

1231525

Registered provider: Cambian Childcare Limited

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.

It can provide care for one child who may experience social and emotional difficulties.

One child was living in the home at the time of the inspection and spoke to the inspector.

The manager registered with Ofsted in April 2017.

Inspection dates: 5 and 6 August 2025

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: 22 January 2025

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
22/01/2025	Full	Good
20/02/2024	Full	Good
22/03/2023	Full	Good
12/10/2021	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: good

Staff build relationships with the child in a meaningful way and enjoy spending time with them. Staff know the child well and help them to pursue their interests. The child loves animals, having a pet cat at the home who they like to play with and help to care for. Caring for the cat has helped the child develop a sense of responsibility. Their mum has said the cat 'has helped her to calm down'. Staff encourage the child's interest in animals through organising trips to farms and the zoo. They are accessing equine therapy through school; staff give praise and encouragement for developing confidence around horses.

The child's education is prioritised, encouraged and their achievements are celebrated by staff. The child has made considerable progress in education. Staff drive the child to and from school daily and communicate regularly with the education provider. As a result, the child has 100% attendance and 98% engagement at school. The child is sitting their GCSEs next year and has revision guides in the living areas of the home; staff have regular conversations about their future ambitions and encourage the child to reach their goals. The independent reviewing officer (IRO) recognised the progress that the child has made in education, nominating them for the 'above and beyond' award with the virtual school which the child won. Staff took the child to the awards ceremony, and they talked proudly about the child's achievements.

The home feels welcoming and lived in with the child's books and soft toys, and artwork seen throughout the entire home. The child spends significant amounts of time in the communal areas with staff. Laughter and chatter between staff and the child demonstrate the good relationships that exist.

Staff support the child to maintain relationships with people who are important to them. Family members visit the home and are made to feel welcome by staff. Staff also take the child to see family members regularly, even though this is a five-hour journey from the home. The child has friends who visit the home for tea, and staff plan for them to do activities together, recognising the value of peer relationships. Regular calls and visits help the child to feel connected to the people who are important to them.

The child's voice is heard and influences the running of the home. Their mum shared, 'They consult [the child's name] on everything they do which is nice.' The consultation contributes to improving the child's confidence and independence skills. The child participates in meal planning and shopping for the week; they help to cook the meals contributing to their independence skills. The child accesses a wide range of fun activities from swimming and roller-skating to craft activities and days out. The child engaged in the planning of an upcoming holiday, calling the holiday park to clarify information. Dad noted, 'The biggest difference is she is engaging in school and activities, whereas before, they couldn't be bothered.'

The child's health needs are understood by the staff team. The clinical lead supports the child's emotional well-being through weekly sessions with the child. Staff attend a monthly team around the child meeting, where the child's progress and areas of need are discussed. They have supported the child to visit the dentist and offer regular prompts, incentives and discussions around the importance of oral hygiene, which has been a problematic area for the child. However, a recommendation from the child's recent health assessment about progressing a GP appointment has not been actioned.

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

The child feels safe in the home and is helped and protected effectively. The child can identify adults who they trust and can ask for help. Staff take appropriate action and respond with sensitivity if the child raises any worries.

The staff understand the child's needs and vulnerabilities well. They work with the wider professional network to follow plans to ensure that the child is kept safe. The child, who has been missing previously, has not been missing from the home in this inspection period.

The child's knowledge of online safety has improved through meaningful conversations with staff. Staff have helped the child understand how to stay safe online through completing workbooks about exploitation and online safety. This progress has led to a smartphone being ordered for the child and clear plans and safeguards to ensure that the child can apply their learning.

Staff implement behaviour support plans effectively, to promote the child's safety and well-being. They conduct regular welfare checks, particularly when the child is distressed, ensuring that their emotional needs are met. Behaviour plans are reviewed following incidents to ensure staff remain responsive to the child's needs. This consistent and reflective approach has contributed to a sustained period of stability.

Managers and clinical leads help staff to reflect following significant incidents. The team discusses lessons learned collectively, and this means the response is consistent and restorative in nature. The child receives additional support from the clinical lead during times of crisis.

There is a positive approach to supporting the child's behaviour. The staff use incentives and regularly write praise in a 'positive book' for the child. Staff use their relationships to help the child understand the impact of their actions. As a result of their positive approach, there have been no consequences or physical interventions used since the last inspection.

The effectiveness of leaders and managers: good

The registered manager leads a stable and skilled staff team. The registered manager has a strong presence in the home, meaning that she is available to the child and staff to

offer support and guidance. The child talks to the manager, who understands their needs well and talks with warmth about the progress they have made.

Staff speak highly of the registered manager. Staff receive regular, reflective supervision where their development and well-being are promoted. The child's independent reviewing officer commended the manager on her experience, knowledge and how 'she is leading the team in a trauma-informed way'. Professionals commented on the positive communication from the registered manager.

The registered manager ensures that records are written using kind language, and she has an ambition to develop this further. This involves staff writing a letter to the child every day, focusing on something positive that has happened during the day. When the child leaves the home, they will receive the collection of letters.

The registered manager maintains an overview of the home through their review and monitoring systems. The manager oversees all key-work sessions and significant incidents, keeping them informed. Auditing tasks are delegated to staff; this supports staff development and increases their familiarity with the child's plans.

The on-call system supports staff when there is no manager at the home. On one occasion when staff required additional support, they did not receive a prompt response. A review of the on-call system has taken place, with staff reporting it is now effective.

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(s) must comply within the given timescales.

Requirement	Due date
The health and well-being standard is that— the health and well-being needs of children are met; children receive advice, services and support in relation to their health and well-being (Regulation 10 (1)(a)(b)). In particular, the registered manager must ensure that actions in the child's medical are completed.	30 September 2025

Information about this inspection

The inspector has 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: 1231525

Provision sub-type: Children's home

Registered provider: Cambian Childcare Limited

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

Responsible individual: Mark Ullah

Registered manager: Aimee Weaver

Inspector

Ali Owens, Social Care Inspector

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