

1231067

Registered provider: One To One Crisis Intervention Ltd

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home is owned and managed by a private provider and registered to provide care for 1 child with social and emotional needs. At the time of inspection, 1 child was living in the home and spoken to by the inspector.

There is a suitably qualified and experienced registered manager in post.

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: 24 February 2025

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
24/02/2025	Full	Good
13/11/2023	Full	Outstanding
25/10/2022	Full	Outstanding
10/06/2021	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: good

The child is making good progress in this home and is valued by the adults who look after them. Staff talk passionately about their roles and take time to understand the child's specific communication needs. Staff are clear on the importance of building long lasting and meaningful relationships with the child. This has enabled the child to be able to express their feelings and emotions in a safe environment.

Staff support the child to speak about a range of sensitive issues. In addition to ad hoc conversations, leaders and managers carefully consider the needs of the child and ensure that there is a focus on targeted and meaningful topics. Secure relationships with staff help the child to explore their feelings which helps them to better understand their emotions and behaviours.

Staff ensure that the child's health needs are met and are vigilant to any new or emerging concerns. Medical advice is sought when needed and staff are proactive in supporting the child to have healthy routines, including sleep. Staff sensitively approach lifestyle choices to ensure that the child is giving the right information to make healthy, informed decisions. The child's emotional needs are well understood and staff are child led when considering any intervention that may be required. The provider privately funds therapeutic support when there are gaps in service provision.

Staff take time to listen to how the child wishes to see and spend time with their relatives and friends. Staff work with the child's family members to ensure that they maintain regular, meaningful, and safe contact with their loved ones. The child is supported to make their own decisions about seeing family. Family members are welcomed into the home and staff support with the arrangements for the child to see their loved ones.

Staff understand the importance of education and support the child to attend school. The child's attendance is generally good and staff maintain good communication with school staff to ensure smooth transitions. Leaders and managers have been strong advocates for the child to ensure that their educational needs are met and an appropriate educational place secured.

The child's achievements are celebrated in a number of creative ways and with meaningful rewards which gives the child the opportunity to work towards activities or chosen items. The child is supported and encouraged with a range of social and recreational activities.

The child has a variety of pets that live in the home and although the child is given the responsibility to care for their pets, more needs to be done by staff to support the child to care for them in the best possible way.

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

Safeguarding concerns are well managed and action taken to address any issues is robust and timely. Incident reports are clearly recorded with management oversight and some learning to inform practice identified. When the child goes missing from home, staff are persistent in their attempts to locate them and ensure that relevant professionals are kept up to date. When the child returns home, they are warmly welcomed back and offered food and nurture.

Plans to support staff to minimise risk are up to date, clear and concise. The child is involved in developing their own plan to help staff to keep them safe. Staff support the child to take age-appropriate risks as part of their development and learn skills to help keep themselves safe. A balanced approach is taken in supporting the child with their developing independence which means the child is able to spend unsupervised time in the community with their friends.

Leaders and managers seek to better understand the child's behaviours through a monitoring tool which considers trends and patterns. This is an example of excellent practice and helps staff to understand why the child may be distressed at different stages.

Allegations are responded to robustly and in a timely way to keep the child safe. Investigations into concerns about staff practice are thorough with clear decisions made about their suitability to continue in their roles.

Staff have a good understanding of the child's emotions and behaviours which means they are better able to respond when the child becomes distressed. Staff's proactive and early responses means that incidents are less frequent. Staff use a range of de-escalation techniques to help calm the child when they are distressed. However, in some incidents the actions of staff have not been restorative and may have contributed to further escalation. More needs to be done to understand these incidents to ensure that they are not repeated.

Restraint has been used several times by staff to prevent harm. Where restraint has been used, the actions of staff have been proportionate in ensuring the safety of the child and those around them. Incident records are clearly written with management oversight and conversations have taken place with the child and staff. Learning from incidents is sometimes used to inform practice and decrease the use of restraint in future incidents. However, the system used to track incidents does not always accurately highlight the number of restraints. Leaders and managers have taken immediate action to address this issue.

