

2546196

Registered provider: Jasper Education and Support Services Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is run by a small private organisation. The home provides care and therapeutic services for up to 6 children who have experienced trauma. Three children were living at the home at the time of this inspection.

The manager registered with Ofsted in February 2025.

Inspection dates: 16 and 17 March 2026

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

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

The effectiveness of leaders and managers	outstanding
---	-------------

The children's home provides highly effective services that consistently exceed the standards of good. The actions of the children's home contribute to significantly improved outcomes and positive experiences for children and young people who need help, protection and care.

Date of last inspection: 1 October 2024

Overall judgement at last inspection: outstanding

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
01/10/2024	Full	Outstanding
25/07/2023	Full	Good
10/05/2022	Full	Requires improvement to be good
09/11/2021	Interim	Declined in effectiveness

Inspection judgements

Overall experiences and progress of children and young people: outstanding

At the time of the inspection, 3 children were living at the home. All 3 children spent time with the inspector. Since the last inspection, 4 children have moved out of the home and 2 children have moved in. Moves for children are exceptionally well planned. Staff spend time getting to know the children, which helps them to quickly settle. The in-house therapist provides meticulous oversight when children move in. A comprehensive approach involves various professionals to ensure thorough details about the needs of children are shared. This ensures unique, structured and child-centred care can be implemented without delay. One child said, 'Staff were ready for me to join despite me deciding to move in earlier than planned. It helped that I had met people prior to moving in.'

Children receive high-quality care which helps them feel safe and secure. The home's therapeutic approach is threaded through staff practice. The children benefit from the support of an in-house therapist. When children move out, the in-house therapist provides the children with a therapeutic ending letter. This captures their journey, celebrates their progress and motivates them to achieve their hopes and goals. Staff are dedicated to supporting children and are exceptionally proud of their achievements. Staff spoke with pride when describing how one child saved to buy their own motorbike and was supported to pass their motorbike driving test.

Staff ensure the health and wellbeing needs of children are met. They work closely with external agencies to ensure children attend appointments and are supported robustly by relevant services. This has resulted in significant improvements in one child's sleep routine and diet, contributing to much-improved wellbeing.

Staff advocate to ensure the children's education needs are met. Some children are not attending mainstream provisions, but staff are exceptionally proactive and creative to ensure they are receiving some form of education. Staff have developed a life-skills programme to support children with their independence. One child has completed courses in exploitation, first aid and eating disorders. This has allowed them to demonstrate increased understanding of these topics and has had a significant impact on their ability to reflect on learning with staff. As a result, the child has better understanding of healthy relationships and is able to make positive choices in respect of their health. This approach enables children to take increased responsibility as they move into adulthood. Children are supported to attend training courses and develop understanding of the risks they face. The excellent work staff do helps children learn strategies to support them through life.

Staff champion diversity and promote individualised care of children exceptionally well. Staff show interest in children's religion and culture, and support children to explore their heritage. One child knew little about their heritage and was supported to travel abroad to learn more about their culture. Children share positive experiences with staff, who

consistently encourage them to be accepting of differences and to embrace their own unique identities. One child said, 'This is the best home I have been at.'

Staff are proactive and support children to take part in an array of activities that reflect their interests. These include going to concerts, sightseeing and zip-lining. Staff recently held an event related to the winter Olympics which everyone took part in. These experiences allow children to create incredible memories and cherished moments.

Staff support children to spend time with therapy horses. For some of the children, these therapy animals have provided therapeutic support in a way which best suits them. One child said that they enjoy spending time with the horses and grooming them, and was proud to share pictures of them with the horses. The use of therapy animals has had a significantly positive impact for the children, supporting emotional regulation, building confidence and reducing anxiety.

The children are proud of their home, which is warm, cosy and modern. It feels inviting and each area is well presented, replicating the feeling of a family home.

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

Staff understand and manage a high level of risk consistently well. Risk assessments are extremely detailed and are followed closely by staff. Staff have exceptional understanding of the children and their needs.

