

Strengthening Families

Quality Assurance 2024



Introduction

Quality Assurance is an integral part of everyday practice for Strengthening Families through a range of internal and external audit and evaluation processes. Measuring the impact of Strengthening Families is central to our vision and ethos of the right help at the right time to enable families to live active, healthy lifestyles by utilising their own networks and community assets.

Our internal Strengthening Families Quality Assurance processes are part of Telford & Wrekin's Children's Services Quality Assurance Framework. They are based upon a cycle of continuous learning, reflection and action where staff are positively supported to be part of this process and listened to.

Early Help processes are:

Process	Lead	Frequency	Purpose
Data Quality reports on Power Bi	Team Leader	Weekly	To monitor the data quality inputting into Protocol
Performance Dashboards	ODD SDM	Power –BI – as needed	To enable analysis of work load and key issues EHS are working with Evidence if there are any gaps in the throughput of work Monitor performance of strengthening families
Family Circle Measurements	Seniors Practitioners	8 weekly	Evidence of impact made by families Identifies key themes and issues facing families in localities
Family File Audit – Practitioner	Team Leaders	Bi Monthly	Practitioner and service area learning around Adherence to processes and procedures Frequency of contact and support Impact on family outcomes (Attachment One and Two)
Family File Audit – Cross Locality on set themes	Team Leaders	Bi-Monthly	To ensure openness and transparency of family work Adherence of procedures Impact of practitioner Work (Attachment One and Two)
Direct Observations of Practice	Seniors / Team Leaders	Annually, per Practitioner.	Observations carried out by Seniors to monitor quality of practice, celebrate good practice and identify areas of learning and support. (Attachment Three)
Supervision Audits	Team Leaders / SDM	Annually	Select 4 random SF open families within the Hub, complete audit and ensure the supervision Policy is being adhered to.

Group Quality Assurance	Seniors / Team Leaders	Annually per group	Observations of: Venue Resources EYFS principles implemented Relationship with parents Modelling of play and development (Attachment Four)
-------------------------	---------------------------	-----------------------	--

Locality Themed Audits Timetable

	Jan / Feb	Mar/April	May/June	Sept Oct	Nov Dec
	Cross locality audit x 1 per locality 2 x Themed audit per locality (internal)	Cross locality audit	Cross locality audit	Cross locality audit	Cross locality audit
	Neglect and Home Conditions	Non/dis-engagement	Families open longer than 12 months	Partnership Working	Domestic Abuse
Hadley	Wrekin	South	Wrekin	South	Wrekin
South	Hadley	Wrekin	Hadley	Wrekin	Hadley
Wrekin	South	Hadley	South	Hadley	South

Standard Operating Procedures –Family File Audits

Strengthening Families

1x Family file audit to be completed in each locality bi monthly.

Direct observations of practice will be completed by Senior Practitioners. Practitioners will be observed at least once per year.

Team leaders will complete crossed locality themed audits over a period of 12 months.



- Audit tool to be followed, completed and graded.
- Direct observations to be recorded on the observation of practice template.
- Team leader leading on themed audit completes quality assurance feedback template in QA meeting



- Completed audits to be sent to Service Delivery Manager and Line Manager.
- Line manager to share audit outcome and actions with practitioner in supervision.
- Audit to be uploaded to documents on workspace by line manager.



- Case note to be added to workspace to reflect audit and actions. Progress of actions to be monitored through supervision.

ATTACHMENT ONE

STRENGTHENING FAMILIES – FAMILY AUDIT TOOL

Locality Area:	Date of Audit
Current Worker:	LLCS number
Date allocated:	
Previous Worker:	
Date allocated:	Date closed
Current Line Manager as recorded:	
Auditors:	Family status (CP/Step Down/CIN/Strengthening Families/CIC)
Name of child/young person:	
Family name/names	
D.O.B	

