered through personal diaries, memory boxes and their photo on the staircase. This allows the child to feel valued and a part of something special.</i>  |    |  |
| Risk of harmful sexual behaviours reduce  | 8  | This will always be an area of risk given the issues some children are dealing with. However, leaders gave examples of how inappropriate behaviour was dealt with in a way that did not promote shame and ensured all safeguarding aspects were followed in a way that understood the context and impact on the child.                         |
| <b>Ofsted Views</b>   |    |  |
| <i>Children feel safe both physically and emotionally. Children feel able to raise concerns and prompt responses from adults ensure they feel listened to. Adults will actively seek a response from professionals and will challenge when this is not received. Adults are sensitive to the needs of children. A deep understanding enables adults to recognise signs that a child is not presenting as their 'normal self'. Adults act early and address concerns, leaving children feeling secure and supported. This has led to children learning to better manage their emotions and learning new coping strategies.</i> |    |  |

## Impact on children

The impact on children was observable from the loving relationships witnessed and independent feedback from Ofsted, Social Workers and Independent Monthly Visitors. Feedback from adults about the relationships they have with children and their progress is itself warm and loving.

***'Thank you for everything you have done for me I don't know where I would be without you and your support. you don't know how appreciative I am. I love you so much. Things have been getting so much better recently because of your support. Your humour is out of this world. (Adult name) you're amazing!!!'***

***'Honestly, I wouldn't still be here if it wasn't for you (adult name). You're always so nice to me no matter what is going on.'* Adult replied love you (child name). (Child name) replied I love you too (adult name), and love you too (another child name) and (another adult name)'**

The reduction in missing episodes and a significant increase in rewards and decrease in consequences attest to a positive impact.

**ACTION POINT:** One area we did not get to progress fully was the integration of the Lovin' Care approach into their systems for evidencing children's progress. The homes format is structured in line with the Quality Standards and more work is needed to ensure the Positive Relationships Standards better captures the homes intentions for each child in relation to feeling loved and the progress that is made towards that.

## Impact on Adults

Adults who completed the initial questionnaires were all positive about implementing Lovin' Care and clearly were already working in a way that encouraged that approach. In his Quality of Care Review (August 2021) the Manager wrote:

*"We have found adults feeling comfortable now to write letters, come in when they are not scheduled to, to hug, to feel joy and sadness at life events with the young people and to challenge and advocate like any parent would – without fear of scrutiny or "red-tape" blocking these relationships.*

*I am very passionate about this drive for change and can only see positives within this, the whole team are confident this is the right thing to do"*

By providing a theoretical framework, examples of how this fits with legislation and Ofsted expectations and examples of how this can fit safely with practice, this approach has given adults 'permission' to develop deeper relationships with children and for children to benefit from this.

Managers have continued to access training to continually equip adults. This includes training from CHQ such as Reflective Supervision, Let's Talk Words, Transitions and Interdependence and Black Children Matter. The adults are currently completing a 12-month course on Developmental Trauma at Beacon House, prompted by the desire to better understand the needs of a child placed with them who is receiving therapy from the same organisation.

## Impact on Professionals

The home has found one of their biggest challenges was the institutionalised approach and language of social workers (e.g. referring to the home as a unit). Seeing the impact they have made has made them more determined to get professionals on board to broaden children's experience of being loved. They have further extended this mission to other homes by presenting their approach to other leaders and having discussions with homes seeking to learn more. Despite this, professionals are very aware of, and positive about the nurturing care children receive.

The initial questionnaire to professionals and adults identified the following concerns:

| Concerns raised by professionals  | Concerns raised by adult:                                |
|---|--|
| That children <b>might</b> feel that the adults are trying to replace parents.                    | How comfortable other adults might be                    |
| Children becoming confused – their pre and post experience of love may be different and confusing | What professionals might think                           |
| Consistency   | The concept being misunderstood                          |
|   | Physical affection going too far                         |
|   | When children leave if they feel it is a connection lost |

**ACTION POINT:** Whilst these concerns are allayed through training, discussion and reflective supervision, it would be helpful to articulate some helpful responses to encourage conversation and provide some reassurance

## Impact on Ofsted rating

The home has been very focused on implementing a Lovin' Care approach purely for the impact on children. They were so confident that their approach was working, they made it clear to the inspector that whatever rating they were given, this would not change their practice. All children and adults were present for the feedback session with the Ofsted inspection clearly emphasising the relaxed nature of the home and the family feeling of everyone being involved. The Outstanding rating carries a degree of validation and reassurance, as well as a huge sense of pride for the adults and children.

### July 2019: Good

Young people make considerable progress living at this home. They enjoy a sense of community and mutual support from each other and from adults. Strong caring relationships help the young people develop trust and a belief that the adults are genuinely concerned for their welfare.

### February 2022: Outstanding

Children make exceptional progress in all aspects of their lives. This is due to a committed and dedicated group of adults who ensure that children are valued, loved and cared for.

## Conclusion

The success of this implementation can largely be attributed to the strong leadership of the Registered Manager, the drive of the Responsible Individual and the trust placed in them by the home's owners. We know from various areas of research undertaken by Ofsted, that effective leadership is critical to a home's success. The leaders here demonstrate fully the evidence required for outstanding leadership; *"Leaders and managers are inspirational, confident and ambitious for children and influential in changing the lives of those in their care."* Ofsted SCCIF. This cohesive, committed and enthusiastic leadership has enabled the whole adult team to work in a way that allows love to flourish.

The inspiring leadership team has bravely introduced a new culture in the home. Adults have embraced this through inductions, training and well-coordinated support from their leaders. This commitment is infectious, and the progress made by adults in the home is mirrored by children. The independent visitor told the inspector, 'From the first visit [name of child] wouldn't speak and was shy. Last week we sat, and they were talking, joking and laughing, and this was in the space of the year.' **February 2022**

Valerie Tulloch,

Children's Homes Quality, Oct 2022

**For more information on embedding a Lovin' Care approach into your home, contact [margaret@childrenshomesquality.com](mailto:margaret@childrenshomesquality.com)**

Supporting Children's Homes to be Outstanding  
[www.childrenshomesquality.com](http://www.childrenshomesquality.com)

