

2580303

Registered provider: Reflexion Care Group Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is privately owned and provides care for up to two children who have had adverse childhood experiences that have led to associated trauma and complex behaviours.

A new manager has been in post since 6 October 2025 and is not yet registered with Ofsted.

Two children were living in the home at the time of inspection; both contributed to this inspection and spoke about their experiences of living in the home.

Inspection dates: 7 and 8 October 2025

Overall experiences and progress of children and young people, taking into account	good
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How well children and young people are helped and protected	good
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The effectiveness of leaders and managers	good
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The children's home provides effective services that meet the requirements for good.

Date of last inspection: 11 June 2024

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
11/06/2024	Full	Good
21/11/2023	Full	Good
29/09/2022	Full	Good
22/03/2022	Interim	Improved effectiveness

Inspection judgements

Overall experiences and progress of children and young people: good

Both children have continued to live in the home since the last inspection. They have lived together for several years. They benefit from stable care from a consistent staff team that knows them well. Children have strong, trusting relationships with staff who are committed to their care.

Children are making good progress in education. One child has achieved excellent GCSE results and has successfully moved on to further education to study A levels. They demonstrate high aspirations and a clear determination to attend university. The child's teacher praised the staff team's commitment, highlighting staff's proactive support in ensuring the child attended all the additional revision sessions, both in school and online. Staff have encouraged the child to develop organisational and prioritisation skills; this has contributed to their academic success and independence. The other child is making steady progress with their learning. Incidents at school are reducing and attendance is good. However, the manager has not reviewed arrangements to support family time so that this does not occasionally affect the child's punctuality at school.

Children receive well-considered support to prepare for their next steps. Staff are supporting one child to prepare to move to semi-independent living. This move has been thoughtfully prepared, ensuring it was both timely and responsive to the child's individual needs. The child said they feel ready to take the next step. Staff marked the occasion with a farewell meal attended by the staff and a former manager, as well as a short break to London, which the child described as a highlight of their time in the home.

Children's wishes and feelings are at the centre of staff practice. Relationships with friends and family are fully supported, as are children's interests. The layout of the home is spacious and provides opportunities for friends and family to spend time with the children, offering privacy and space for children to have visitors. Children are encouraged to explore hobbies and interests. A designated craft room is accessible for children to use and provides an outlet for their creativity. One child has developed a passion for fishing and is supported by staff to embrace this interest.

A theoretical model rooted in attachment and resilience theory is embedded in the home's practice. This framework informs staff interactions and underpins the support provided to children. Records are designed to promote reflective practice, enabling staff to consider the impact of their work through conversations or when updating care plans. This contributes to a consistent and child-centred approach across the staff team. Staff demonstrate a secure understanding of the model and say that it enhances their ability to support children effectively.

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

Staff understand how to keep children safe. They are knowledgeable about each child's individual needs and associated risks and respond to these with appropriate and supportive strategies. As a result, incidents are infrequent in the home. When they do occur, staff engage children in reflective discussions that help them understand and learn from the situation. This approach has been effective in reducing the likelihood of future incidents.

Since the last inspection, there have been no allegations, complaints or missing-from-home episodes.

Children are supported to take age-appropriate risks in a culture of trust and encouragement. Managers have established clear expectations and reward systems that promote greater independence when children demonstrate responsible behaviour and positive decision-making. This approach enables children to develop the skills and confidence needed to manage real-world challenges. As a result, children leave the home with a high level of independence and are well equipped to navigate life safely.

Children live in a home that is thoughtfully furnished and decorated to their tastes and interests. When property issues arise, leaders respond swiftly to uphold consistently high standards. This ensures that the environment remains homely, comfortable and enhances children's well-being. Recruitment processes are effective, ensuring that only suitably skilled and experienced staff work in the home.

Restraint is rarely used in the home and, when necessary, is applied only as a last resort when de-escalation strategies are not successful. Incidents are recorded in detail, shared with relevant professionals and subject to prompt managerial oversight. Staff receive physical intervention training every six months. However, there have been occasions where initial holds have not been effective, leading to escalation and the need to restrain a child on the floor. This raises concerns about the suitability and effectiveness of current behaviour management approaches.

The effectiveness of leaders and managers: good

The registered manager left the home at the end of July. She was a highly experienced and child-focused leader who provided strong support to both children and staff. Following her departure, she has maintained meaningful relationships with the children, attending key events such as supporting one child with collecting their exam results.

Leaders have responded promptly to the change in leadership. A new manager has been recruited and recently commenced her induction. In the interim, the deputy manager has assumed oversight of the home. She has longstanding relationships with the children and staff and has provided effective leadership, ensuring continuity of care and support.

Managers have established and sustained effective relationships with external professionals and children's families. Leaders demonstrate a clear understanding of each child's plan and work collaboratively with placing authorities to ensure a consistent and coordinated approach to caring for the children. Where necessary, the manager demonstrates professional curiosity and challenge to ensure that children's voices are heard. She advocates effectively to ensure that care-planning decisions are child centred and reflect the best possible outcomes for children.

Staff feel valued and supported by leaders. Supervision and appraisals are completed in line with the home's statement of purpose. Staff find managerial support effective in helping them in their role and feel the change of leaders has been well managed to ensure consistency. Team meetings are held monthly; they are well attended and provide regular opportunities for the team to meet collectively to share information.

An effective monitoring system is used in the home. It incorporates all aspects of the operation of the home and needs of the children and staff. As a result, actions identified are completed in a timely manner, and there is clear managerial oversight. Leaders fully understand their operational strengths and areas for future development.

What does the children's home need to do to improve?

Recommendations

- The registered person should aim to support full-time attendance at school unless the child's relevant plan indicates this is not in their best interests. ('Guide to the Children's Homes Regulations, including the quality standards', page 28, paragraph 5.14)
- The registered person should ensure that the approach to restraint, recognises that children are continuing to develop physically and emotionally; any use of restraint should be suitable for the needs of the child. The context in which restraint is used should also recognise that, as a result of past experiences, children will have a unique understanding of their circumstances, which will affect their response to restraint by adults responsible for their care. This relates to the use of ground floor holds as named practice in children's behaviour plans. ('Guide to the Children's Homes Regulations, including the quality standards', page 48, paragraph 9.54)

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: 2580303

Provision sub-type: Children's home

Registered provider: Reflexion Care Group Limited

Registered provider address: Fitzroy Academy, Cruckton, Shrewsbury SY5 8PR

Responsible individual: Craig Wilson

Registered manager: Post vacant

Inspector

Joanne Hawkins, Social Care Inspector

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