

2553111

Registered provider: Lakeside @ Our Place Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home is operated by a private company. It provides care for up to 10 children with learning disabilities.

At the time of this inspection, 8 children were living at the home. Inspectors met and spent time with the children.

The provider also operates a registered school in a separate building on the same grounds. The inspectors only inspected the social care provision on this site.

The manager registered with Ofsted in October 2025. She has a level 5 diploma in leadership and management.

Inspection dates: 19 and 20 May 2026

Overall experiences and progress of children and young people, taking into account	requires improvement to be good
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How well children and young people are helped and protected	requires improvement to be good
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The effectiveness of leaders and managers	requires improvement to be good
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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: 3 June 2025

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
03/06/2025	Full	Good
30/04/2024	Full	Good
18/04/2023	Full	Good
23/05/2022	Full	Requires improvement to be good

Summary of findings

Children's experiences are inconsistent. Staff provide caring support, which helps children to be safe and make some progress. However, their day-to-day experiences do not always reflect sufficient ambition to stretch and challenge them. There is a high level of restraint used in the home, and this is not robustly reviewed for learning to change and develop practice. Consequently, opportunities to consider alternative approaches or creative strategies to better support children are missed.

Inspection judgements

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

Children receive support from a team of staff who are committed to caring for them. Staff provide stability through clear daily routines and structure. As a result, children make progress and have developed their speech, independence and confidence. Staff adopt a child-led approach and take care to listen to what children say and observe their choices. However, at times, this can lead to a more passive approach to support where staff do not always identify opportunities to interact with children or extend their development.

Children have communication aids to support their interactions in the home. Many staff members use gestures, signs and symbols with children, although confidence and consistency vary. Staff spend time with children and their families to get to understand individual communication styles and receive support from an occupational therapist for more specialised training. For some children, the aids are used effectively. For example, one child has a specific book that helps them reflect on incidents. However, communication aids are not used consistently by all staff and, when challenges or barriers arise, there is a lack of creativity in exploring alternative approaches.

Children's bedrooms are personalised and reflect their individual needs and interests. The wider home lacks a homely feel, and some areas are inaccessible to children, as they are designated as staff offices and staff storage space. Communal space is limited, and there is insufficient room for all children to spend time outside their bedrooms at the same time if they choose. As a result, children often spend extended periods in their bedrooms.

Staff support children's complex health needs effectively. They understand specific medical conditions and ensure that appropriate care is provided. Staff receive training in relation to oral health and ensure that children maintain good dental hygiene.

All children attend school daily, with the recent exception of one child. Outside of school, children access a range of experiences. In the grounds of the home, they use play equipment and enjoy observing ducks on the lake. There are also spaces for planting and gardening, and, for 2 children, a memorial garden is being created to remember

their family. Staff plan larger activities during school holidays, such as trips to the beach, theme park and zoo. However, none of the children attend regular groups or clubs outside the home, which limits their opportunities to explore and understand the wider world.

Staff support children to maintain meaningful relationships with those who are important to them. They work collaboratively and flexibly with families to ensure that time spent together is positive.

Some aspects of practice detract from a homely environment. Staff wear lanyards and carry radios. The language used to describe children, and the environment is not always inclusive, with an over-reliance on detached terms, such as 'dysregulated' and 'negative behaviours', which do not clearly describe events or experiences.

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

Staff support children to remain safe. They understand children's individual needs and the potential risks to their wellbeing. There are sufficient staff to meet children's needs and minimise their exposure to risk. Managers have taken appropriate action in response to concerns about staff practice.

There have been over 300 incidents requiring physical intervention since the last full inspection. Most incidents involve 2 children; however, 8 of the 10 children who have lived in the home have experienced physical intervention. Leaders and manager do not demonstrate a clear intent to attempt to reduce the use of physical restraint. The culture within the staff team appears to assume that physical intervention will always be necessary for some children. As a result, there is insufficient critical reflection on how its use could be avoided or reduced.

Managers do not critically evaluate incidents to identify learning. Following incidents, conversations with staff do not encourage them to reflect on practice or support development. Due to limited oversight, it is not always evident that staff use all appropriate strategies to support children, or that care is proactive rather than reactive. There is a lack of curiosity about the effectiveness of the strategies outlined in children's plans. When strategies are ineffective, managers do not consistently revise plans or explore alternative or more creative approaches. Although a therapeutic model underpins practice, responses to children are not always adapted to reflect this approach. Managers' oversight and ability to learn are hindered by incomplete records of physical interventions.

