

1241789

Registered provider: Horizon Care and Education Group 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 three children who may experience social and emotional difficulties.

At the time of this inspection, two children were living at the home. Four children have moved out during this inspection period.

The manager registered with Ofsted in February 2020.

Inspection dates: 9 and 10 September 2025

Overall experiences and progress of children and young people, taking into account	requires improvement to be good
---	--

How well children and young people are helped and protected	requires improvement to be good
---	---------------------------------

The effectiveness of leaders and managers	requires improvement to be good
---	---------------------------------

The children's home is not yet delivering good help and care for children and young people. However, there are no serious or widespread failures that result in their welfare not being safeguarded or promoted.

Date of last inspection: 12 September 2024

Overall judgement at last inspection: outstanding

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
12/09/2024	Full	Outstanding
20/03/2024	Full	Good
27/03/2023	Full	Good
22/02/2022	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: requires improvement to be good

Overall, children's progress and experiences require improvement due to shortfalls in the protection of children and the leadership and management of the home.

Four children have moved out of the home during this inspection period. Children's moves from the home have not always been planned. One child went missing on more than one occasion. On the last occasion, they failed to return to the home. Planning was in place for another child, but they did not wish to engage and moved to the new home without an introduction.

Children have mixed views about their relationships with staff. One child has a positive relationship with one member of staff but struggles with others. Another child likes staff but does not feel they support them well in developing their independence. The confidence that children have in the staff's ability to provide quality care and support is affected by this inconsistency.

Children's moves into the home are not always well assessed. Managers and leaders do not always understand and evaluate children's needs and vulnerabilities when they are moving into the home. Managers do not always consider how children already living in the home can live safely with new children who move in. Staff have been unable to manage serious incidents effectively. One child said they felt unsafe when living with another child.

One-to-one sessions between children and staff are varied and often related to children's individual needs. However, the language used is not always caring and supportive. Children can express their views using an online application. These views are not routinely monitored, recorded or acted on by the manager. Children do not have access to an independent advocate, which limits their ability to share any concerns they may have. Children do not always feel heard.

Staff encourage and help children to personalise their bedrooms. One child said they love their bedroom. However, the home's general maintenance and cleanliness do not always receive timely attention.

Staff encourage children to attend education. Communication between staff and education providers is good. When children are not in education, they receive limited structure and routine. One child commented that they are bored and have nothing to do all day. Staff are inconsistent in helping children develop interests and hobbies.

How well children and young people are helped and protected: requires improvement to be good

Risk assessments are up to date. However, known risks are not always considered or reflected in the plans. Reports relating to incidents are generally detailed. However, they lack information about what action staff take to reduce risks. Children's feelings are not always explored following an incident. This may limit how well staff support children with managing their emotions. There was one incident where a child was struggling with their emotions and was well supported by staff. This support included specialist advice from a psychotherapist.

Fire risks are not always considered. Where there were known risks for one child relating to the use of lighters and threats to set fires, room searches were not carried out. This is despite staff voicing during a team meeting that these risks 'feel real'. Threats have not always been taken seriously. The manager is reflective about this and the importance of taking threats seriously.

Children's missing-from-home protocols are detailed. This ensures that staff are clear about what actions need to be taken to protect children. However, staff do not always follow the protocols or risk assessments. A child was missing overnight. This was reported to police and other professionals. During the daytime, staff visited areas known to the child and attempted to make telephone contact and encourage them to return home. Staff did not continue these efforts throughout the night. The manager and staff placed responsibility with the police. This was despite the manager and staff being concerned about the child's safety and well-being. This increases risks to children.

When children make complaints or allegations, investigations are thorough and timely. The manager and staff support children and work effectively with other professionals. There has been one occasion when a child has made an allegation. The manager referred this to the appropriate professionals. However, an outcome is not recorded. This affects any actions managers may need to take.

There have been no physical interventions or consequences for children during this inspection period.

The effectiveness of leaders and managers: requires improvement to be good

The manager does not consistently monitor and review the quality of care provided to children. There is a lack of critical reflection, which hinders opportunities for learning from practice. The manager has plans to improve oversight, but these are not yet embedded in day-to-day care practice.

Staff use information shared by social workers and other professionals to create personalised plans for children. Professionals share positive experiences of engagement with the manager and staff. Plans do not always reflect all the information known. When staff review personalised plans, there is a lack of evidence about the progress children

are making. This has a negative impact on the manager's ability to provide evidence of progress made by children.

