

1232649

Registered provider: Compass Children's Homes North East Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home is operated by a private provider. It provides care for up to 5 children who may experience social and emotional difficulties.

The manager registered with Ofsted in April 2024.

At the time of the inspection, 5 children were living at the home, and 4 children were spoken with.

Inspection dates: 19 and 20 May 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: 20 May 2025

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
20/05/2025	Full	Good
24/09/2024	Full	Good
14/08/2023	Full	Good
07/09/2022	Full	Good

Summary of findings

Children like living at this home, they make good progress and have positive relationships with staff, who provide therapeutic care. Children enjoy incentives and benefit from a range of activities. They do not always get on with each other, but staff respond well and help children to understand the effect of their behaviour. Children understand the expectations in the home and develop skills for independence. The home is comfortable, but would benefit from more regular cleaning and maintenance.

The manager and staff know the children well and are committed to improving outcomes for children. Monitoring systems in the home are generally effective. There are some practice and operational gaps in the quality of family members' feedback, individual staff supervision sessions, record keeping, and escalation to a placing authority.

Inspection judgements

Overall experiences and progress of children and young people: good

Children develop trusting relationships with staff who care for them. Most children have lived at the home for several years and have a sense of permanence. Children say they like living at the home, and one child scored the home a '9 out of 10'. Staff show the children that they care about them by listening and engaging with them every day. Children say they feel listened to and have a say about what happens in their home. These arrangements provide a secure foundation for children to flourish.

The importance of education is promoted. Most children attend full-time education and do well in their exams. Children have aspirations about their future careers and attend further education. When children are not attending education, staff ensure that children have structured and meaningful daily routines. This includes informal learning as well as completing work provided by children's school. Staff work closely with education professionals to secure suitable provision and remove any barriers to children's attendance.

The therapeutic approach is embedded into the home. A therapeutic practitioner attends the home twice a week to complete observations and help staff to apply therapeutic parenting strategies. Assessments of children's needs are completed regularly. These assessments identify areas where children need the most support. This results in targeted and focused intervention that benefits children. Additionally, children have swift access to specialist support from an external therapist when they need it. Children who have previously been reluctant to attend appointments are now attending weekly. This is helping children to understand and manage their emotions and reduce incidents.

Children enjoy a range of activities for fun and social development. Memory books include photos that capture special occasions and events that children have enjoyed with staff. Additionally, children experience new opportunities such as going abroad on

holiday. Children choose where they would like to go and are involved in the planning and preparation. This provides children with experiences that help build positive memories of their childhood.

Children are encouraged to be kind. Staff promote respectful relationships between children, supporting them to live together harmoniously. When children do not always get along, staff manage these situations well and speak to the children to help them understand the effect of their behaviour. Children are learning strategies to avoid conflict and to be more tolerant of others.

The large and spacious home provides ample space for children to spend time together. Children like their bedrooms, which are personalised and decorated in line with their preferences. However, some areas of the home are not well maintained or clean. One child's clothes were piled into the wardrobe with little care and attention. These features detract from an otherwise homely feel.

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

Before children move into the home, the manager completes detailed assessments based on the child's needs, vulnerabilities, and individual risks. This helps staff to understand the effect of the move for new children and those already living at the home. Children are welcomed into the home sensitively. They visit the home and become familiar with staff who will be looking after them. This helps to remove some of their worries and helps children to settle. Children say that they feel safe living at the home and can identify a trusted adult who they would speak to for support.

The number of missing-from-home incidents has reduced. When children are missing from the home, staff take effective action to ensure that children return home safely. Staff follow protocols that include looking for children and informing relevant professionals who can also help in the search.

Positive behaviour is promoted. Children say that they understand the rules and boundaries and the purpose of them. The incentives and rewards used are effective, and some children have saved money to buy items of their choice. On occasions when consequences are used, these are restorative and natural. The manager ensures that consequences are reviewed and takes appropriate action when she disagrees with them. This helps to ensure that staff provide predictable responses to children.

Children's plans are updated regularly and provide staff with actions to help children. Staff use effective de-escalation strategies during incidents. Restraint is only used as a last resort to keep children safe and staff adopt the least restrictive options. Staff have reflective discussions with children to help them to explore how they were feeling and to better understand why staff held them. This helps to ensure that the relationship between staff and the child remains positive.

Allegations against staff are taken seriously and responded to appropriately by the manager. Communication with safeguarding professionals is effective. The manager prioritises children's safety, ensuring that procedures are followed and involve all the relevant agencies.

