

1227060

Registered provider: Cambian Autism Services Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is in the grounds of a residential special school. A private company manages both the school and the home. It provides care for up to 6 children. The inspectors only inspected the social care provision at this home. At the time, 2 children were living in the home. The inspector spoke with them both.

Residential placements are usually for 38 or 52 weeks of the year. The school also provides education for day pupils. The children have learning disabilities and/or autism.

The registered manager has been in post since January 2022.

Inspection dates: 23 and 24 February 2026

Overall experiences and progress of children and young people, taking into account	good
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How well children and young people are helped and protected	good
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The effectiveness of leaders and managers	good
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The children's home provides effective services that meet the requirements for good.

Date of last inspection: 11 March 2025

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
11/03/2025	Full	Good
19/12/2023	Full	Good
23/05/2022	Full	Good
08/02/2022	Full	Requires improvement to be good

Inspection judgements

Overall experiences and progress of children and young people: good

The 2 children who live in the home have lived here for several years. Overall, children have made considerable progress in all areas of their lives, taking account of their starting points. One child recently moved out to return home to family, having successfully secured a further education placement. This was a notable achievement for the child.

Parents speak highly of the care that their children receive. One parent said, 'The patience and care that staff have provided has been transformational for my child; it has changed their life. My child now has a future, from a broken child, to a confident, educated and well-presented young person. I will forever be grateful.'

Children make significant educational progress. Before moving to the home, they had experienced negative schooling, trauma and periods of isolation and disengagement. They are now thriving, achieving well and developing clear aspirations for their futures. Both children are on track to complete their GCSEs, and during the inspection, they received confirmation of their places for post-16 provision.

Children participate in a variety of activities that support their interests, including wall climbing, snowboarding and ice skating. Staff also plan special experiences, such as music concerts, theme parks and local community events. Children enjoy spending time with staff playing games, shopping and completing jigsaw puzzles. These opportunities broaden children's experiences, enhance their confidence and contribute positively to their physical and emotional wellbeing.

Staff promote an inclusive and welcoming environment in which diversity is recognised, valued and celebrated. They take time to understand each child's identity and personal experiences. As a result, children feel respected and develop a strong sense of belonging.

Children have warm, nurturing and trusted relationships with most of the staff. One parent said, '[Name of child] has thrived. He has a great relationship with [name of staff]; they are like their second mum. I do not worry; I can't sing their praises enough. My child would not be where they are now without [name of home].'

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

There is a strong safeguarding ethos in the home. Staff understand their safeguarding responsibilities and the children's individual vulnerabilities well. Managers maintain effective oversight of safeguarding concerns and work constructively with external partners, such as the police, when required. This helps children to be and feel safe.

Children have positive relationships with one another. They show respect, offer emotional support when needed and enjoy spending time together, both inside and outside the home. These positive attributes are also evident outside of the home. On one occasion, one child recognised that a peer was being bullied and supported them to report it and access appropriate support.

Staff support children to understand risk and keep themselves safe. They hold meaningful, individualised conversations with children about issues relevant to their age and stage of development. These discussions naturally reflect children's curiosity as they move towards adulthood. An example of this is that staff educate them about the risks associated with alcohol and smoking.

When children self-harm or express thoughts of harming themselves, managers ensure that multi-disciplinary support is put in place without delay. Children have swift access to therapeutic and clinical professionals, and staff update risk assessments in real time. This coordinated approach ensures that children receive the right support at the right time, helping to keep them safe and improve their emotional wellbeing.

Staff use a range of behaviour management strategies to promote positive behaviour. These approaches, combined with the trusting relationships children have with staff, help them to manage their emotions effectively. The registered manager's investment in 'boxing bags', for example, has provided children with a safe and constructive way to release stress. For one child, this has been described as beneficial for both their emotional and physical wellbeing.

When staff have concerns about a child's safety, they check children's bedrooms and remove any items that may pose a risk. However, children are not always informed about the need for these checks or the outcome. This has caused some children to feel frustrated, question their privacy and, at times, experience a lack of trust.

The effectiveness of leaders and managers: good

The registered manager has high aspirations for the children and promotes this consistently across the team. He is focused on ensuring that children have positive experiences and are well prepared for their future. This is evident in the strong relationships that children have with him. One child said, 'He is great; he just gets us. He is always working to make things better for us.'

The registered manager demonstrates a thorough understanding of each child's individual needs and consistently implements child-focused practice. He advocates effectively for the children and ensures that their voices and best interests are central to all decision-making. One parent said, 'He does everything he can in his power to advocate. He listens and ensures that my child's voice is at the centre; he really is phenomenal.'

Staff are committed to ensuring that children achieve positive outcomes in relation to their emotional wellbeing. Children have access to specialist therapeutic support, and therapists contribute meaningfully to assessments, risk management and weekly direct work. Clinical staff also provide training and reflective discussions that enhance the team's understanding of children's behaviours. These approaches enable staff to provide individualised care, helping children to make sustained progress and achieve positive outcomes.

The registered manager has a clear understanding of the team's strengths and areas for development. He has set out a purposeful and realistic plan for improving practice and embedding consistent standards across the home. This includes upskilling the workforce, improving morale and ensuring that the staff work effectively as a team.

Staff benefit from regular supervision sessions and team meetings that provide meaningful opportunities for reflection, wellbeing discussions and professional development. However, some staff, despite receiving supervision sessions, training and additional support, do not yet have the skills or understanding required to meet the children's needs. As a result, some children have been unable to build positive relationships with these staff members.

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.

Requirement	Due date
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 work as a team where appropriate; ensure that staff have the experience, qualifications and skills to meet the needs of each child; ensure that the home's workforce provides continuity of care to each child. (Regulation 13 (1)(a)(b) (2)(b)(c)(e))	1 September 2026

Recommendation

- The registered person should ensure that children's bedrooms are not generally entered without their permission, though it may be necessary to establish routines to allow for rooms to be cleaned regularly. Usually, rooms should only be searched if the child has been informed or asked for their permission. Immediate searching may be necessary where there are reasonable grounds for believing that there is a risk to the child's or another person's safety or wellbeing. Children must be informed of any search of their bedroom. ('Guide to the Children's Homes Regulations, including the quality standards', page 16, paragraph 3.20)

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: 1227060

Provision sub-type: Children's home

Registered provider: Cambian Autism Services Limited

Registered provider address: 4th Floor, Parkview, 82 Oxford Road, Uxbridge UB8 1UX

Responsible individual: Samantha Price

Registered manager: Romuald Stysial

Inspector

Claire Webster, Social Care Inspector

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