Staff receive regular professional supervision where they discuss their needs and the children in their care. Reflective discussion is promoted, which can assist staff's learning and development. Team meetings are frequent and consider the individual needs and challenges for children. There are no clear actions set following supervision sessions and team meetings. This limits professional guidance and focus on improving and developing care practice.

Staff receive a range of training, including training that focuses on children's specific needs. However, incident reports do not reflect that staff consistently put their learning into practice. One member of staff has not yet attained the necessary qualifications within the required time frames.

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 protection of children standard is that children are protected from harm and enabled to keep themselves safe. In particular, the standard in paragraph (1) requires the registered person to ensure— that staff— assess whether each child is at risk of harm, taking into account information in the child's relevant plans, and, if necessary, make arrangements to reduce the risk of any harm to the child; help each child to understand how to keep safe; have the skills to identify and act upon signs that a child is at risk of harm; manage relationships between children to prevent them from harming each other; understand the roles and responsibilities in relation to protecting children that are assigned to them by the registered person; take effective action whenever there is a serious concern about a child's welfare; and that the home's day-to-day care is arranged and delivered so as to keep each child safe and to protect each child effectively from harm. (Regulation 12 (1) (2)(a)(i)(ii)(iii)(iv)(v)(vi)(b)) The registered person must ensure that behaviour support plans are detailed and consider all known risks and the support that children require. It also relates to ensuring that staff consistently follow children's individual behaviour support plans and missing-from-home protocols.	6 November 2025

The leadership and management standard is that the registered person enables, inspires and leads a culture in relation to the children's home that— helps children aspire to fulfil their potential; and promotes their welfare. In particular, the standard in paragraph (1) requires the registered person to— lead and manage the home in a way that is consistent with the approach and ethos, and delivers the outcomes, set out in the home's statement of purpose; understand the impact that the quality of care provided in the home is having on the progress and experiences of each child and use this understanding to inform the development of the quality of care provided in the home; demonstrate that practice in the home is informed and improved by taking into account and acting on— research and developments in relation to the ways in which the needs of children are best met; and feedback on the experiences of children, including complaints received; and use monitoring and review systems to make continuous improvements in the quality of care provided in the home. (Regulation 13 (1)(a)(b) (2)(a)(f)(g)(i)(ii)(h)) The registered person must have effective oversight of the quality of care provided to children so they can identify areas of concern and respond with clear and measurable actions. This includes recording in children's case records and reporting incidents. This specifically relates to embedding monitoring systems, capturing children's progress effectively and producing an ongoing review of their progress.	6 November 2025
The care planning standard is that children— receive effectively planned care in or through the children's home; and	6 November 2025

have a positive experience of arriving at or moving on from the home. In particular, the standard in paragraph (1) requires the registered person to ensure— that arrangements are in place to— ensure the effective induction of each child into the home; manage and review the placement of each child in the home; and plan for, and help, each child to prepare to leave the home or to move into adult care in a way that is consistent with arrangements agreed with the child’s placing authority; that each child’s relevant plans are followed. (Regulation 14 (1)(a)(b) (2)(b)(i)(ii)(iii)(c)) The registered person must ensure that careful and considered decisions are made when admitting children to the home and that children’s transitions to and from the home are positive.	
For the purposes of paragraph (3)(b), an individual who works in the home in a care role has the appropriate qualification if, by the relevant date, the individual has attained— the Level 3 Diploma for Residential Childcare (England) (“the Level 3 Diploma”); or a qualification which the registered person considers to be equivalent to the Level 3 Diploma. The relevant date is— in the case of an individual who starts working in a care role in a home after 1st April 2014, the date which falls 2 years after the date on which the individual started working in a care role in a home; or in the case of an individual who was working in a care role in a home on 1st April 2014, 1st April 2016. (Regulation 32 (4)(a)(b) (5)(a)(b)) The registered person must ensure that all staff are enrolled on the diploma and attain this qualification within the given time frame.	6 November 2025

Recommendation

- The registered person should ensure that children live in an environment where the general cleanliness is consistently good and required maintenance is addressed without delay. ('Guide to the Children's Homes Regulations, including the quality standards', page 15, paragraph 3.7)

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: 1241789

Provision sub-type: Children's home

Registered provider: Horizon Care and Education Group Limited

Registered provider address: C/o DWF Company Secretarial Services Limited, 1 Scott Place, 2 Hardman Street, Manchester M3 3AA

Responsible individual: Daniel Goldie

Registered manager: Jodi Wheatstone

Inspector

Kathryn Hurley, 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 www.gov.uk/government/organisations/ofsted.

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