

# 1229229

Registered provider: Esland North Limited

Full inspection

Inspected under the social care common inspection framework

## Information about this children's home

The home is privately owned and provides care for up to two children who may experience social and emotional difficulties.

The manager registered with Ofsted in 2020 and is suitably experienced.

At the time of the inspection, two children were living at the home.

### Inspection dates: 4 and 5 March 2025

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| <b>Overall experiences and progress of children and young people,</b> taking into account | <b>outstanding</b> |
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|                                                             |             |
|-------------------------------------------------------------|-------------|
| How well children and young people are helped and protected | outstanding |
|-------------------------------------------------------------|-------------|

|                                           |             |
|-------------------------------------------|-------------|
| The effectiveness of leaders and managers | outstanding |
|-------------------------------------------|-------------|

The children's home provides highly effective services that consistently exceed the standards of good. The actions of the children's home contribute to significantly improved outcomes and positive experiences for children and young people who need help, protection and care.

**Date of last inspection:** 6 February 2024

**Overall judgement at last inspection:** outstanding

**Enforcement action since last inspection:** none

## Recent inspection history

| Inspection date | Inspection type | Inspection judgement |
|-----------------|-----------------|----------------------|
| 06/02/2024      | Full            | Outstanding          |
| 28/02/2023      | Full            | Good                 |
| 29/09/2021      | Full            | Good                 |
| 10/09/2019      | Full            | Good                 |

## Inspection judgements

### **Overall experiences and progress of children and young people: outstanding**

Children are making exceptional progress due to the commitment from the manager and staff. Professionals say that children want to stay in the home. Each child's starting point is considered when outcomes are measured. Children receive individualised care and stay at the home for long lengths of time. The home mirrors that of a family environment. Children have a particular sense of belonging in the home.

Children have established trusting relationships with staff. They feel loved and cared for. One child said, 'I know they love and care for me.' Staff know the children well and have their best interests at heart. They view the children as individuals. No matter what has happened, staff tell children they are proud of them. Staff support children in rebuilding their relationships with each other, and restorative work takes place. On one occasion, staff supported children in expressing one positive aspect they love about each other, which helped repair the relationship.

The staff deliver a model of care that supports children's excellent progress. The organisation supplies expert clinicians who work with staff and children. When children move into the home, specialist assessments are carried out. This helps to assess each child's trauma and informs the delivery of care planning. Children's documentation in the home identifies the actions staff should take when caring for the children. Staff deliver this model of care exceptionally well. One child has only lived in the home a short while, but a professional said, 'I know it is early days, but it was like seeing a [name of child] I have never seen before, he was singing and dancing.' Children are receiving the consistent boundaries and care required for them to make further progress in each area of their life.

Children are supported with their learning. There are clear escalation processes in place to challenge professionals when they do not perform their duties as expected. The manager and staff are tenacious and will not stop pursuing the issue until children receive education that meets their needs. One child's education plan changed to better suit his needs. Children are now enjoying and receiving the correct learning.

When children move into and out of the home, plans are individualised, and the staff listen to the views of all children. The staff consulted a child who was already living in the home about a new arrival. [Name of child] said, 'If they need love and care, then they can move in.' Decisions around children moving on from the home are carefully considered. One child's notice was extended by three months to secure the right home and support. This child has been able to maintain lifelong links with the staff.

Staff support children in maintaining their identity. One child was supported to practise their faith at a house of worship in the local community. During difficult times for this child, staff encouraged him to use his faith in finding comfort. Staff spent time with the child learning about his faith. This demonstrates the staff's commitment to the children.

Children are supported by staff to spend time with their families. Plans to see family members have been progressive over time. One child was able to spend time with his family on Christmas Day for the first time since he was four years old. Staff have excellent relationships with family members, and communication is good. One family member said, 'Nothing is ever too much trouble for them.' The staff also stay connected with family members of children who have moved on from the home.

