

1272220

Registered provider: Tees-Valley Care Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home is owned and operated by a private provider. It provides care for up to 2 children who may experience social and emotional difficulties. This was after Ofsted imposed a variation of conditions on 25 November 2025 to reduce the number of children that the home can care for from 3 to 2 children.

The manager registered with Ofsted in August 2022.

One child was living at the home at the time of this inspection. No children were spoken with.

Inspection dates: 3 and 4 February 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: 23 July 2025

Overall judgement at last inspection: inadequate

Enforcement action since last inspection:

At a full inspection in July 2025, the home was judged to be inadequate. Serious safeguarding shortfalls were identified. Ofsted issued two compliance notices under

regulation 12 (the protection of children standard) and regulation 13 (the leadership and management standard).

Whistle-blowing concerns were received by Ofsted, and a monitoring visit was undertaken on 13 August 2025. This resulted in the home's registration being urgently suspended due to further significant shortfalls being identified.

On 5 November 2025, Ofsted carried out a further monitoring visit and identified progress had been made. The suspension notice ended on 6 November 2025.

Recent inspection history

Inspection date	Inspection type	Inspection judgement
23/07/2025	Full	Inadequate
03/09/2024	Full	Requires improvement to be good
13/04/2023	Full	Good
25/07/2022	Full	Good

Inspection judgements

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

The child has been missing education for a long period. Staff have had mixed success in engaging the child in activities that the child enjoys, and have not implemented any form of learning, either formal or informal. The child has minimal structure to their day and therefore stays in their bedroom until late afternoon, either sleeping or scrolling on their phone. This is a missed opportunity to engage the child in meaningful discussions about learning and development and does not equip them with the skills and knowledge to make progress in their education.

Children are not encouraged to attend health appointments. Staff have struggled to support the child to attend the local dentist and opticians since moving to the home. Staff have also not been pro-active in helping the child to understand the importance of this. This means that children are not always having their basic health needs met.

The child is starting to build positive relationships with staff and has started to spend more time in the home. Staff take an interest in the child's likes and interests and supporting them with caring for a new pet. This helps children to feel listened to. However, staff are not always pro-active in encouraging children to engage in activities. They either spend time out with friends and there is limited encouragement for them to get involved or try new interests. This prevents children from having opportunities to gain new experiences.

The manager carefully considers new referrals to the home to ensure that children's needs can be met. When a child cannot visit the home, staff work with the multi-agency team to prepare the child by providing information and pictures of staff. Additionally, the in-house psychologist completes an assessment of the child's needs. This helps to identify the support children will need.

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

Risk assessments and care plans do not provide staff with enough guidance to manage risks coherently. Staff work well to develop positive relationships with professionals involved in the child's care, and staff are gaining a clearer understanding of some of the risks that affect the child. However, some risks are not understood fully or in enough detail for staff to be confident that current mitigation is sufficient to safeguard the child.

Staff do not always take effective action when there are concerns about children's safety, such as escalating their concerns. Furthermore, staff are not always curious to explore risks with the child when they are sharing information about their experiences and safety. This means that staff do not always understand children's risks or respond to them to keep children safe.

Children are not always supported to understand risks. Staff have some discussions with the child around risks such as about the misuse of substances. However, staff have missed opportunities to have meaningful discussions and explore risks further with the child. This prevents the child from learning strategies to keep themselves safe.

Staff are responsive in supporting the child to return home. Staff maintain regular contact with the child when they are out in the community. When the child shares their views and requests, if it is safe to do so, changes are made to the child's safety plan including newly agreed expectations and boundaries. This helps the child to feel listened to and has resulted in them not going missing from the home.

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

Leaders and managers oversight is not yet effective. Audits do not always identify shortfalls in staff practice. Leaders have started to implement new processes to address this. For example, through using additional audits of staff recordings and supervisions. However, this is in the early stages and the effectiveness of this is not yet known.

The manager is not effective in escalating concerns to the local authority. For example, not all the children's essential documents are held on the child's files. This includes up-to-date care plans and placement plans from the local authority. Furthermore, there has been limited escalation around the lack of education offered for the child. Instead, staff have implemented a suggested programme of support. This prevents children from getting the right level of education, support and learning.

Team meetings and staff supervisions do not address practice issues. Some opportunities are provided to staff around their own development and the child's views are shared. However, there is limited focus on the child's experiences, and concerns are not always followed up. This prevents the manager from addressing practice issues and is a missed opportunity to improve the care that children receive.

Staff have shared that they feel supported by the management team. There is a core staff team who are provided with regular practice-related supervision sessions and support around their own emotional wellbeing. Staff have refreshed their training and say that they are continuing to learn and make changes to improve outcomes for children.

The manager and staff build positive relationships with multi-agency professionals. The staff communicate regularly with professionals and family to provide updates in a timely manner. All professionals said that they are kept up to date with what is happening for their child.

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 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 staff— assess whether each child is at risk of harm, taking into account information in the child's relevant plans, and, if necessary, make arrangements to reduce the risk of any harm to the child; help each child to understand how to keep safe; and have the skills to identify and act upon signs that a child is at risk of harm. (Regulation 12 (1) (2)(a)(i)(ii)(iii))	18 March 2026
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— 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; and use monitoring and review systems to make continuous improvements in the quality of care provided in the home. (Regulation 13 (1)(a)(b) (2)(f)(h))	18 March 2026

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— 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; and promote opportunities for each child to learn informally. (Regulation 8 (1) (2)(a)(iii)(iv)(v))	18 March 2026
The health and well-being standard is that— the health and well-being needs of children are met; children receive advice, services and support in relation to their health and well-being. In particular, the standard in paragraph (1) requires the registered person to ensure— that staff help each child to— take part in activities, and attend any appointments, for the purpose of meeting the child's health and well-being needs. (Regulation 10 (1)(a)(b) (2)(a)(iii))	18 March 2026
The enjoyment and achievement standard is that children take part in and benefit from a variety of activities that meet their needs and develop and reflect their creative, cultural, intellectual, physical and social interests and skills. In particular, the standard in paragraph (1) requires the registered person to ensure— that staff help each child to— develop the child's interests and hobbies;	18 March 2026

participate in activities that the child enjoys and which meet and expand the child's interests and preferences; and

that each child has access to a range of activities that enable the child to pursue the child's interests and hobbies.

(Regulation 9 (1) (2)(a)(i)(ii)(b))

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: 1272220

Provision sub-type: Children's home

Registered provider: Tees-Valley Care Limited

Registered provider address: Tees-Valley Care, PO Box 547, Middlesbrough TS1 9HG

Responsible individual: Jayne Bogan

Registered manager: Helen Prescott

Inspector

Natalie Clark, Social Care Inspector

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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

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