

1257796

Registered provider: Cambian Childcare Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is owned by a large national provider and is a specialist service for children with mental disorders, excluding learning disability.

At the time of this inspection, there were two children living at the home. Both children were spoken with, and their views were considered as part of the inspection.

The home is led by a registered manager.

Inspection dates: 7 and 8 April 2026

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

requires improvement to be good

How well children and young people are helped and protected

requires improvement to be good

The effectiveness of leaders and managers

requires improvement to be good

The children's home is not yet delivering good help and care for children and young people. However, there are no serious or widespread failures that result in their welfare not being safeguarded or promoted.

Date of last inspection: 14 April 2025

Overall judgement at last inspection: requires improvement to be good

Enforcement action since last inspection:

The home has been subject to a restriction of accommodation notice and compliance notices under Regulations 12 and 13 of The Children's Homes Regulations 2015.

Recent inspection history

Inspection date	Inspection type	Inspection judgement
14/04/2025	Full	Requires improvement to be good
03/04/2024	Full	Good
16/01/2024	Full	Good
13/12/2022	Full	Good

Summary of findings

The home received its last full inspection in April 2025 and received a judgement of requires improvement. There were serious and widespread concerns identified at the home's subsequent assurance inspection. At this point, compliance notices and a restriction of accommodation were issued.

Ofsted conducted monitoring visits in November 2025, January 2026 and February 2026.

At this inspection, inspectors found that there had been sufficient progress for compliance and restriction notices to be lifted.

The provider has made progress since the last monitoring visit. The manager has a clear plan designed to lead future improvements, and these have started to take effect and improve life for children at the home. Children are more settled and improving relationships with staff were observed. Inspectors have assessed and recognised the beginning of a meaningful change in culture in the home.

Inspection judgements

Overall experiences and progress of children and young people: requires improvement to be good

Several children have moved out of the home since the last inspection. The decision to move children has been necessary to help the managers and leaders to get the home on an improvement trajectory. The restriction of accommodation notice has been adhered to. Children's experiences of transitioning from the home have been variable: while some moves were well-planned and positive, others were poor.

Some areas of the home have been improved and now feel more welcoming and less institutionalised. However, there are still features of the home that prevent it being a warm and inviting environment for children. For example, the corridors, doors and safety features all contribute to providing a more institutional impression. The manager is driving a positive program of refurbishment and redecoration to improve the physical environment of the home for the benefit of children.

Children's placement plans are written with clarity. They are individual to each child and regularly updated and reviewed. Added information about children's care is identified and shared appropriately with staff. Children are now involved in their care planning. How children's views and feelings are captured is also improving. Children are starting to feel they are listened to. In addition, one-to-one time between staff and children is meaningful and recorded in a child-friendly way.

Children are enrolled in a school that is situated on the same site as the home. However, children's attendance is poor. Children lack a planned structure to their days in relation to

learning. Staff know this is an area for development because they understand the potential impact on children's futures.

Staff prioritise children's physical and mental health. A specialist team of clinicians are based at the home and work alongside staff. Their interventions with children and the support provided to staff have supported improvements in children's mental health care. This includes a meeting directly with each child to undertake specific work with the child. The clinical team also supports the care staff. They provide support and development opportunities to increase staff skills.

There have been significant concerns about staff care practice and skills in building good relationships with children. Leaders and managers are now addressing these areas and improvements are taking place. The staff speak warmly of the children and the relationships they are starting to build with them. The manager is leading the staff and role modelling improved interactions between staff and children. Staff better understand the importance of positive relationships. This includes children having fun with staff.

How well children and young people are helped and protected: requires improvement to be good

Risk assessments are clear and detailed. They are individual to each child and cover the important risks that affect them. Plans are reviewed regularly and clear strategies are embedded in safety plans and risk assessments. Children have been involved in some of their safety planning.

There has been an improvement in risk assessments being adhered to. Where staff have failed to follow an assessment, or practice has been below expectation, managers have identified shortfalls and taken appropriate action. Managers have good oversight of incidents for reflection and lessons learned. This is beginning to improve consistency within the team.

There have been inconsistencies in how children's behaviours are understood and managed by staff. Children's behaviours that are difficult to manage have impacted on other children and staff safety. In response, the manager has ensured that all staff have received the required training in de-escalation and physical intervention. There are now more robust reviews of incidents. This provides reflection and learning to improve practice. Staff are also now better informed about children's previous experiences. This means staff are considering the reason behind some more challenging behaviours.

There has been a positive approach to how incidents of self-harm are managed and the response to these behaviours. Managers and leaders have met with emergency services to discuss and agree joint protocols for responses when children have hurt themselves. Staff are now more equipped to manage incidents that do not require hospital assessment or admission. Safety plans reflect where children are subject to self-harming behaviours. They are dynamically updated to respond to changes in the level of concern.

Children continue to go missing from home. When this happens, staff follow children and report to the police when required. However, there have been times when staff have not followed procedures that could have prevented children leaving together. The manager has identified this issue and provided clear instructions to staff to improve staff care practice in this area.