One child is currently experiencing a period of emotional distress and has remained in their room for almost 2 months. Managers engage effectively with the professional network and advocate for the child based on their understanding of them. Managers and staff understand the complexity of the child's situation and how it affects them. However, opportunities are missed to better understand the connection and impact of factors in the home. This includes taking a more holistic view of incidents, the use of 'when

required' medication, and the child's difficulties with eating and drinking. In addition, the manager has not always submitted formal notifications to Ofsted when key safeguarding concerns have arisen, such as occasions when child protection enquiries have been initiated.

Systems to ensure safe recruitment are robust. The manager has strengthened arrangements for employing agency staff and now ensures that all necessary checks are carried out to confirm their suitability to work with children.

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

The manager is committed and dedicated to developing the home and improving children's experiences. She has reflected on learning from previous inspections and demonstrates a good understanding of the home's areas for development. She and her team of deputy managers know the children well and work effectively together to support staff development.

Staff enjoy working in the home and feel well supported by managers. The manager has worked hard to build cohesion and strengthen the team culture. Staff receive regular supervision, and expectations regarding their roles are clear. Team meetings and reflective sessions take place to support discussion about the home and children. However, these conversations do not always lead to meaningful changes in staff practice or improvements in children's experiences. The manager recognises that, across a large staff team, there is a range of experience and confidence. She acknowledges that time is needed to embed and develop staff's skills so that practice becomes more consistent.

Staff receive training to support their understanding of children's needs. Training and support to embed the home's therapeutic practice model are ongoing. Staff's skills in implementing this model vary, and they do not always identify opportunities to apply it in practice.

Professionals speak positively about the home, noting effective communication and strong joint working. Most families are also positive about the support provided to their children. They highlight the progress children make and the opportunities available to them. One family has ongoing concerns about their child's welfare and care, which are being explored by the provider, social care and health professionals.

A requirement under regulation 13 was raised at the last 2 inspections and has been restated. Although the manager has taken positive steps with the staff team, gaps remain in the use of professional curiosity and reflective practice to drive improvement and enhance children's experiences.

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 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; 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)) In particular, the manager must use their monitoring and oversight effectively to improve the quality of care in the home. They must demonstrate professional curiosity when reviewing staff practice, particularly where intervention has been used. This is to ensure that interventions are appropriate and proportionate and that all potential learning is identified. This requirement is restated, with expanded detail.	24 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.	24 July 2026

In particular, the standard in paragraph (1) requires the registered person to— understand and apply the home’s statement of purpose; ensure that staff— understand and apply the home’s statement of purpose; provide personalised care that meets each child’s needs, as recorded in the child’s relevant plans, taking account of the child’s background; 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)(a)(b)(i)(iv)(c)(i)(ii)) In particular, ensure that care delivered by staff reflects the ethos and approach set out in the statement of purpose. In addition, ensure that children experience a homely environment. A requirement was made under this regulation at the previous inspection and was met. This is a new requirement.	
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;	24 July 2026

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; and 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. (Regulation 35 (3)(a)(ii)(iii)(iv)(v)(vii)(viii)(b)(i)(ii)) In particular, ensure that records are accurate and contain all the relevant information. This requirement is restated.	
The registered person must notify HMCI and each other relevant person without delay if— a child is involved in or subject to, or is suspected of being involved in or subject to, sexual exploitation; an incident requiring police involvement occurs in relation to a child which the registered person considers to be serious; there is an allegation of abuse against the home or a person working there; a child protection enquiry involving a child— is instigated; or concludes (in which case, the notification must include the outcome of the child protection enquiry); or there is any other incident relating to a child which the registered person considers to be serious. (Regulation 40 (4)(a)(b)(c)(d)(i)(ii)(e))	26 June 2026

In particular, ensure that notifications of significant incidents are submitted to Ofsted in line with regulatory requirements.	
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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: 2553111

Provision sub-type: Children's home

Registered provider: Lakeside @ Our Place Limited

Registered provider address: Lakeside, Bransford, Worcester, Worcestershire WR6 5JE

Responsible individual: Richard Jones

Registered manager: Michelle Fidoe

Inspectors

Clare Nixon, Social Care Inspector
Nickie Doney, Social Care Inspector

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