

1256059

Registered provider: Homes 2 Inspire Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This children's home is operated by a private organisation. It provides care for up to five children with emotional and social difficulties.

The manager registered with Ofsted in February 2023.

At the time of the inspection, three children were living at the home. All three children were spoken to and their views considered as part of the inspection.

Inspection dates: 8 and 9 July 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
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The children's home provides effective services that meet the requirements for good.

Date of last inspection: 13 August 2024

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
13/08/2024	Full	Good
31/10/2023	Full	Good
18/10/2022	Full	Good
26/01/2022	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: good

Staff have listened to children's views and ideas and acted on these views. For example, they have changed an area of the home into a 'chill out area' for the children. Additionally, parts of the home have also been redecorated, and staff have plans to create an outdoor gym and bike workshop for the children. These changes are aligned to children's interests and help them to develop a sense of belonging.

The manager assesses children before they come to live at the home. This helps the manager to determine if staff can meet the children's needs. The children's relevant plans identify the areas of support that the children require. However, plans lack robustness, and some actions are not implemented. Staff training is not always tailored to the individual needs of the children, and this has the potential to affect placement stability.

Staff support children to attend education, and all children are making progress. They are either completing an apprenticeship, applying for a college place or attending a school. When children are not accessing full-time education, staff support them to learn in the home. Staff are creative when delivering education. An education support lead said, 'Staff use children's interests and skills to engage them in home education.'

Staff promote children's health needs. Staff have registered the children with a doctor and dentist. When required, staff refer the children to specialist health services, such as child and adolescent mental health services (CAMHS) or drug and alcohol services.

Staff work hard to build good relationships with children. These relationships are secure and safe for children. Staff allocate each child a key member of staff. This member of staff has key and specific responsibilities to advocate and lead in the care provided to the child. One child said that if they were unhappy with their care, they knew they could talk to their key member of staff.

Staff and children spend time together, such as preparing food and eating together. Staff use this time to learn about children's wishes and feelings. In addition, staff and children meet monthly to talk about how the children are feeling. Staff develop positive and supportive relationships with children's families. This helps children to be able to spend time with those who are important to them in a good and safe manner.

Staff support children to develop independence and daily living skills that will equip them for the future. The children build confidence in their abilities. For example, staff have helped them to use public transport independently, budget and meal plan and cook meals following a recipe.

Staff and children participate in joint activities together. Children said they enjoy these activities, which include playing pool, going for walks and water sports. Children said

that when staff are supporting individual needs, there are not always enough staff to accompany other children on pre-arranged activities.

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

Staff help children to understand the importance of keeping safe. They support children to develop safer ways to manage their feelings and emotions, and overall, the children's behaviour is good. The staff will seek advice from external professionals to support children with their behaviour if this is required.

The staff encourage children to engage with external services that support their safety and well-being. For example, one child had specific risks identified. Staff are working closely with the police to develop plans to keep the child safe. There is strong collaborative practice that ensures external professional agencies are kept informed and this helps to keep children safe.

Staff have established house rules, which the children understand. When these rules are not followed, staff apply behavioural consequences, which are proportionate. Not all consequences are recorded as such. Staff rarely hold children when supporting them with their behaviour. If staff do need to hold children, they are trained to do so and carry out holds to keep children and others safe.

When children go missing from the home, staff respond appropriately. Staff try to remain in contact with the children, look for them and report them missing to external professionals. Staff ensure that children can speak with an independent person after returning home to try and understand why they went missing and who they were associating with.

The effectiveness of leaders and managers: requires improvement

The manager has developed a positive team culture and created a working environment where staff feel valued, supported and motivated. This team dynamic contributes to staff delivering good and consistent care to children.

An allegation was made in relation to the manager by a child. The responsible individual did not assign an investigative officer who was sufficiently independent of the manager or of the right seniority in the organisation to carry out the investigation. There was a lack of rigorous oversight, and the child who made the allegation was not spoken to as part of the investigation. The child left the home, and their placement ended without any recourse back to the child. There was no closure or proper ending to the placement.

