

1250186

Registered provider: Your Chapter Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is owned and operated by a private company. It provides care for up to four children who may experience social and emotional difficulties.

At the time of this inspection, three children were living in the home.

In October 2024, the home appointed a new manager. In May 2025, the manager registered with Ofsted. The provider also operates a school on the same site. The inspector only inspected the social care provision on this site.

Inspection dates: 29 and 30 April 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	good
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The children's home provides effective services that meet the requirements for good.

Date of last inspection: 30 April 2024

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
30/04/2024	Full	Good
08/08/2023	Full	Good
30/11/2022	Full	Good
07/03/2022	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: good

All three children living at the home spoke with the inspector during the inspection.

All children have made progress from their individual starting points. Leaders took prompt action when inappropriate staff conduct affected the experiences of some children. The members of staff involved in the concerns no longer work at the home. Leaders responded appropriately and prioritised children's safety and well-being. Children now benefit from consistent care from trusted adults who help them feel safe and valued.

Children experience warm and carefully planned moves into the home. Staff ensure that each child feels welcome when they arrive and help them settle in at their own pace.

Since the last inspection, four children have moved out of the home. Three of these moves were planned and in line with each child's care plan, while one child moved to a different home in the organisation to help keep them safe. Managers and staff made sure that each move was carefully planned and in line with the child's needs. Children were well prepared for these changes, which helped them to feel more confident and settled.

Staff continue to care about children after they leave. One child told the inspector that they still call the home every day to talk and ask for help when needed. This shows that children still feel connected and supported by the people who cared for them. As a result, children view staff as important in their lives.

Children make strong progress in their education. Staff have established positive relationships with school staff, which helps children do well in lessons and feel confident. Children with additional needs, such as those who have an education, health and care plan, receive the right help. Some children are now learning at higher levels than expected for their age. Staff celebrate children's achievements and encourage them to keep trying their best.

Children's health and well-being are carefully supported. Staff understand each child's physical and emotional needs and make sure that the right professionals are involved when needed. The clinical team supports children in understanding their past experiences. This helps children to understand their emotions more clearly, which supports their emotional development and well-being.

Care plans are written clearly and often use child-friendly language to ensure that children understand what is happening and why. Staff track children's progress carefully and regularly check how they are doing. As a result, children feel involved in their care and understand their own goals. Children say that they feel heard and know that their opinions matter.

Children are treated with dignity and respect. As a result, they experience care that is considerate of their identities, wishes and interests. Children enjoy fun and meaningful experiences, including going to prom, staying overnight in hotels to visit friends and family, and working towards personal goals. Staff supported a child in researching and saving for pet hamsters through an incentive system based on school attendance. This helped the child to learn about responsibility, feel proud of their progress and enjoy the outcome of their hard work.

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

Managers and senior leaders respond promptly when safeguarding concerns are identified. They take swift and appropriate action to protect children and promote their welfare. When children raise concerns about staff or other children, leaders ensure that information is shared quickly with the relevant professionals, including social workers, the police, Ofsted and the local authority designated officer. Children are spoken to regularly and kept up to date on the progress and outcomes of any concerns they raise. Children told the inspector that they feel safe and know who they can talk to. This strong and proactive approach helps reduce risk and protect children from harm.

Staff follow clear and coordinated protocols when children go missing from home. Managers and staff take immediate action to find children and make sure that they are safe. Children are welcomed back into the home with warmth and care. Risk assessments are reviewed after each incident to ensure that plans remain robust and effective. These actions have a positive impact. Children who previously went missing regularly now no longer go missing, showing that staff's efforts are helping to reduce risk and improve safety.

Staff help children manage their behaviours and emotions safely and positively. The home's well-being for life programme supports all children in working through their own internal struggles. Managers and staff work with children to create personalised strategies for understanding and safely managing their emotions. The clinical team at the home offers specialised assistance, and outside organisations can provide support when needed.

