

1234374

Registered provider: Phoenix Childcare Ltd

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is owned by a private provider. It provides care for up to two children who may experience social or emotional difficulties.

The manager registered with Ofsted in May 2023.

Two children were living in the home at the time of the inspection.

Staff in the home are referred to as adults. This is reflected in the report.

Inspection dates: 8 and 9 July 2025

Overall experiences and progress of children and young people, taking into account	good
---	-------------

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

The effectiveness of leaders and managers	good
---	------

The children's home provides effective services that meet the requirements for good.

Date of last inspection: 8 October 2024

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
08/10/2024	Full	Good
17/10/2023	Full	Good
21/06/2022	Full	Good
01/02/2022	Interim	Improved effectiveness

Inspection judgements

Overall experiences and progress of children and young people: good

The children living at this home have lived here for five years and three years respectively. They both have a clear sense that this is their home, with one of the children referring to the adults as 'my people'. The manager has secured permanence for both children, with plans being confirmed for both children to stay at the home until they reach 18.

Children have secure relationships with the adults who care for them. During the inspection, one child laughed and joked with the adults and offered to make food. This is huge progress from this child's starting point. The other child regularly phoned the manager; the close relationship between them was evident.

Both children have made exceptional progress from their starting points. They both attend school or an alternative education provision regularly and are making progress. A tutor commented on how one child values their education more because of the team's input. Both children have confirmed places on college courses for September. The home has high ambitions for both children, and this is beginning to be reflected in how they feel about themselves.

Adults take a real interest in the children's hobbies and interests. One child likes vehicles, so the team are sharing in this too. This year, a child enjoyed a holiday to Scotland by train, which was centred around their interest in vehicles. The number of adults supporting this child has reduced from two at a time to one. The child is also going out on their own for bike rides and going to a group by themselves. Plans are now in place for both children to start to have short periods of time alone in the home in preparation for adulthood.

Children enjoy fun activities and are supported with their friendships. One child has sleepovers with friends and goes to festivals. Monthly reports for the children's social workers capture what children have been doing well. These reports could be shared with the children to help cement memories.

Children's health needs are well supported, with children attending appointments routinely. Sexual health needs are also considered carefully; this is an open topic of discussion within the home. Planning for independence has started with small steps. Both children are beginning to do laundry and cook meals.

Physical improvements within the home since the last inspection make it feel more like a family home. New furniture inside and flowers outside make this a more welcoming place for children to be. There is also the addition of a homegrown vegetable patch from which the children can take produce to eat. Homemade meals are offered, with each child being encouraged to cook once a week. The meals are not always accepted, but the adults' modelling of healthy eating and smells of home-cooked food encourage this.

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

Adults understand the risks to children well. There are clear boundaries in place about times to return home and use of mobile phones, for example. Children know what these boundaries are. Adults have responded clearly and calmly when children have walked away from the home or from adults, but these have been for very short periods.

Since the last inspection, there have been very few serious incidents. Neither child has been missing from the home and restraint has not been used. The team knows the processes to follow should children go missing from home.

Risk assessments are in place so that children can spend time with friends safely and in line with their development, for example to stay over at friends' houses. Measures were put in place when there were concerns about another child. The adults worked closely with the parents of a child's friend when risks were present to ensure that all children were protected.

When concerns have been raised about adults' practice, these have been taken seriously and investigated. There was some delay in reporting these concerns to the appropriate agency. While this did not have an impact on the child living in the home, it could have had an impact on other children whom those adults were working with.

A recent self-harm incident was handled with sensitivity and nurture. The team was curious about this and wanted to understand what had caused this. Supportive measures were put in place quickly to ensure the child was safe.

Children are encouraged to take age-appropriate risks. Adults encourage children to go out on their own to the shops or for bike rides. They are encouraged to use sharp knives and tools safely and planning is in place for them both to spend time alone at home.

Safer recruitment processes are in place. This enables leaders to make suitable decisions about the adults who work in the home.

The effectiveness of leaders and managers: good

This home is operated by a dedicated manager who has high aspirations for the children. The manager demonstrates strong leadership by having clear boundaries that they stick to. They are a strong advocate for both children. This is shown by securing the children's college places for them, and both children can remain living at the home until they reach adulthood. The manager leads by example, modelling how to speak and respond to the children.

There have been changes to the adult team, and at times that has been tricky for both children. Feedback from professionals reflected those difficulties for the children. However, the close relationships with the manager have meant the children have navigated these changes well.

The manager has good oversight of events and incidents. Learning is identified and shared with the team. The manager is reflective and able to think critically about their own practice as well as others’.

Records generally give clear guidance to the team. There are some important events that are not updated or recorded in a timely way. Sometimes out-of-date information is not removed, which can make records lengthy. This makes it more difficult for adults to know the most important aspects of the children’s care.

The team benefits from input from an in-house therapy team. They can quickly provide advice and guidance, which enables the team to care for children more effectively. Adults say they feel supported by colleagues and managers. Feedback from professionals focuses on the outcomes for the children and the exceptional progress that they have made.

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

Recommendations

- The registered person should ensure that the relevant officer or team within the local authority is informed promptly of all concerns raised about adults working within the home, past or present. This is to ensure that all children are protected and not just those living in the home. ('Guide to the Children's Homes Regulations, including the quality standards', page 44, paragraph 9.18)
- The registered person should ensure that children's records are 'living documents' and that staff are recording information in a way that is meaningful to children. ('Guide to the Children's Homes Regulations, including the quality standards', page 58, paragraph 11.19)

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: 1234374

Provision sub-type: Children's home

Registered provider: Phoenix Childcare Ltd

Registered provider address: Support Hub, Unit 5 Chinon Court, Lower Moor Way,
Tiverton EX16 6SS

Responsible individual: Max Jones

Registered manager: Hannah-Marie Bennetts

Inspector

Nickie Doney, Social Care Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025