

1247776

Registered provider: Keys Group Progressive Care & Education Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

A private company owns the home. It is registered to provide care for up to 3 children with autism spectrum disorder and/or learning disabilities.

At the time of this inspection, 2 children were living in the home. The inspector spent time with both children.

The manager registered with Ofsted in April 2024.

Inspection dates: 25 and 26 February 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	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: 22 July 2024

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
22/07/2024	Full	Good
16/05/2023	Full	Requires improvement to be good
30/11/2022	Full	Good
05/01/2022	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: good

Children are settled living at the home. Staff know children very well, spend time with them and promote their well-being. It is because of this that children have positive and trusting relationships with staff. Children's family members provided positive feedback about the quality of care and support provided to children and the impact that this has on their progress.

Children make progress in many areas of their lives, such as communication skills and speech, independence skills and their ability to understand and manage their emotions.

Care, health and communication plans provide staff with a good understanding of children's needs and communication styles. Children communicate using a variety of skills that include British Sign Language (BSL), Makaton, social stories and individual strategies such as use of white boards or countdowns. Staff use a consistent approach with children to ensure that they are supported to develop their preferred communication style.

The support provided by staff to promote children's attendance and engagement in education is positive. Following a breakdown in one child's school placement and an extended period out of education, staff have supported the child to overcome barriers to education. A planned transition is being taken at the child's pace to help them to settle into school once again.

The staff team work with a range of health professionals to ensure that children's health needs are reviewed regularly and met. This includes occupational therapists, speech and language and emotional well-being professionals. Staff take prompt and appropriate action to respond to children who have epilepsy. They understand the process for emergency rescue medication. Seizure management plans provide staff with clear guidance about how to support children during and post seizure.

Staff implement clear routines and boundaries that children understand and respond to well. Children participate in planning their routines and activities. Individual targets are set to develop children's self-care and to support their preparation for adulthood. The targets guide the direct work and activities that staff undertake with children.

Children's views, wishes and feelings are sought in different ways. Children are supported to access advocates. Direct work and my voice matters sessions are meaningful and engage children well. Staff also use feelings boards and zones of regulation processes to help children communicate things they need help with and how they feel about their home. This ensures that children's voices are central to their care planning and progress.

The home has been renovated throughout to address damage and wear and tear identified at the last inspection. The last of the maintenance work was being undertaken

during the inspection to make the home more comfortable. The third children's bedroom is being used daily as a second lounge. However, this is not the purpose of the bedroom. Leaders and managers plan to review the layout of the home to ensure that the number of bedrooms available for children is reflective of their registration conditions.

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

Children are kept safe. This is because staff have a good understanding of children's risks, triggers to their behaviour and risk reduction strategies. There is a multi-agency approach taken to implementing children's positive behaviour support (PBS) plans. This is led by the manager who is a qualified PBS coach. Staff support children with positive behaviour and making safe choices. They do not use consequences as part of their behaviour management.

Restrictive practice, such as the use of harnesses to transport children in cars and walking harnesses are reviewed by an occupational therapist and agreed by children's social workers. They are built into children's individual plans, such as Deprivation of Liberty Safeguards order and PBS plans. Professionals regularly review restrictive practice reduction plans to actively assess children's risk level and when it is possible to give them more independence.

Safeguarding incidents are managed well with staff using their knowledge of children to good effect in deescalating situations. Staff use a trauma informed approach that supports children to develop strategies to support self-regulation. Consequently, there has been a significant reduction in the use of physical restraint and incidents for both children. The managers reflection of incidents is given in a timely manner and the same is offered to children using their preferred communication tools.

The current staff team understands their roles and responsibilities in raising any safeguarding concerns without delay and how to escalate concerns with the appropriate professionals. Children are provided with forums to raise complaints but have not felt the need to do so. There has been one complaint raised externally by a member of the public. It was fully investigated and action taken to revisit staff practice, share lessons learned and to implement additional training.