There have been a high number of allegations made by children against staff. This reflects a significant period of the home being unsettled and children not feeling safe. The response from leaders and managers to allegations and complaints is effective. All relevant external professionals are updated and consulted in a timely manner as part of the process. All evidence is well recorded to the point of outcomes being reached. When poor practice has been upheld, leaders have taken the appropriate action in response.

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

An experienced and committed manager leads the home. The manager has navigated the team through a particularly challenging period. The manager has driven sufficient progress, and as a result, the enforcement action taken by Ofsted is ended.

There are ongoing changes to staff and the overall team dynamics. This includes an improved leadership structure implemented across teams. Day and night shifts have been given equal priority with the addition of a deputy manager for nights. This is ensuring better oversight from senior staff. However, there remains several vacancies. This reflects changes and staff dismissals. The manager is shaping the team to fit the expected model of care and practice.

Leaders have started to develop better relationships with wider professional agencies. There have been positive discussions with the police to share information about children and develop a better understanding of the home and the care it provides. However, there remains a disconnect with some health services. There is a lack of agreed protocols between the home and hospitals. Clarity on who should take responsibility when children are in crisis needs to be established so that children receive the support they need in a timely manner.

Staff undertake the required mandatory training to equip them with the knowledge and skills they need to provide care to children. There is also improved support for staff from the clinical team based in the home. There is still a need for bespoke training that aligns with children's specific needs and experiences of trauma. Staff undertake the corporate induction when commencing work for the organisation. There remains a need to develop an internal process that supports staff to understand the specific profile of the home.

The responsible individual provides good support to the manager. This includes monthly one-to-one professional supervision. The responsible individual is a regular visitor to the home. The manager also benefits from peer support within the organisation through regular meetings with other managers. These meetings are designed to ensure that the homes that care for children with mental health difficulties get to share learning and approaches to care practice.

Staff speak positively about the changes that the manager has made and the developments across the home. They say that the manager and responsible individual are very supportive. They feel that the changes that are required have been well communicated to the staff group, and this has led to improved teamwork and subsequently to the support of 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
In meeting the quality standards, the registered person must, and must ensure that staff— seek to involve each child's placing authority effectively in the child's care, in accordance with the child's relevant plans; seek to secure the input and services required to meet each child's needs; if the registered person considers, or staff consider, a placing authority's or a relevant person's performance or response to be inadequate in relation to their role, challenge the placing authority or the relevant person to seek to ensure that each child's needs are met in accordance with the child's relevant plans; and seek to develop and maintain effective professional relationships with such persons, bodies or organisations as the registered person considers appropriate having regard to the range of needs of children for whom it is intended that the children's home is to provide care and accommodation. (Regulation 5 (a)(b)(c)(d)) This specifically relates to leaders and managers establishing agreements with health services as to the expectations of each other's roles when managing children in crisis.	31 July 2026
The quality and purpose of care standard is that children receive care from staff who— understand the children's home's overall aims and the outcomes it seeks to achieve for children; use this understanding to deliver care that meets children's needs and supports them to fulfil their potential.	31 August 2026

In particular, the standard in paragraph (1) requires the registered person to— ensure that the premises used for the purposes of the home are designed and furnished so as to— meet the needs of each child; and enable each child to participate in the daily life of the home. (Regulation 6 (1)(a)(b) (2)(c)(i)(ii)) This specifically relates to ensuring that the planned redecoration and refurbishment of the home is completed. It also relates to a continued emphasis on reducing institutionalised features of the environment.	
The education standard is that children make measurable progress towards achieving their educational potential and are helped to do so. In particular, the standard in paragraph (1) requires the registered person to ensure— that staff— help each child to achieve the child’s education and training targets, as recorded in the child’s relevant plans; support each child’s learning and development, including helping the child to develop independent study skills and, where appropriate, helping the child to complete independent study; understand the barriers to learning that each child may face and take appropriate action to help the child to overcome any such barriers; help each child to understand the importance and value of education, learning, training and employment; promote opportunities for each child to learn informally; that each child has access to appropriate equipment, facilities and resources to support the child’s learning. (Regulation 8 (1) (2)(a)(i)(ii)(iii)(iv)(v)(b))	30 June 2026

This particularly refers to the home ensuring that children's days are structured and that children have education and learning plans in place.	
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 work as a team where appropriate; ensure that staff have the experience, qualifications and skills to meet the needs of each child; ensure that the home has sufficient staff to provide care for each child; ensure that the home's workforce provides continuity of care to each child. (Regulation 13 (1)(a)(b) (2)(a)(b)(c)(d)(e)) This specifically relates to the manager ensuring that training is identified and provided that aligns with the specific needs or experiences of children.	30 June 2026

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: 1257796

Provision sub-type: Children's home

Registered provider: Cambian Childcare Limited

Registered provider address: 4th Floor Parkview, 82 Oxford Road, Uxbridge, England UB8 1UX

Responsible individual: Michael Coleman

Registered manager: Melissa Marsh

Inspectors

Chris Haines, Social Care Inspector
Shaun Caplis, Social Care Inspector

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