

1248043

Registered provider: Keys Group Progressive Care & Education Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home is operated by a private organisation and is registered to care for up to two children who may experience social and emotional difficulties or learning disabilities.

The manager has been registered with Ofsted since Feb 2021.

There were two children living at the home at the time of this inspection. The inspector met and observed both children.

Inspection dates: 4 and 5 February 2026

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

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

The effectiveness of leaders and managers	outstanding
---	-------------

The children's home provides highly effective services that consistently exceed the standards of good. The actions of the children's home contribute to significantly improved outcomes and positive experiences for children and young people who need help, protection and care.

Date of last inspection: 18 February 2025

Overall judgement at last inspection: outstanding

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
18/02/2025	Full	Outstanding
30/01/2024	Full	Outstanding
08/11/2022	Full	Good
05/01/2022	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: outstanding

Living in this home has a significant and positive impact on children's lives. Children make strong progress in developing their emotional regulation, independence, and self-care skills. Staff use research-informed approaches to help children build life skills, confidence, and communication abilities, which contributes to their overall development.

Children benefit from secure, stable, and long-term placements. Staff provide clear routines and consistent boundaries, creating a predictable home environment where children feel safe and supported. Relationships between staff and children are warm, trusting, and respectful. Staff invest time in getting to know each child, offering a nurturing atmosphere and promoting their well-being to a high standard. Social workers and other professionals spoke positively about the quality of care provided and the meaningful progress children make as a result of the support offered by the staff team.

One child is thriving in their school environment and has settled well. Another child has recently transitioned to senior school, and the change in routine and structure has been unsettling. Staff have worked proactively to reduce this child's anxieties and to help them adjust. The manager maintains a positive and professional relationship with the school, sharing information, constructively challenging practice, and working together to support the child's educational placement.

Children's health needs are monitored with exceptional attention to detail. Staff follow up promptly on referrals and ensure that health plans remain current and reflective of each child's needs. Children benefit from a wide range of internal and external health professionals, including occupational therapists, psychologists, and speech and language specialists. This coordinated approach ensures that children receive a high standard of health care and therapeutic support.

The voice of the child is prioritised. It is clearly threaded throughout children's records and embedded in staff's daily practice. The staff team actively advocates on behalf of children. Children's views are gathered through monthly consultations and 'you said, we did' sessions. Direct work completed by staff effectively captures children's thoughts about what matters to them, such as family time, and ensures this happens at a pace that suits each child.

Staff are proactive in developing children's communication skills. They work tirelessly with children and specialists to find new and creative ways to support the development of speech and communication. Children are helped to understand their care plans and make choices through social stories, Picture Exchange Communication Systems, communication books and Makaton. Children's views, wishes and feelings are also captured through feelings boards and the Zones of Regulation model. Staff use these tools to help children express how they feel and share their views about their home.

Recreational activities are tailored to children's individual interests. Weekly activities, such as Beavers and swimming, are built into their routines. Children enjoy spending time together and have developed a positive friendship. Staff support them to build peer relationships beyond the home by spending time with children from other homes within the organisation. They attend award ceremonies and celebrations together. Children have also taken part in community fundraising, raising £500 for the local Salvation Army.

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

Highly effective planning manages and minimises risks for children both in and outside of the home. Staff have an excellent understanding of children's risks, triggers to their behaviour and responses that children require to help them understand how to keep safe. This proactive approach to safeguarding means that children have a strong sense of safety living in their home.

Children take an active role in agreeing strategies to de-escalate situations and manage their emotions, using creative approaches that reflect their individual needs. Risk assessments provide staff with the information they need to work effectively with children and to keep them safe. These assessments include guidance on supporting children with personal care in ways that protect their dignity, as well as managing risks such as low-level self-harm.

Staff work exceptionally well with children's positive behaviour support plans, ensuring that their responses are individualised and grounded in a trauma-informed approach. Incidents that are managed without the use of restraint significantly outweigh those that require physical intervention to keep children safe. The manager oversees every incident and provides a detailed, reflective review of staff practice, ensuring that any intervention used is necessary and for the shortest possible time. She works closely with internal behaviour coaches to review children's plans and to ensure that staff are supporting children in the most appropriate and effective way.

The manager actively reviews and reduces any restrictive practice used with children, basing decisions on each child's progress and changing levels of risk. This includes measures such as the use of car harnesses and aspects of home security. This approach is underpinned by research and ongoing staff training. Adjustments are made only when it is safe to do so and always in full consultation with occupational therapists and placing authorities.

Children do not go missing from the home. Staff understand children's vulnerabilities in the community. They ensure that all outings are meticulously planned to reduce potential risks and to keep children safe. Children are educated about safety in the community and road safety through direct work and social stories.

Leaders and managers follow robust safeguarding procedures to ensure that allegation management is prompt and transparent to safeguard both children and staff. Highly effective multi agency practice is implemented with safeguarding professionals such as the local authority designated officer and children's social workers. Leaders and

managers act quickly upon recommendations and lessons learned from internal investigations.

Children's positive behaviour and achievements are celebrated with verbal recognition and celebrations such as certificates and awards ceremonies. This recognition is empowering children and contributes to a sense of well-being and increased self-esteem.

The effectiveness of leaders and managers: outstanding

The manager has an exceptional understanding of each child's individual needs. She is an inspirational, innovative and confident leader who recognises both the sustained progress children make and the areas where they need continued support to thrive. Supporting children to reach their potential and advocating on their behalf is central to her practice. She challenges other professionals when necessary to improve children's outcomes and life opportunities.

The manager closely monitors staff practice to understand how effective it is in supporting children. All records, incidents and recording systems are scrutinised to ensure high standards. The manager has a clear understanding of the service's strengths and uses her development plan to identify further ways to enhance children's experiences and strengthen staff skills. She invites key professionals to team meetings to share knowledge and good practice. These meetings are also used to lead learning and development workshops and to embed research-informed approaches into children's care planning.

Staff are settled in the team and report that the senior leadership team supports them well. They enjoy their roles and this is reflected in the passion and motivation they implement when working with children. There has been some use of agency staff, but this is balanced, with the same staff used to ensure that children are provided with continuity of care. The staff team is stable and provides excellent support and care for children.

The manager is organised and maintains a thorough oversight of staff progress and development. She closely monitors staff induction programmes, probation reviews and annual appraisals to ensure they are completed to a high standard. She actively gathers feedback from children, professionals and staff to inform appraisals. Supervision is reflective and used as a developmental opportunity to strengthen the team's skills. Most staff receive regular supervision. However, some staff are not receiving supervision within the timescales set out in the provider's policy.

Staff undertake a high level of training specific to the needs of children. Training from internal behaviour coaches, occupational therapists and mental health professionals has enhanced the staff team's knowledge of children. In addition, the senior leadership team proactively sources additional external training as children's needs develop.

Leaders and managers approach to multi-agency working is collaboration and transparency. They promote joint learning with other professionals involved in children's lives, to ensure the best possible experiences and futures for children.

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

Recommendation

- The registered person should ensure that systems are in place so that all staff receive regular supervision in line with the frequency set out in the providers own policy. ('Guide to the Children's Homes Regulations, including the quality standards', page 61, paragraph 13.2.)

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: 1248043

Provision sub-type: Children's home

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: Patricia O'Reilly

Inspector

Cheryl Field, 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://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 2026