Leaders and managers have responded promptly to an isolated medication error. They have ensured that staff have been retrained, reflected on the error and addressed the shortfall with the wider team. There are routine checks and audits in place to ensure that medication is accounted for and managed safely.

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

On one occasion, staff have failed to report external professional practice concerns to the senior leadership team. Once senior leaders were made aware of the concerns, they reported the safeguarding matters to the relevant professionals without delay and so the

child did not come to any harm. However, there is no evidence to demonstrate that senior leaders have reviewed or scrutinised staff's failure to follow safeguarding procedures. Furthermore, a referral to the local authority designated officer (LADO) has not been made. On the managers return from leave, he has failed to ensure that the matter was managed suitably in his absence. Staff did, however, undertake additional training and engaged in a focused supervision to review their safeguarding practice.

The manager has not notified Ofsted of all serious medical incidents. This specifically relates to an ambulance having been called for a child on several occasions and the need to be taken to hospital on some of the occasions. Leaders and managers assessed this as not meeting the threshold for notifying Ofsted due to it being a known and managed medical issue.

There has been a high turnover of staff, which has meant a high reliance on agency staff. The manager makes every attempt to use the same agency staff that know children well. However, this cannot always be achieved and this has caused some anxiety for one child. The manager has recruited against staff vacancies and has a full staff team and he recognises that the staff team requires stabilising to provide children with continuity of care and support.

Several staff are working towards the relevant qualification for residential care. There are some gaps in training that staff require for their role and children's needs led training. The manager's training matrix identifies these needs. However, this requires immediate action to ensure that staff have the skills and knowledge to meet children's needs to the best of their ability.

The senior leadership team advocate well for children, by challenging other professionals when required to benefit children's outcomes. The manager's review of the quality-of-care report provides a clear analysis of the impact of the service on children's experiences. It is used effectively to monitor trends and patterns. The independent person visits have also been key in providing a level of additional scrutiny of the effectiveness of the service and the management of safeguarding matters.

The managers workforce development plan is detailed and provides an oversight of probation reviews, appraisals and supervisions conducted with staff. This ensures that the manager understands his staff team and their personal development. Team meetings are used as a valuable opportunity for the full staff team to come together and review each child's progress and care needs. Staff reported that they feel supported by the leadership team and well guided in the work that they do with children.

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. (Regulation 13 (1)(a)(b) (2)(a)) Leaders and managers should ensure that they report staff practice concerns to the LADO and evidence the action they have taken to review and scrutinise staff practice as part of the process.	10 April 2026
The registered person must notify HMCI and each other relevant person without delay if— there is any other incident relating to a child which the registered person considers to be serious. (Regulation 40 (4)(e)) Leaders and managers should ensure that they notify Ofsted of all serious medical incidents.	10 April 2026
Subject to paragraph (6), the registered person must ensure that the home is at all times conducted in a manner which is consistent with its statement of purpose. (Regulation 16 (5)) Specifically, leaders and managers should review the layout of the home to ensure that the number of bedrooms available for children is reflective of their registration.	10 April 2026

Recommendations

- The registered person should ensure that staff can access appropriate facilities and resources to support their training needs and should understand the key role they play in the training and development of staff in the home. Specifically, leaders and managers should ensure that all staff undertake training for their role and additional child needs led training. ('Guide to the Children's Homes Regulations, including the quality standards', page 53, paragraph 10.11)
- The registered person should ensure that the use of external agency staff is a positive choice to complement the skills and experiences of the permanent workforce. The use of agency staff should be carefully monitored and reviewed to ensure children receive continuity of care. Specifically, leaders and managers should ensure that the staff team provides children with continuity of care and support. ('Guide to the Children's Homes Regulations, including the quality standards', page 54, paragraph 10.16)

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: 1247776

Registered provider: Keys Group Progressive Care & Education Limited

Registered provider address: Maybrook House, Third Floor, Queensway, Halesowen, West Midlands B63 4AH

Responsible individual: Joanne Carter

Registered manager: Jonathan Coward

Inspector

Cheryl Field, Social Care Inspector

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