

1159397

Registered provider: Cambian Childcare Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is operated by a private provider. It offers care for up to 4 children who may experience social and emotional difficulties.

At the time of this inspection, one child was living at the home, and they were spoken with as part of the inspection.

The home was registered in April 2016 and the manager registered with Ofsted in April 2026. The registered provider has recently appointed a new responsible individual, and we are currently checking this person has the relevant capacity, experience and skills to carry out the role.

Inspection dates: 18 and 19 May 2026

Overall experiences and progress of children and young people, taking into account	good
---	-------------

How well children and young people are helped and protected	good
---	------

The effectiveness of leaders and managers	good
---	------

The children's home provides effective services that meet the requirements for good.

Date of last inspection: 5 August 2025

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
05/08/2025	Full	Good
29/05/2024	Full	Good
14/08/2023	Full	Requires improvement to be good
16/08/2022	Full	Requires improvement to be good

Summary of findings

The child is making progress in this home. They are supported by staff who prioritise building positive relationships. The child and staff have access to specialist clinical support to help embed the therapeutic model of care.

The child said they like living at the home and they feel safe. Professionals who work with the child and the staff said that they felt the child was safe and making progress.

Children who have left the home have a positive experience of moving out. Where possible transitions are well planned and considered.

There is an experienced manager in post. Staff say they feel well supported. There is a good level of management oversight on safeguarding issues for the child. The manager has monitoring systems in place and identifies actions for improvement.

Inspection judgements

Overall experiences and progress of children and young people: good

The child has a trusting relationship with staff. Staff take time to understand and respond to the child's individual needs. Staff are supported by a therapeutic model of care; this enables staff to better understand the reasons behind a child's behaviours. When relationships between the child and staff are tested, staff seek support and reflection from the clinical team, which helps to repair relationships.

The child benefits from clinical support within the home. This promotes their emotional wellbeing alongside their physical health. Guidance provided by clinicians is used effectively to inform care planning. This ensures that staff responses are consistent and tailored to the child's needs.

The child is making progress in education. They attend a specialist provision that understands the impact of trauma on learning and behaviour. The child benefits from opportunities to access vocational learning alongside core subjects, supporting their interests and future aspirations. As a result, the child is developing confidence in their own learning ability and is being supported to plan for their future.

The child's experiences are captured for them to remember their time in the home. The manager writes a monthly letter to the child, and the child receives positive daily messages from staff. These records are personalised and celebrate the child's achievements that they can look back on with pride in the future.

The child's voice is captured and they feel listened to by staff. The child contributes to discussions about the running of the home through regular meetings. One child previously said that staff always listen. The child's wishes and feelings are recorded in their plans; they understand how to access an advocate or make a complaint.

Complaints are managed appropriately, and the child receives feedback on the outcomes.

Opportunities are not always promoted for children to understand their cultural identity. Staff do not always have the information they need to understand and support a child's cultural needs. Recording lacks detail and is not reflected in care planning.

The environment is generally homely, although some areas of the home require repair. Issues are logged appropriately, however, delays in completing repairs mean that damage is sometimes visible for extended periods. This detracts from the welcoming homely and safe feel of the home.

How well children and young people are helped and protected: good

The child said, 'I feel safe living in the home.' The child can identify trusted adults and feels confident sharing worries with staff. The child trusts that staff will take action to help keep them safe. One child who has left the home also stated they had always felt safe. This reflects a strength in relationships and the safe environment created by the staff team.

Staff understand the child's plans. Risks associated with the child are known and understood. When incidents happen, the child is supported to stay safe. Staff complete a written narrative of the incident to enable managers to have oversight and identify learning for safety planning and practice. This supports the child in feeling safe and benefitting from predictable care.

Positive behaviour is promoted. Staff are skilled in de-escalation strategies to help the child learn how to keep themselves safe. The child is helped to reflect and repair relationships after incidents have happened. However, when a manager is directly involved in an incident, oversight is not completed by a different manager. This limits opportunities for reflection and learning.

Staff follow the child's plan when they are missing from home. Staff search for the child to ensure their safe return. Statutory responsibilities are understood when the child goes missing. However, there is a lack of professional challenge when return home interviews are not completed in a timely, robust, and child-centred way. The arrangements are not effective for the child in this home.

Children's moves into and out of the home are usually well planned. Transition arrangements help children to settle, and where possible, children are supported by adults they trust. On one occasion a child was unable to return to the home. During this time, care was provided by agency staff who did not have the skills and knowledge to meet the child's needs. The child's plans were not followed.

