

# 2585102

Registered provider: Fonjock's Social Work Practice Limited

Full inspection

Inspected under the social care common inspection framework

## Information about this children's home

This privately run home provides care for up to 3 children who experience social and emotional difficulties. There were 2 children living in the home at the time of the inspection.

The manager registered with Ofsted in September 2023.

### Inspection dates: 12 and 13 May 2026

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| <b>Overall experiences and progress of children and young people,</b> taking into account | <b>good</b> |
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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 |
|-------------------------------------------|------|

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

**Date of last inspection:** 8 April 2025

**Overall judgement at last inspection:** good

**Enforcement action since last inspection:** none

## Recent inspection history

| Inspection date | Inspection type | Inspection judgement |
|-----------------|-----------------|----------------------|
| 08/04/2025      | Full            | Good                 |
| 09/04/2024      | Full            | Good                 |
| 16/01/2024      | Full            | Good                 |
| 24/05/2022      | Full            | Good                 |

## Summary of findings

Children receive good-quality, individualised care from staff who understand their needs and promote trust and belonging. A child's recent emergency move into the home was handled well, providing a positive experience for the child. One child's progress has recently slowed; in response, staff are showing persistence and are working with professionals to review support. Safeguarding arrangements are effective, with clear risk management and appropriate responses to incidents, although behaviour support plans are not always followed. Leadership is stable and leaders have driven significant improvement. The staff team is now more settled, supporting consistency. However, improvements are needed regarding feedback on complaints, safer recruitment checks and some aspects of management oversight.

## Inspection judgements

### **Overall experiences and progress of children and young people: good**

Staff have a good understanding of the children and their needs. They treat children with warmth and respect and promote a sense of fun in their day-to-day interactions. The staff approach to care is informed by up-to-date, relevant plans. As a result, children receive sensitive, individualised support that helps them to build trust and a sense of belonging.

One child recently moved into the home. This was an emergency move that was managed as well as possible. Managers completed an assessment of the child's needs, alongside those of the child already living in the home, to inform their decision that the child should move in. Staff worked closely with the placing authority and actively involved the child's parent. Consequently, the child has had a positive experience of arriving at the home.

One child, who had previously made progress, has not sustained this in recent weeks. Staff are showing perseverance and creativity in their efforts to engage the child constructively. Managers shared concerns promptly with the placing authority and other professionals supporting the child. They are all working together closely to review plans.

There are challenges in relation to education for both children. Staff work proactively and creatively with the children and education colleagues to try to overcome barriers. When children are not in school, staff seek to provide them with daily structure and educational activities to ensure that they continue to have opportunities to make progress with learning.

Staff value children's views and encourage them to share their wishes, feelings and concerns. Children's requests are listened to. When these cannot be met, staff help them to understand why. The manager has effective oversight of how children's requests and complaints are responded to and ensures that suitable action is taken. However, there is

not a robust system in place for ensuring that children are told about the outcome of their complaint and the next steps if they remain dissatisfied.

The home is in good repair, comfortably furnished and homely. Children benefit from well-tended outdoor space. One child is looking forward to having a barbeque when the weather allows.

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

Staff understand their safeguarding responsibilities and the individual vulnerabilities of children. They are informed by thorough, up-to-date risk assessments and safety plans that give clear guidance. These are reviewed in partnership with children and their networks to ensure shared decision-making and that children's voices are heard.

Staff understand their duties should children go missing from the home or leave unexpectedly. There has been one such incident since the last inspection. Staff were proactive in working with the police and others to locate the child. On another occasion, staff prevented a missing incident by staying with children and supporting them to return. On each occasion, follow up discussions were held with children to help them to understand the risks.

Staff generally take a positive, restorative approach to behaviours that challenge or impact negatively on others. There have been no physical interventions since the last inspection. Following any incidents, staff support children to reflect on their behaviour and its impact on others. They co-construct 'How I would like to be supported' plans with children, which help the children to develop self-awareness. However, these plans are not consistently reflected in day-to-day practice, and managers do not always identify where there are shortfalls.

Managers complete recruitment checks before staff start work in the home; the checks cover most of the regulatory requirements. However, overseas criminal records checks are not completed for all staff who have lived or worked overseas. Managers were not fully able to evidence how they had assured themselves that such staff were recruited safely.