Quality of Family File Measure

1	2	3	4	5
Exceeds Good	Good	Requires Improvement	Inadequate	N/A

Indicate a score of 1 - 5 or, Yes/No where indicated for each relevant question	1	2	3	4	5
BASIC REQUIRED INFORMATION					
All demographic information is recorded and up to date, including ethnicity, religion, disability, SEN, correct address, contact numbers, Family Members linked					
Referral Route has followed SOPS					
The date of allocation is clear.					
The allocation is timely (2 weeks outstanding / 12 weeks inadequate), or effective support was offered whilst waiting allocation.					
The initial allocation discussion with Line Manager/relevant other is recorded with actions identified.					
There is evidence that the referrer has been notified of the allocation (exception Family Connect).					
The allocated worker made contact with the family within 5 working days					
ASSESSMENT					
A EHA/EHSP/C&F/Other assessment was provided at point of referral (excluding step down)					

Indicate a score of 1 - 5 or, Yes/No where indicated for each relevant question	1	2	3	4	5
If no assessment, was one completed within 8 weeks of Allocation?					
If assessment is older than 12 months it been reviewed					
Is there evidence that all family members living in the household have been included in the assessment and have their needs been considered?					
Does the assessment recognise additional support needed?					
The first Family Circle has been completed within 6-8 weeks of allocation					
The Family circle is reviewed every 8 weeks					
The Family Circle gives a good representation of the family					
There is evidence of child's views in assessments and Family circles.					
There is evidence of parents/carers views in assessments and Family circles.					
There is evidence that the role and status of an absent parent has been explored.					
Risks are identified and addressed					
Protective factors/strengths are identified and recorded					
There is evidence of effective multi-agency working					
SUPPORT PLANS					
The support plan reflects the referral and assessment findings					
Support plan is up to date					
There is evidence that all children/YP being supported are involved in Support Plans					
There is evidence that parent/carers/significant others are involved in Support Plans					
There is evidence of multi-agency partnership working in Support Plans					
A planned exit is evidenced on Support Plans					
RECORDING					
Recording reflect the work undertaken and give a sense of the Childs journey.					
Recording is up to date and of good quality					
Visits to the home address occur as appropriate to meet needs of family					
Visits to the Family occur at times to address needs identified in Assessment					
Where identified in the support plan there is evidence of morning/early visits					
Where identified in the support plan there is evidence of weekend visits					
There is evidence that direct work has been undertaken to obtain each child/YP's wishes and feelings					
There is evidence that direct work has been undertaken to obtain parent/carer's wishes and feelings					

Indicate a score of 1 - 5 or, Yes/No where indicated for each relevant question	1	2	3	4	5
There is evidence that whole family working where child and parent have been seen together, has been undertaken					
MANAGEMENT OVERSIGHT					
There are records of supervision in line with current policy					
Decision making is evidenced					
DIVERSITY					
There is evidence that gender, ethnicity, culture, sexuality, equality, disability/SEN, communication needs etc. have been explored where there is clearly a need to do so.					

Most recent assessment type		Date (DD/MM/YYYY)	
Most recent support plan type		Date (DD/MM/YYYY)	

Date of most recent Supervision – Insert Date (DD/MM/YYYY)	
---	--

Do you know that the child(ren) is (are) safe? If you answered "No" to this question, please give reasons/comments below:	Yes <input type="checkbox"/> No <input type="checkbox"/>
Reasons/Comments	
Can you tell whether what we have done has improved the Child's/YP's/Family's life? Please look at the first assessment on the family record and compare with most recent review of plan and give reasons / comments below	Yes <input type="checkbox"/> No <input type="checkbox"/>
Reasons/Comments	
Has a Direct Observation of the worker been undertaken?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Comments	

CHILDREN & FAMILY STRENGTHENING FAMILIES FAMILY RECORD AUDIT SUMMARY

Auditors Overall Score

1	2	3	4	5
Exceeds Good	Good	Requires Improvement	Inadequate	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

General Comments:

Remedial Actions

Remedial actions identified by Auditors <i>(which are achievable)</i>	Date to be completed by (DD/MM/YYYY)	Explain/comment how these issues have been addressed (to be completed by the responsible Line Manager only)	Date Completed (DD/MM/YYYY)	Initials of Line Manager

<p>Lessons learnt (<i>observations from the family record where the actions/detail is historical and remedial actions cannot be achieved but we can reflect upon</i>)</p>	
---	--