If children hurt themselves, staff respond effectively to ensure that they are safe and cared for. Staff encourage children to reflect on their actions and provide appropriate nurture and affection, which helps create a sense of value and belonging. Staff have missed an opportunity to explore comments made by a child when they were feeling low. Failure to explore comments from children could result in children being at risk of harm.

Clear and consistent boundaries help children to feel settled and secure. Staff use well-thought-out de-escalation techniques tailored to each child, which support them when they are in distress. When behavioural incidents occur, staff help children learn from them. As a result, children's behaviour improves, and they feel better able to manage their emotions. During one incident, staff used physical restraint to prevent a child from

harming themselves and staff. Staff and children were debriefed following the event, and senior leaders provided oversight to ensure that actions were appropriate. However, there was no opportunity for the child to discuss the incident with a person who was not involved. This could make it difficult for the child to speak openly about their feelings and may limit opportunities to fully explore the effects of the incident, leaving children potentially vulnerable.

The effectiveness of leaders and managers: good

Children are supported by a child-centred manager and a deputy manager who are dedicated and have an ambitious vision for children and staff.

Leaders and managers are committed to providing stability for children and staff, particularly during times of change for staff and management. Despite these changes, leadership has maintained a clear focus on ensuring that children receive consistent care. This has helped children feel secure and supported at what may otherwise have been a disruptive period. Leaders take action to minimise the effects of change, which supports children's emotional well-being and continued progress.

All staff say that they feel supported by managers. The support they receive contributes to a positive morale and working environment. Leaders and managers provide support to all staff to ensure that children receive individualised care that prioritises their safety and welfare. Staff receive regular, reflective supervision that focuses on children's needs, staff development and well-being.

Team meetings are used effectively for training, reflection and addressing practice issues. Managers encourage staff to think critically and raise concerns, contributing to a learning culture in which safe, high-quality care is consistently prioritised. Poor practice is identified and challenged promptly through focused supervision and direct intervention. This proactive culture has led to clear improvements in staff practice and outcomes for children.

Children are cared for by a well-trained and qualified staff team. Managers ensure that staff receive mandatory and specialist training to meet children's individual needs. Clinical support is embedded into staff practice, providing them with the necessary skills to support children's social and emotional needs. Staff use their knowledge confidently to help children feel safe and understood, which supports positive relationships and emotional development.

Relationships between children, staff and leaders are affectionate, nurturing and based on mutual respect. Parents and professionals are highly complimentary about the support children receive and the positive difference this makes to their lives. Concerns raised are dealt with promptly and openly. For example, a concern about care planning was escalated appropriately and addressed through collaborative working with senior leaders and local authority professionals. As a result, children's needs remain at the centre of decision-making, and staff practice is continually strengthened.

Managers are professionally curious and maintain high expectations of staff. They use a range of review and monitoring systems to monitor care and safety arrangements. Feedback from children, parents and professionals is used to evaluate and improve the service. Recruitment processes are robust and ensure that only safe and suitable adults work in the home. This strong oversight helps protect children and promotes a culture of safety, learning and continuous improvement.

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

Recommendations

- The registered person should ensure that any child who has been restrained has the opportunity to express their feelings about their experience of the restraint as soon as practicable, ideally within 24 hours of the incident. Someone who was not involved in the incident should speak to the child. ('Guide to the Children's Homes Regulations, including the quality standards', page 50, paragraph 9.60)
- The registered person should ensure that staff skills for safeguarding include being able to explore comments or identify signs that children may be struggling with their mental health. This specifically relates to staff and managers exploring comments made by children that may indicate they are struggling with their mental health and well-being. ('Guide to the Children's Homes Regulations, including the quality standards', page 43, paragraph 9.10)

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: 1250186

Provision sub-type: Children's home

Registered provider: Your Chapter Limited

Registered provider address: Hobart House, Oakwater Avenue, Cheadle Royal
Business Park, Cheadle SK8 3SR

Responsible individual: Amanda Cooke

Registered manager: Caleb Harrison Clark

Inspector

Nateisha Cardoza-Evans, Social Care Inspector

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