The manager has recruited staff using safer recruitment procedures. The manager provides new staff with an induction and probationary period. The induction and probation period are reviewed to ensure that staff have the skills and competence to meet the needs of children. The manager provides staff with regular supervision and appraisal, which staff find useful.

The manager makes sure that regular team meetings take place. This provides the team with valuable opportunities to reflect on the quality of care being delivered. Where individual or collective learning needs are identified, the manager arranges learning circles to promote professional development. These sessions support staff to reflect, share good practice and continuously improve the care provided to children.

The manager has started to implement audit systems to support the evaluation of care provided to children. However, the manager has not yet embedded these systems across all areas of care practice. This means some aspects of care are not consistently evaluated. This has led to missed opportunities for learning and improvement.

The manager has implemented an electronic system to store children's care records. The system implemented means care records are not easily accessible when required.

At the last inspection, one recommendation was raised. The manager has not been able to evidence that this recommendation has been met, so this is reset, and three statutory requirements are made.

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

Statutory requirements

This section sets out the actions that the registered person 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 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— ensure that staff have the experience, qualifications and skills to meet the needs of each child; 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; use monitoring and review systems to make continuous improvements in the quality of care provided in the home. (Regulation 13 (1)(a)(b) (2)(c)(d)(e)(f)(h)) In particular, ensure that monitoring and review systems are applied consistently across all areas of care to support accountability, quality assurance and continuous improvement; that staff have the necessary skills, knowledge and experience to meet each child's individual needs effectively; and that children's records are maintained in a manner that is well organised and readily accessible to those who are authorised to use them.	2 October 2025
The registered person must prepare and implement a policy ("the behaviour management policy") which sets out— how appropriate behaviour is to be promoted in the children's home; and	2 October 2025

the measures of control, discipline and restraint which may be used in relation to children in the home.

The registered person must keep the behaviour management policy under review and, where appropriate, revise it.

The registered person must ensure that—

within 24 hours of the use of a measure of control, discipline or restraint in relation to a child in the home, a record is made which includes—

the name of the child;

details of the child's behaviour leading to the use of the measure;

the date, time and location of the use of the measure;

a description of the measure and its duration;

details of any methods used or steps taken to avoid the need to use the measure;

the name of the person who used the measure ("the user"), and of any other person present when the measure was used;

the effectiveness and any consequences of the use of the measure;

a description of any injury to the child or any other person, and any medical treatment administered, as a result of the measure;

within 48 hours of the use of the measure, the registered person, or a person who is authorised by the registered person to do so ("the authorised person")—

has spoken to the user about the measure; and

has signed the record to confirm it is accurate; and

within 5 days of the use of the measure, the registered person or the authorised person adds to the record confirmation that they have spoken to the child about the measure.

(Regulation 35 (1)(a)(b) (2) (3)(a)(i)(ii)(iii)(iv)(v)(vi)(vii)(viii)(b)(i)(ii)(c)) In particular, ensure that staff have a clear understanding of what constitutes a consequence and that they accurately record it as such in line with the home's behaviour management policy.	
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 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)(b)) In particular this refers to ensuring that any allegation or concern raised by a child in respect of staff or registered persons is thoroughly investigated by someone sufficiently independent and with the correct level of seniority in the organisation.	2 October 2025

Recommendation

- When communicating and recording information about children, staff should use language that affirms a child's identity and dignity and avoid terms that may feel stigmatising. ('Guide to the Children's Homes Regulations, including the quality standards', page 62, paragraph 14.4)

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: 1256059

Provision sub-type: Children's home

Registered provider: Homes 2 Inspire Ltd

Registered provider address: Lumonics House, Valiant Office Suites, Valley Drive,
Rugby CV21 1TQ

Responsible individual: Carly Musson

Registered manager: Samantha Burton

Inspectors

Laura Copus, Social Care Inspector
Caroline Coop, Social Care Inspector

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