### **How well children and young people are helped and protected: outstanding**

Procedures are in place to ensure that children are safeguarded. As a result, children feel safe. The manager and staff respond quickly to concerning behaviour. The staff are attuned to the children's routines and behaviours, and they recognise when something is out of the ordinary. On one occasion, staff noticed that a child had not followed their typical routine. They responded with genuine concern for the child's safety. When the child could not be located, he was reported missing from home. Staff informed the police, the local authority and family members. The consistent response throughout this incident meant that the child returned home safely.

Children are helped to understand how their behaviour can affect others. This means that children can restore relationships and apologise. Consequences used are effective, natural and help children to learn from their behaviour. Staff praise children every day, which helps to boost their self-esteem and confidence and promotes positive behaviour.

Incidents in the home have reduced. Staff help children to understand their feelings and manage their emotions. Staff rarely restrain children. However, when they do, it is to help children be safer. Staff can quickly recognise triggers and eliminate them. Following incidents, the manager speaks with children and staff, and learning always takes place. Children reflect and tell staff what is upsetting them. This helps children to have better ways of coping and prevents incidents from reoccurring.

Research-informed practice is filtered through care planning and risk management. Additional learning and research take place to help reduce risk and support staff's understanding of children's constantly changing needs. For example, on several occasions, training and research have taken place around harmful sexual behaviour. The advice and learning have informed a strengthened approach to risk management for children.

Staff help children understand the concerns they have for them. They speak to children about staying safe and how police involvement can affect their future. Children have access to specialist and expert advice to help reduce risk. Children can discuss their thoughts and feelings and ask for help. Staff do not shame children, which helps them develop a sense of self-worth and make remarkable progress emotionally.

## **The effectiveness of leaders and managers: outstanding**

The manager is invested and dedicated to the children. The manager is inspiring and ambitious, and she has effective oversight. There is clear management of procedures, which helps the desired outcomes for the children to be achieved. The manager continuously seeks ways to improve. This ensures that staff deliver an excellent level of care to the children.

The manager has good oversight of the home, with effective monitoring tools. She evaluates the information and identifies actions to improve quality. When staff practice falls short of the manager's high expectations, they are supported to understand how they need to improve. This has helped to create practice that is safe and proportionate. Staff have been able to learn from minor mistakes. Furthermore, the manager is not fearful of challenging professionals when they do not meet the expected standard. For example, the manager has challenged professionals when there is missing information in admission paperwork. This helps keep children safer and informs clear care planning according to the children's needs.

Staff feel supported by their manager and enjoy working in the home. Morale is exceptionally high. The manager creates an open environment where staff can approach her about work and personal concerns. One staff member said, 'If [name of manager] did not come to work here, then I would have left years ago.' Staff said that managers have supported them with personal matters by accommodating different working arrangements.

The manager fosters a reflective culture in the home. The staff team is stable and works closely. Every day, the manager encourages the staff to voice their opinions and discuss what they could have done better. This demonstrates ongoing commitment to the children. The staff receive regular and meaningful supervision. One staff member said, 'Supervision is like therapy.' Supervision is used to discuss practice, performance and welfare. This helps staff to enhance their skill set and reflect on the implications, significance, or lessons learned from an experience.

Staff are supported with their development. One staff member has received help with developing paperwork. One staff member said, '[Name of manager] is embracing us to learn.' New staff receive an effective and thorough induction. Staff receive a five-day induction plan, which includes mandatory training. They then shadow experienced staff on shift. There is a six-month plan in place to support probationary periods. This enables staff to learn safeguarding processes and how to deliver consistent and safe care. The manager encourages staff to learn, and she has plans to help staff advance in their careers. The manager plans to create roles in the home that will develop staff for promotion.

The manager is actively involved and spends time with the children. Staff say she is always available for them. The manager assists in delivering direct care during challenging times. This shows children that the staff and managers are invested in them. Staff understand how valuable it is to spend quality time with the children.

## **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:** 1229229

**Provision sub-type:** Children's home

**Registered provider:** Esland North Limited

**Registered provider address:** Esland Limited, Suites 1 and 5, Riverside Business Centre, Foundry Lane, Milford, Belper DE56 0RN

**Responsible individual:** Kerry Morley

**Registered manager:** Hannah Taylor

## Inspector

Laura Roberts, Social Care Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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