The effectiveness of leaders and managers: good

The manager is experienced, knowledgeable, and suitably skilled. They have a good understanding of the strengths of the home and has identified areas for development. The manager takes appropriate action to strengthen practice and improve outcomes for children.

There have been several safeguarding concerns relating to children living at the home. The manager has responded to promote safety, working with staff and partner agencies. Actions taken reflect the child's needs and risks. The manager makes timely notifications to Ofsted when required, understanding safeguarding thresholds.

The staff team is currently undergoing change, with some vacancies in place. Recruitment has been positive, and newly appointed staff are joining the team. The manager has appropriately considered the impact of a changing staff group and new staff combinations and has taken steps to promote consistency of care.

Staff receive regular supervision sessions. However, the quality of supervision is inconsistent, and some records do not meet expected standards. The manager has identified this and implemented an action plan following the inspection. Some supervision records lacked reflection, this is a missed opportunity to test staff knowledge and support professional development.

A large proportion of the staff team are unqualified. The manager understands the importance of qualifications and has plans in place to mitigate the impact of this. Not all staff who are required to complete qualifications have done so within the expected timescales. In addition, some staff in senior roles have not completed the necessary training to fully meet the responsibilities of their roles.

The manager uses a monthly monitoring tool to review the quality of care provided. The tool is detailed; however, it does not capture all aspects of care and practice effectively. Key documents are not being maintained efficiently. Documents that are required to identify and strengthen the care being provided are not always accurate.

What does the children's home need to do to improve?

Statutory requirements

This section sets out the actions that the registered person must take to meet the Care Standards Act 2000, The Children's Homes (England) Regulations 2015 and the 'Guide to the Children's Homes Regulations, including the quality standards'. The registered person must comply within the given timescales.

Requirements	Due date
The protection of children standard is that children are protected from harm and enabled to keep themselves safe. In particular, the standard in paragraph (1) requires the registered person to ensure— that staff— assess whether each child is at risk of harm, taking into account information in the child's relevant plans, and, if necessary, make arrangements to reduce the risk of any harm to the child; understand the roles and responsibilities in relation to protecting children that are assigned to them by the registered person; take effective action whenever there is a serious concern about a child's welfare. (Regulation 12 (1) (2)(a)(i)(v)(vi)) In particular that when children stay away from the home decisions are made that ensure the child's safety and staff providing care understand the child's plan.	20 October 2026
The leadership and management standard is that the registered person enables, inspires and leads a culture in relation to the children's home that— helps children aspire to fulfil their potential; and promotes their welfare. In particular, the standard in paragraph (1) requires the registered person to— ensure that staff have the experience, qualifications and skills to meet the needs of each child;	20 October 2026

use monitoring and review systems to make continuous improvements in the quality of care provided in the home. (Regulation 13 (1)(a)(b) (2)(c)(h))

In particular that documents are updated and contain accurate information with manager oversight when needed.

Recommendations

- The registered person should ensure that the placing authority, or another relevant person, is appropriately challenged when they do not provide the input needed to meet a child's needs. This includes return home interviews being in person. ('Guide to the Children's Homes Regulations, including the quality standards,' page 12, paragraph 2.8)
- The registered person should ensure that they provide a nurturing environment that is welcoming. Homes must also meet children's basic day-to-day needs and physical necessities. Staff should seek to meet the child's basic needs in the way that a good parent would, including repairs and maintenance. Recognising that many children in residential care have experienced environments where these needs have not been consistently met. ('Guide to the Children's Homes Regulations, including the quality standards,' page 15, paragraph 3.7)
- The registered person should ensure that children see the home's records as 'living documents' supporting them to view and contribute to the record in a way that reflects their voice on a regular basis. Including aspects of culture and identity. ('Guide to the Children's Homes Regulations, including the quality standards,' page 58, paragraph 11.9)

Information about this inspection

Inspectors have looked closely at the experiences and progress of children and young people, using the social care common inspection framework. This inspection was carried out under the Care Standards Act 2000 to assess the effectiveness of the service, how it meets the core functions of the service as set out in legislation, and to consider how well it complies with The Children's Homes (England) Regulations 2015 and the 'Guide to the Children's Homes Regulations, including the quality standards'.

Children's home details

Unique reference number: 1159397

Provision sub-type: Children's home

Registered provider: Cambian Childcare Limited

Registered provider address: Caretech, Parkview, 82 Oxford Road, Uxbridge UB8 1UX

Responsible individual:

Registered manager: Amy Thresh

Inspectors

Kate Jackson, Social Care Inspector (lead)
Karen O'Neil, Social Care Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://www.gov.uk/government/organisations/ofsted>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2026