The effectiveness of leaders and managers: good

The home is led by a dedicated and passionate manager who has a good understanding of the child's needs. The manager role models good practice and has a nurturing and trusting relationship with the child.

Staff speak positively about their roles and say they feel supported by approachable leaders and managers. Staff feedback is positive and they say that they enjoy their roles. The staff team is stable and there is a strong feeling of commitment to support each other. One member of staff said, 'There is a lot of laughter in this home, we are a great team'.

Leaders and managers respond to the child's views in a number of ways and the child is involved in decision making in the home. The child knows who to speak to if they are unhappy or wish to make a complaint, but no complaints have been received. Feedback from family members and professionals is positive, particularly in reference to the progress being made by the child since they have lived at the home.

Supervision sessions take place regularly and are a supportive place for staff to share personal issues affecting work and as a place to reflect on practice. Supervision records are detailed and thorough with actions for staff to follow up on to improve practice. Training for staff is comprehensive and thorough and there is a renewed focus on further embedding relational approaches into practice.

Systems used to record information about the child are well thought out and fit for purpose. In the majority of documents, records are written to the child, using child focussed and strengths-based language. The child is supported by staff to talk about a variety of subjects on an ad hoc and planned basis and there are some examples of actions for staff to follow up on.

The home has a warm and welcoming feel and is personalised entirely for the child. Leaders and managers have recently undertaken some renovations and the home has a modern and lived in feel. As part of the inspection some issues of concern were noted in relation to repairs and standards of tidiness which had not been identified by staff. Leaders and managers took immediate action to address these concerns.

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

Statutory requirements

This section sets out the actions that the registered person(s) 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(s) must comply within the given timescales.

Requirement	Due date
The positive relationship standard is that children are helped to develop, and benefit from, relationships based on— mutual respect and trust; an understanding about acceptable behaviour; and positive responses to other children and adults. In particular, the standard in paragraph (1) requires the registered person to ensure— that staff— meet each child's behavioural and emotional needs, as set out in the child's relevant plans; help each child to develop social aware behaviour encourage each child to take responsibility for the child's behaviour, in accordance with the child's age and understanding; Help each child to develop and practise skills to resolve conflicts positively and without harm to anyone; communicate to each child expectations about the child's behaviour and ensure that the child understands those expectations in accordance with the child's age and understanding; understand how children's previous experiences and present emotions can be communicated through behaviour and have the	30 April 206

competence and skills to interpret these and develop positive relationships with children;

de-escalate confrontations with or between children, or potentially violent behaviour by children;

that each child is encouraged to build and maintain positive relationships with others.

(Regulation 11 (1)(a)(b)(c) (2)(a)(i)(ii)(iii)(iv)(v)(viii)(ix)(xi) (b)

In particular the registered provider must ensure that staff support children to understand and express feelings and emotions without aggression. In addition, the registered provider must ensure that when children do become distressed staff understand and apply appropriate de-escalation techniques and safe behaviour management strategies

Recommendations

- The registered person should ensure that staff seek to meet the child's basic needs in the way that a good parent would, recognising that many children in residential care have experienced environments where these needs have not been consistently met – doing so is an important aspect of demonstrating that the staff care for the child and value them as an individual. In particular staff should support the child with appropriate standards of hygiene and cleanliness which includes pets living in the home. ('Guide to the Children's Homes Regulations', including the quality standards, page 15., paragraph 3.7)
- The registered person should ensure that records of restraint are kept and should enable the registered person and staff to review the use of control, discipline and restraint to identify effective practice and respond promptly where any issues or trends of concern emerge. The review should provide the opportunity for amending practice to ensure it meets the needs of each child. ('Guide to the Children's Homes Regulations', including the quality standards, page 49., paragraph 9.59)

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: 1231067

Provision sub-type: Children's home

Registered provider: One To One Crisis Intervention Ltd

Registered provider address: 5 Newton Road, Kingsteignton, Newton Abbot, Devon TQ12 3AL

Responsible individual: Carys Flain

Registered manager: Emma Burley

Inspector

Stacey Pellow, social care inspector

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