### **The effectiveness of leaders and managers: good**

Management arrangements are stable. The registered manager has a good understanding of children's needs, the home and the areas for development. They are aspirational for children, providing a positive role model for staff.

The home experienced a period of crisis at the beginning of the year, resulting in serious and widespread concerns being identified. Leaders and managers fully considered the shortfalls found. They took action to address them and to consider the learning for the home and the wider organisation. As a result, there are significant improvements across the service. Plans for a further independent review of safeguarding practice demonstrate a healthy openness to learning and development.

The staff team has undergone significant change. Following a period of high staff turnover and frequent use of agency staff, managers have worked effectively to recruit new staff. Although several staff are still quite new, the team is now more stable and there is no use of agency workers. This supports consistency of care for children.

Staff say that they feel well supported by managers and colleagues. They report that managers are flexible and available and that morale in the team is positive. Staff receive regular, good-quality supervision and appraisal and new staff benefit from a structured induction.

Staff are required to complete a suitable range of training to inform their care of children. This includes core training, such as safeguarding, and training in the model of care. Managers monitor progress with training and qualifications effectively, meaning that staff are mostly up to date. However, the registered manager is beyond the statutory timescale for completing the level 5 diploma. Managers are aware of this, and this is expected to be completed soon.

Managers understand the importance of relationships with children's personal and professional networks. Two professionals and one parent provided positive feedback about care, communication and joint working. This collaboration promotes coordinated care for children and means that they benefit from positive relationships between the adults in their lives.

## 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     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <p>The positive relationships standard is that children are helped to develop, and to benefit from, relationships based on—</p> <p>mutual respect and trust;</p> <p>an understanding about acceptable behaviour; and</p> <p>positive responses to other children and adults.</p> <p>In particular, the standard in paragraph (1) requires the registered person to ensure—</p> <p>that staff—</p> <p>meet each child's behavioural and emotional needs, as set out in the child's relevant plans;</p> <p>help each child to develop socially aware behaviour;</p> <p>encourage each child to take responsibility for the child's behaviour, in accordance with the child's age and understanding;</p> <p>help each child to develop and practise skills to resolve conflicts positively and without harm to anyone;</p> <p>communicate to each child expectations about the child's behaviour and ensure that the child understands those expectations in accordance with the child's age and understanding;</p> <p>are provided with supervision and support to enable them to understand and manage their own feelings and responses to the behaviour and emotions of children, and to help children to do the same. (Regulation 11 (1)(a)(b)(c) (2)(a)(i)(ii)(iii)(iv)(v)(x))</p> | 13 July 2026 |

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| <p>In particular, ensure that staff consistently follow children's behaviour support plans and that there is effective oversight of practice.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                     |
| <p>The registered person must recruit staff using recruitment procedures that are designed to ensure children's safety.</p> <p>The registered person may only—</p> <p>employ an individual to work at the children's home;</p> <p>if the individual satisfies the requirements in paragraph (3).</p> <p>The requirements are that—</p> <p>the individual is of integrity and good character;</p> <p>full and satisfactory information is available in relation to the individual in respect of each of the matters in Schedule 2.<br/>(Regulation 32 (1) (2)(a) (3)(a)(d))</p> <p>In particular, ensure that robust suitability checks for those who have lived and worked in other countries are carried out as part of the safer recruitment process.</p> | <p>13 July 2026</p> |

## Recommendations

- The registered person should ensure that the outcome of children's complaints is always clearly explained to them along with the procedure to follow if they are not satisfied with the outcome. ('Guide to the Children's Homes Regulations, including the quality standards,' pages 22 and 23, paragraph 4.13)
- The registered person should ensure that they complete the qualification in regulation 28(2) without further delay. Senior managers should fully support them to achieve this. ('Guide to the Children's Homes Regulations, including the quality standards,' page 53, paragraph 10.12)

## **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:** 2585102

**Provision sub-type:** Children's home

**Registered provider:** Fonjock's Social Work Practice Limited

**Registered provider address:** Orchard House, 1 Old Convent Orchard, Bury St.  
Edmunds IP33 3PQ

**Responsible individual:** Monica De Castro

**Registered manager:** Tracy Wing

## Inspector

Jacob Robson, Social Care Inspector

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