

1241836

Registered provider: Aspris Children's Service

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is privately owned and provides care for up to seven children with learning disabilities.

At the time of the inspection, one child was living at the home.

The home is located on the provider's school campus. The inspector only inspected the social care provision on this site.

The manager registered with Ofsted in August 2025.

Inspection dates: 13 and 14 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	requires improvement to be good
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The children's home provides effective services that meet the requirements for good.

Date of last inspection: 26 November 2024

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
26/11/2024	Full	Good
29/11/2023	Full	Good
20/07/2022	Full	Good
14/09/2021	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: good

The child lives in a spacious home that is safe, well maintained and comfortably furnished to meet their needs. There are photos displayed in the home showing the child participating in various activities, alongside child-friendly artwork. This promotes the child's sense of security and belonging, helping to reinforce positive memories and supporting emotional development.

The child is making good progress. They are more independent and can now carry out personal care routines with some help from staff. This boosts their daily living skills. Additionally, the child's speech has improved, with their words becoming much clearer. This has strengthened their ability to express their needs.

The child's views are heard regarding day-to-day routines and activity planning. Their views are gathered through mood boards, questionnaires and key-work sessions. Creative tools, such as the Picture Exchange Communication System (PECS) and social stories, are used to help the child express their feelings and preferences. However, their views are not included in care planning, and there is no support to help them contribute before care plan reviews. This reduces the child's ability to fully participate in decisions about their care.

The child engages in various enjoyable activities. There is a summer planner tailored to his love of rides, including visits to theme parks and fairs. Staff adapt plans based on the child's preferences, supporting his emotional well-being. Joint outings with children from other homes in the organisation also help the child make friends and build social skills.

Staff have built positive relationships with the child. They understand his communication needs and emotional cues. They actively encourage his speech, interpreting his responses with care, in a calm and respectful manner. This consistent support has helped the child feel safe, understood, and more confident in expressing himself.

Staff help the child to develop independence and essential life skills. During a recent visit, the social worker noted being impressed with how staff were encouraging the child's independence, particularly during his morning routine. The child is also involved in the upkeep of the house, such as tidying up after meals, vacuuming and doing his laundry. This support helps build the child's confidence and prepares him for greater self-reliance in daily tasks.

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

Staff are aware of their safeguarding responsibilities. When safeguarding incidents occur, they are clearly recorded and reported appropriately to relevant agencies.

The child's positive behaviours are consistently acknowledged and reinforced. For example, as his behaviour has improved, staff have gradually reintroduced items into his room that were previously considered unsafe. This adapts the environment to reflect the child's progress and promotes continued development.

Staff retention is high. Most staff have worked at the home and for the organisation for several years. This has resulted in consistent care from staff who know the child well, providing a secure and predictable environment for him.

There are inconsistencies in staff training. Since the last inspection, Picture Exchange Communication System training was delivered to all day staff but not extended to night staff. Additionally, some staff at the child's school use Makaton to support communication. This is not used in the home, which leads to a lack of continuity in communication support. The manager said that plans are in place to ensure that staff receive the training.

The home follows safer recruitment procedures to ensure that staff are appropriately vetted and suitable to work with children.

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

The registered manager is relatively new in post but brings significant experience in working in and managing children's homes. They know the staff and child well and demonstrate high aspirations for the child's progress. While the manager is supportive and committed, there are some gaps in their understanding of the child's ethnicity, which may affect staff's ability to provide culturally informed care.

Staff feel well supported by the manager, describing her as 'approachable' and 'responsive'. Staff receive regular supervision and feel comfortable raising any concerns outside of these sessions when needed.

One staff member has not completed their Level 3 Diploma in Residential Childcare within the time frame required by regulations. The manager explained that this delay is due to an organisational issue, where staff have not been receiving consistent support from the commissioned assessors.

The manager does not have effective monitoring systems in place to ensure a comprehensive oversight of staff practice. For instance, some of the child's behavioural incidents have not been recorded or brought to the manager's attention. The manager also fails to consistently review some of the child's records. This limits the manager's ability to track concerns, identify patterns, and ensure consistent, informed support.

Feedback from parents and professionals is mixed. While staff and the manager are praised for the support provided to the child and the progress he has made, one professional raised concern about not receiving regular updates regarding his well-

being. The manager was unaware of this gap and has committed to reviewing current communication systems to ensure that regular updates are shared moving forward.

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 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; ensure that staff have the experience, qualifications and skills to meet the needs of each child; 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)(c)(h)) In particular, the registered manager must ensure that all staff receive training in line with children's needs and have the appropriate qualifications. Additionally, they must have effective monitoring systems in place to monitor staff practice and ensure that recordings reflect events and incidents that take place. This requirement has been restated from the previous inspection.	13 March 2026
The children's views, wishes and feelings standard In particular, the standard in paragraph (1) requires the registered person to—	13 March 2026

ensure that staff—

help each child to prepare for any review of the child's relevant plans and to make the child's views, wishes and feelings known for the purposes of that review. (Regulation 7 (2)(a)(vi))

Recommendation

- The registered person should ensure that they and their staff are aware of children's ethnicity to help them provide culturally sensitive care that respects and nurtures their identity. This is recognised in good social work practice. ('Guide to the Children's Homes Regulations, including the quality standards', page 16, paragraph 3.14)

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: 1241836

Provision sub-type: Children's home

Registered provider: Aspris Children's Service

Registered provider address: 2 Barton Close, Grove Park, Enderby, Leicester LE19 1SJ

Responsible individual: Sarah Emma Jones

Registered manager: Rachel Sheppard

Inspector

Chido Mangava, Social Care Inspector

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