The interactions between staff and children resemble family relationships, singing and making jokes together. One child commented they have a good relationship with staff and described one of their support workers as 'more like a sister'. Children who struggle with mental health and self-harm are now safer due to the help and support that the staff provide.

Staff are committed to ensuring children's views are heard. They work with the children to develop clear behaviour support plans. This helps ensure that strategies are implemented that best support the child when they are finding things difficult. Children said they feel highly valued and listened to and can share any worries they have.

Staff embed therapeutic approaches in their practice, which ensures the children receive an excellent quality of care. Staff understand the children's backgrounds and how trauma impacts on the way the children react, and seek to understand this. They respond sensitively to distress and support the children through difficult times. As a result, there has been a significant reduction in incidents and the risks children face.

Staff de-escalate situations well when children are experiencing intense emotions and help them move to a calmer state of being. They meticulously follow the children's behaviour support plans. Staff encourage the children to be involved in the development of these plans, which gives a shared sense of ownership. Staff's thoughtful approach to helping children manage difficult emotions and situations means that the use of physical intervention is rare and it is only used as a last resort. The in-house therapist helps staff

to reflect on the reasons children may behave in the way they do and how to better manage future situations of distress. This approach has helped substantially reduce the number of physical interventions.

The frequency of children going missing from home has reduced due to the significant progress they have made in building positive relationships with staff. When children do go missing, the staff act as a caring parent would and do all they can to ensure the child's safe return. Staff are sensitive to children's emotions when encouraging them to return home. They are interested in why the child has gone missing. They encourage children to speak about reasons for their absence. This helps children feel secure and valued.

The effectiveness of leaders and managers: outstanding

The suitably qualified and experienced manager is committed to her role. She is creative and focused on improving the lives of children in her care. One member of staff said the manager 'consistently provides effective supervision of the home, regularly offering guidance and serving as a role model for the staff when needed'.

Leaders and managers show strong understanding of the challenges of working in the home and what staff experience. Staff feel exceptionally well supported by managers, who care about and invest in them. The view of leaders and managers is that staff who are well cared for are better equipped to care for the children well. They have introduced 'duvet days' for staff to support emotional wellbeing. One staff member said, 'I feel lucky to work in a place where I feel looked after and there is a comprehensive staff care package. I feel supported in my role.' This supports staff to feel valued and to flourish.

The manager ensures that safer recruitment processes are followed attentively and all suitability checks are completed. New staff complete a detailed induction. Staff receive a wide range of training that provides them with the skills and knowledge to meet the individual needs of children.

Staff have access to regular clinical supervision with managers and the in-house therapist. This supports staff to reflect on their experiences and identify areas for development and enhances staff practice. The in-house therapist also supports delivery of training to ensure staff practice aligns with the home's therapeutic models. One member of staff said, 'The company have continued to invest in me through training that I have had and continue to have and are keen on in-house progression for staff.'

Staff celebrate children's achievements and progress. They ensure that children are able to look back on their achievements and the memorable moments they had while living at the home. Staff are aware that the children may wish to access their care records in the future. They write records that are mindful of the impact this may have on the child. They write records that document the children's achievements, to provide the child with a chronology of valuable memories. This contributes to children taking pride in their milestones and building their self-esteem.

The manager undertakes extensive monitoring of the home to continually review the quality of care provided to children. She has implemented a robust system which audits complaints, consequences, incidents of going missing, positive rewards, incidents and behaviour management. This provides comprehensive opportunities to address shortfalls and drive continuous development of practice.

No requirements or recommendations were made following this inspection.

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: 2546196

Provision sub-type: Children's home

Registered provider: Jasper Education and Support Services Limited

Registered provider address: Jasper Education and Support Services Limited, 303 Goring Road, Goring-by-Sea, Worthing BN12 4NX

Responsible individual: Catherine Russell

Registered manager: Michaela Taylor

Inspectors

Sophie Levy, Social Care Inspector
Sylvanna Matthew, 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 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 2026