

1227596

Registered provider: Reflexion Care Group Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is owned by a private company. It provides care for up to three children who have complex needs and special educational needs and/or disabilities.

Three children were living at the home at the time of this inspection. Two children spoke with the inspector during the visit.

The previous registered manager left the home in February 2026. A new manager has been appointed and has submitted their application to register with Ofsted.

Inspection dates: 10 and 11 March 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: 5 March 2025

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
05/03/2025	Full	Good
21/02/2024	Full	Good
07/02/2023	Full	Good
01/03/2022	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: good

Children's moves into the home are well planned. Staff visit children in their family homes and offer opportunities for them to visit the home, meet staff and the other children, stay overnight and personalise their bedrooms before moving in. These arrangements help children to feel prepared for the move and reduce any anxieties they may have.

Children are settled and making progress. Staff help children to feel safe in the home and to develop skills that support them to express their feelings and views in positive ways. One child can now sit alongside a peer and take part in lessons at school, something they were unable to do before moving to the home. Another child talks openly about their feelings and explores their identity with confidence. Children have trusted adults they can talk to, which creates a stable and secure environment where they can grow and develop. As a result, children feel accepted and free to be themselves without fear of judgement.

All children attend school and make progress. When children find it difficult to attend, staff work proactively with the school and the wider professional network to understand concerns and support children back into regular routines. Staff think creatively to encourage learning outside school and help children to enjoy and value education. Children benefit from a weekly homework club, which makes completing homework a shared and enjoyable activity. As a result, children are motivated about their education and are well supported to achieve their goals.

Children have positive daily routines and take part in a wide range of activities that reflect their interests. They attend football clubs and youth groups, and one child has been supported to volunteer at a bird sanctuary. Another child is encouraged to develop their creative talents through art and creative writing. Staff celebrate children's participation and achievements, which helps children to feel confident and motivated to pursue their interests.

Children benefit from regular access to a qualified therapeutic team, and staff actively encourage them to take part in weekly sessions. Staff work closely with therapists to provide a consistent approach to children's care and to reinforce therapeutic strategies in daily routines. As a result of this coordinated support, children show clear improvements in their emotional regulation and increased confidence in expressing their thoughts and feelings.

Children's achievements are recognised and celebrated. Staff give regular praise and use rewards that children can save towards activities or items they would like. There is a clear focus on recognising positive behaviour and effort. As a result, children feel valued and proud of their achievements, which supports the development of their self-esteem and confidence.

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

Staff build positive and trusting relationships with children and have a clear understanding of their needs, triggers and the support they require when they are distressed. Children learn to identify their emotions and use strategies such as sensory aids and breathing techniques to help them manage their feelings. Staff use their strong insight into each child's individual needs to de-escalate situations quickly and calmly. As a result, children feel well supported and understood during challenging moments.

Allegations are taken seriously. Managers and staff make sure that all concerns are investigated thoroughly and that information is shared promptly with the relevant professionals. Protective measures are put in place while investigations are ongoing to keep children safe. Children are given clear feedback about the outcome of any allegation and are offered time to reflect. As a result, children feel able to share concerns, knowing that staff will listen to them and explore these fully.

Staff are skilled in using de-escalation techniques to manage difficult situations safely. When physical interventions are required, they are proportionate and carried out in line with guidance. After an incident, children receive nurturing support that helps them to understand what has happened and talk about their feelings. As a result, physical interventions are used rarely, and children understand why they were held.

Online safety is prioritised in the home. Staff are well equipped to help children stay safe when using the internet. Robust systems are in place, including safety apps and firewalls that block inappropriate content. The manager has also created a clear and accessible video guide to support staff in completing thorough checks on children's devices. Children learn about online safety and how to keep themselves safe when using digital platforms. As a result, risks associated with children's online activity are managed effectively.

The effectiveness of leaders and managers: good

The leadership of the home has recently changed, with the previous registered manager leaving and a new manager being appointed. A well-planned transition period ensured a thorough handover and minimal disruption for children and staff. The new manager had already been working in the home before taking on the role, and as a result, she has established positive relationships with the children and staff. She has a strong understanding of each child's needs and the support in place for them.

Managers have strong oversight of the home, children's experiences and staff practice. The manager is visibly present in the home and uses a range of auditing tools, observations and team meetings to ensure that children's needs are met. She is a confident advocate for children and challenges decisions when she believes they are not in a child's best interests. As a result of this approach, one child's emotional well-being has improved significantly.

The manager is reflective, child centred and highly motivated to ensure that children experience positive outcomes. She is committed to embedding research-informed practice across the home so that staff approaches and the care provided are grounded in current evidence. For example, research about consequences, praise and the impact of seasonal changes, such as 'winter blues', has been used to shape staff responses and daily routines. This has had a positive effect on the quality of care that children receive.

Feedback from families and professionals is consistently positive. They highlight staff's strong understanding of children's needs and their effective communication as key strengths of the home.

Staff report feeling well supported and speak positively about the management team and the supportive culture within the home. They receive regular supervision and attend team meetings that are used effectively to share information and reflect on the experiences of both staff and children. These reflective opportunities promote staff well-being and contribute to a positive and cohesive working environment.

No requirements or recommendations were made during this inspection.

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: 1227596

Provision sub-type: Children's home

Registered provider: Reflexion Care Group Limited

Registered provider address: Fitzroy Academy, Cruckton, Shrewsbury SY5 8PR

Responsible individual: Gary Johnson

Registered manager: Post vacant

Inspector

Menaka De Silva, Social Care Inspector

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