Children take age-appropriate risks as part of their development, such as independent travel, use of a smart phone and social media. Additionally, children learn independence skills in preparation for adulthood such as budgeting, cooking, and cleaning. This helps to prepare them for their move out of the home.

One child is spending most of their time outside of the home, choosing to live with friends. Staff complete regular welfare checks and staff understand their safeguarding responsibilities. Some records lack detail, for example the time calls and visits took place or actions staff took when they have been unable to contact the child. This does not help the manager to be reassured that the child has been seen and is safe.

The effectiveness of leaders and managers: good

The home is managed by a dedicated manager and supported by a newly appointed deputy. The deputy has stepped up into this role, which means they are a familiar and trusted person to both staff and children. Both managers are visible in the home and know the children well. The manager and deputy ensure that they spend meaningful time with children, such as shopping trips and going to the gym.

Monitoring and oversight systems are effective. The manager understands the strengths of the home and the areas for improvement. All but one member of staff have completed the relevant qualification. Staff are encouraged to complete an accredited therapeutic parenting qualification to improve their knowledge. This helps to ensure that staff have the necessary skills and experience to provide good-quality care.

The manager takes appropriate action when children are not settling into the home or if they share their wish to live elsewhere. She takes children's views seriously and advocates on their behalf. As a result, one child has moved to foster care in their preferred location. The child was supported to visit their new home, and staff transported the child on the day they moved. This shows children that staff care about them and promotes positive memories of their time in the home.

Team meetings are held regularly. They encourage discussion about practice and children's needs. Additionally, staff share new knowledge gained from training courses. They are committed to their role and show compassion and understanding about children's experiences and trauma. They work well together, saying that they feel well supported by the leadership team and each other. Children benefit from the predictable and calm environment.

Staff know the children well and attend regular meetings with professionals and the therapeutic practitioner when children's needs and risks are discussed. Staff receive

regular supervision sessions. However, these do not include practice-related discussions about children. This is a missed opportunity to explore staff's understanding and knowledge on an individual basis.

The manager welcomes external scrutiny and feedback from the independent visitor to make improvements in the home. However, a lack of direct consultation with parents or significant people undermines the independent visitor's ability to make a rigorous assessment of children's experiences and identify areas for improvement.

Leaders and managers are unable to follow one child's care plan as the child spends most of their time outside of the home. Although the arrangements have been assessed as safe, they do not provide security and permanence for the child. The manager has shared her concerns with the placing authority but has not escalated these to the appropriate person to effect any change.

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
In meeting the quality standards, the registered person must, and must ensure that staff— seek to involve each child's placing authority effectively in the child's care, in accordance with the child's relevant plans; seek to secure the input and services required to meet each child's needs; if the registered person considers, or staff consider, a placing authority's or a relevant person's performance or response to be inadequate in relation to their role, challenge the placing authority or the relevant person to seek to ensure that each child's needs are met in accordance with the child's relevant plans. (Regulation 5 (a)(b)(c))	30 June 2026

Recommendations

- The registered person should ensure that the home is a nurturing and supportive environment for children. In particular, they should ensure that all areas of the home are well maintained and clean. ('Guide to the Children's Homes Regulations, including the quality standards,' page 15, paragraph 3.9)
- The registered person should ensure that there are systems in place so that all staff, including the manager, receive supervision of their practice that allows them to reflect on their practice and the needs of the children assigned to their care. ('Guide to the Children's Homes Regulations, including the quality standards,' page 61, paragraph 13.2)
- The registered person should ensure that staff are familiar with the home's policies on record-keeping and understand the importance of careful, objective, and clear recording. In particular, they should ensure that sufficient and accurate detail is recorded in daily logs. ('Guide to the Children's Homes Regulations, including the quality standards,' page 62, paragraph 14.4)
- The registered person should ensure that any individual appointed to carry out visits to the home as an independent person makes a rigorous and impartial assessment of

the home's arrangements for safeguarding and promoting the welfare of the children in the home's care. This should include consultation with children's family members or significant person. ('Guide to the Children's Homes Regulations, including the quality standards,' page 65, paragraph 15.5)

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: 1232649

Provision sub-type: Children's home

Registered provider: Compass Children's Homes North East Limited

Registered provider address: 3 Rayns Way, Syston, Leicester, Leicestershire LE7 1PF

Responsible individual: David Watson

Registered manager: Ellie Lilley

Inspector

Cat Makel, Social Care Inspector

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