Bi Monthly cross locality audit

- Auditor contacts senior BSO and gives date of audit. Senior BSO then selects practitioner and family to be audited.
- Audit takes place in practitioners locality with practitioner present
- Audit is shared with line manager and team leader as per family file audit SOP

ATTACHMENT TWO

STRENGTHENING FAMILIES

QUALITY ASSURANCE

Direct Observation of Practice

Date of Observation	
Name of Practitioner	
Name of Observing Manager	
Child ID	
Setting where observation took place	
Consent gained for observation, who from and who to, date	
<u>Planning and Preparation:</u> What preparation took place, was the family file read prior to the visit? Did the Practitioner have a plan of the intervention to be carried out? Was it part of the Work Plan? What resources were prepared if any?	
<u>Communication Skills:</u> Were active listening skills applied? Use of appropriate questioning : Appropriate use of non-verbal communication, give examples:	

<p>Clarifying and summarising:</p> <p>Capturing views of child and parent:</p>	
<p><u>Professionalism and accountability :</u></p> <p>Use of service documentation i.e. Work Plan, Family Circle, Registration Form, EHA, etc.</p> <p>Use of planning and next steps:</p> <p>Overall professionalism:</p> <p>Use of strength based approach:</p> <p>Appropriate response to risks identified and unpredictable situations</p>	
<p>Reflection of intervention from Practitioner following the visit</p>	
<p>Any other comments and overall summary of the observation</p> <p>Grading:</p>	
<p>Recommendations</p>	

ATTACHMENT THREE

Quality Assurance Visit to Groups

Name of group:

Carried out by:

Date:

Staff in group:

Group Overview:	Yes	No	Comment
Is the atmosphere welcoming?			
Is there a good range of activities?			
Are all children's needs met?			
Is there flexibility in the activities?			
Are children using and enjoying the resources?			
Is good practice role modelled by staff?			
Is space utilised effectively?			

<p>Are ground rules adhered to and challenged if not?</p> <p>Are safeguarding concerns addressed by staff?</p>			
<p>Parents:</p>			
<p>Do parent/carers understand the purpose of activities?</p> <p>Is it safe for children and parents?</p> <p>Is there availability for 1:1 conversation/advice and are parents aware of how to contribute to group.</p> <p>Is positive parenting encouraged?</p>			
<p>File:</p>			

Is the file up-to –date?			
Are Risk Assessments completed weekly.			
Is planning in place that reflects the session?			

What two things went well in the group?

1.

2.

What could be improved?

ATTACHMENT FOUR - Incredible Years Peer Review

<input type="checkbox"/> Self-Evaluation
<input type="checkbox"/> Certified Trainer/Mentor



Incredible Years PARENT GROUP LEADER CHECKLIST 8/05

This checklist is designed for group leaders to complete together following a session, or for a group leader to complete for him/herself when reviewing a videotape of a session. By watching the tape of a session, and looking for the following points, a leader can identify specific goals for progress. This checklist is designed to complement the checklist for the specific session, which lists the key content that should be covered.

SET UP	YES	NO	N/A
--------	-----	----	-----

Did the Leaders:

- | | | | |
|---|-----|-----|-----|
| 1. Set up the chairs in a semicircle that allows everyone to see the TV? | ___ | ___ | ___ |
| 2. Sit at separate places in the circle, rather than both at the front? | ___ | ___ | ___ |
| 3. Write the agenda on the board and present verbally? | ___ | ___ | ___ |
| 4. Have last week's home activities ready for the parents to pick up, complete with praise and encouragement written on them? | ___ | ___ | ___ |

REVIEW PARENT'S HOME ACTIVITIES

Did the Leaders:

- | | | | |
|---|-----|-----|-----|
| 5. Begin the discussion by asking how homework went this week?
(Some example open-ended questions the leader can ask are included in the manual at the beginning of each session.) | ___ | ___ | ___ |
| 6. Give every parent the chance to talk about their week and experiences with homework? | ___ | ___ | ___ |
| 7. Praise whatever efforts parents made this week? | ___ | ___ | ___ |
| 8. Highlight and write down key principles that their examples illustrate?
(e.g., "That's great! You remembered that making the task fun was more likely to motivate him. I think that our next principle will be 'Fun Principle'—kids are most likely to keep trying if they're having fun.") | ___ | ___ | ___ |
| 9. Help parents integrate prior learning by asking them to use "principles" from prior sessions to solve new child problems that occur? | ___ | ___ | ___ |

