

2527654

Registered provider: Hapin Care Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This privately owned home provides care for up to two children who may have experienced social and emotional difficulties or learning disabilities.

At the time of the inspection, two children were living at the home. One child had previously moved out.

The manager who registered with Ofsted in May 2024 left in March 2025. There is an interim manager in post.

Inspection dates: 15 and 16 May 2025

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

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

The effectiveness of leaders and managers	good
---	------

The children's home provides effective services that meet the requirements for good.

Date of last inspection: 21 May 2024

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
21/05/2024	Full	Good
03/07/2023	Full	Good
19/04/2022	Full	Requires improvement to be good
24/01/2022	Interim	Declined in effectiveness

Inspection judgements

Overall experiences and progress of children and young people: good

Since the previous inspection, one child has moved out and one child has moved into the home. One child was spoken with at the time of the inspection. Children have strong relationships with staff, who they said that they trust. Staff place children at the centre of their practice. Children experience a sense of permanence and belonging and stability.

Children who have been out of education for significant periods have been sensitively supported to return to college. Staff are ambitious and want children to do well. Staff have supported children within the college setting. However, when this has been unsuccessful, alternative arrangements have been put in place. A child now has a tutor and is learning and developing in confidence.

Children are supported to attend health appointments such as doctors and dentists. Children are in good health. Children receive support from an internal therapist and have developed a positive relationship with them. Children can see the therapist as soon as it is needed and for as long as it is required.

Children leaving the home experience positive endings. Staff work with children, parents and professionals such as social workers, to consider what support is needed. Staff challenge the local authority effectively when they do not agree with the timing of children leaving care. One child remained living in the home and was supported by staff to ensure that they transitioned to suitable alternative accommodation. This means that children are prepared and leave care when they are ready.

Children enjoy spending time with family and friends. Staff understand the importance of family time. Family and friends are welcomed into the home. Children are taken to visit their immediate family members by staff in line with their plans. Staff supervise and support children to ensure that this is a positive experience. This promotes permanency and belonging for children.

The environment is warm and welcoming, and children are encouraged to decorate their own bedrooms. One child had made a bench, and this is now at the front of the house. One child's bedroom needs the flooring to be changed due to damage. However, this was addressed during this inspection.

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

A child said that they have positive relationships with staff and can talk to staff about any concerns they have, and staff will listen to them and keep them safe.

Incidents of restraint are rare. When a child has been held, this has been proportionate and necessary. Children understand the reason why this action has been taken and are supported to speak to staff about this.

Children have clear plans in place. Staff understand their roles and responsibilities in keeping children safe. Positive de-escalation techniques are used and incidents for one child have significantly reduced.

Children understand that if there are concerns about their safety, staff will complete room searches to prevent incidents of self-harm. On one occasion, records do not evidence that a child has given permission for this to happen. However, this is not across all incidents and was on this occasion used to safeguard the child.

Children who have been missing from home have been encouraged to return. Staff understand and follow the children's plans such as completing area searches, known addresses and communicate with family and friends to try to locate children. However, return home interviews have not always been offered for one child living away from their home town, and they are not seen by their placing authority social worker within required timescales. This area of practice requires strengthening.

Children vulnerable to child sexual exploitation are supported by staff to develop their understanding of keeping safe. Staff speak with children and support them to complete online courses. Staff refer to external agencies for additional support and have developed strong relationships with agencies such as police.

Children are safe. Staff are curious when there have been suspicions that a child has contacted an unknown male adult. Staff have gathered information to understand how this has happened and identified actions that they need to take. Staff share all concerns immediately with the host and placing local authority.

The effectiveness of leaders and managers: good

Management arrangements are effective. The acting manager is supported by a team leader, responsible individual and there is also an internal therapist. Managers are aspirational and have high expectations for what children can achieve. A social worker, when referring to one child, said that 'it is the first time they have had a period of stability'.

A consistent staff team is in place. Some staff are qualified and others are completing the relevant qualification. Staff receive training specific to the needs of children, such as attention-deficit hyperactivity disorder, so they can continue to deliver a high-quality service.

The manager supports staff to develop their role. A member of staff has responsibility for the oversight of reports in relation to monitoring children's progress. This supports staff learning and development. However, not all staff have received regular practice-related supervision.

The manager has challenged effectively the placing authority when there have been concerns that decisions have been made that are not in the child's best interest. However, when statutory requirements for one child have not been met, this has not been escalated effectively.

The manager has clear oversight of incidents and has a clear understanding of the strengths and weaknesses of the staff team. For example, incident reports are reviewed and returned to staff to complete as a learning opportunity. This action supports staff to develop their recording and decision-making skills and is helping to improve outcomes and experiences for children.

Staff enjoy their role and said that they receive support from the management team and therapist. Most staff said they are provided with opportunities to reflect on their practice to develop their skills.

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
The registered person must ensure that all employees— receive practice-related supervision by a person with appropriate experience. (Regulation 33 (1) (4)(b)) In particular, leaders and managers must ensure that staff receive regular practice-related supervision from individuals who are trained and experienced in the supervision of staff.	18 May 2026
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)) The registered person must ensure that children are visited by the placing authority social worker within statutory timeframes.	18 May 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: 2527654

Provision sub-type: Children's home

Registered provider: Hapin Care Ltd

Registered provider address: Suite 25, Foundry House, Widnes WA8 8UD

Responsible individual: Nicola Reilly

Registered manager: Post Vacant

Inspector

Nicola Forrester, 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 2025