	YES	NO	N/A
10. Explore with individuals who didn't complete the home activities what made it difficult, and learn how they might adapt it to fit their needs and goals?	_____	_____	_____
11. If a parent's description of how they applied the skills makes it clear that he/she misunderstood, did the leaders accept responsibility for the misunderstanding rather than leave the parent feeling responsible for the failure? (e.g., "I'm really glad you shared that, because I see I completely forgot to tell you a really important point last week. You couldn't possibly have known, but when you do that, it's important to..." vs. e.g., "You misunderstood the assignment. Remember, when you do that, it's important to...")	_____	_____	_____
12. Praise and encourage parents for what they did well and recognize their beginning steps at change, rather than correct their process?	_____	_____	_____
13. Limit the homework discussion (approximately 30-40 minutes) to give adequate time for new learning?	_____	_____	_____

WHEN BEGINNING THE TOPIC FOR THE DAY

Did the Leaders:

14. Begin the discussion of the topic with open-ended questions to get parents to think about the importance of the topic? (Some example open-ended questions the leader can ask are included in the manual at the beginning of each session.)	_____	_____	_____
15. Paraphrase and highlight the points made by parents—writing key points on the board?	_____	_____	_____

WHEN SHOWING THE VIGNETTES

Did the Leaders:

16. Focus parents on what they are about to see on the vignettes and what to look for?	_____	_____	_____
17. Begin by asking an open-ended question to parents about what they thought was happening in the vignette? (Some example open-ended questions the leader can ask are included in the manual after each vignette.)	_____	_____	_____
18. Acknowledge responses one or more parents have to a vignette? (For example, if a parent laughs during a vignette, as soon as the tape stops the leader may say, "Sue, you laughed at that one." Then pause and let the parent share her impressions.)	_____	_____	_____

	YES	NO	N/A
19. Paraphrase and highlight the points made by parents - writing key points on the board?	___	___	___
20. Move on to the next vignettes after key points have been discussed, rather than let discussion go on at length? (This ensures that the leaders will have sufficient time for role-playing and for showing all vignettes.)	___	___	___
21. Allow for discussion following each vignette? (If vignettes are played one after another, parents may not catch the key points illustrated. Additionally, they won't have an opportunity to process emotional reactions they may have to vignettes. IF the group is clearly behind schedule, it is okay for such discussions to be very brief, getting parents to highlight key points in a sentence and then quickly move on.)	___	___	___
22. Redirect group to the relevance of the interaction on the videotape for their own lives(if parents become distracted by some aspect of the vignette, such as clothing or responses that seem phony).	___	___	___
23. Help parents understand how the concepts they are learning are related to their own goals for themselves and their children?	___	___	___

PRACTICE AND ROLE PLAYS

Did the Leaders:

24. Ensure that the skill to be practiced has been covered in the vignettes or discussion prior to asking someone to role play it. (This ensures the likelihood of success.)	___	___	___
25. Do several spontaneous role plays that are derived from parents' descriptions of what happened at home? ("Show me what that looks like.")	___	___	___
26. Do several planned role plays over the course of the session?	___	___	___
27. Do one or more role plays in pairs or small groups that allow multiple people to practice simultaneously?	___	___	___
28. Use all of the following skills when directing role plays?			
___ Select parents and give them appropriate roles			
___ Skillfully get parents engaged in role plays			
___ Provide each person with a description of his/her role (age of child, level of misbehavior)			
___ Provide enough "scaffolding" so that parents are successful in their role as "parent"(e.g., get other parents to generate ideas for how to handle the situation before practice begins)			
___ Invite other workshop members to be "coaches," to call out ideas if the actor is stuck.			
___ Praise role play periodically to redirect, give clarification, or reinforce participants.			