

2593071

Registered provider: Changing Lives Care Group Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is owned and operated by a private provider. The home is registered to provide care for up to three children who may have social and emotional difficulties.

The manager registered with Ofsted in March 2024.

One child was living at the home at the time of this inspection.

Inspection dates: 8 and 9 July 2025

Overall experiences and progress of children and young people, taking into account	outstanding
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How well children and young people are helped and protected	outstanding
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The effectiveness of leaders and managers	outstanding
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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: 3 December 2024

Overall judgement at last inspection: outstanding

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
03/12/2024	Full	Outstanding
19/03/2024	Full	Good
21/03/2023	Full	Good
22/09/2021	Full	Outstanding

Inspection judgements

Overall experiences and progress of children and young people: outstanding

The child has lived in the home for a year, providing them with a strong sense of belonging and stability. There are good structures, routines and boundaries in the home. As a result, the child feels safe and settled.

The child is thriving in the care of a consistent and experienced staff team. Therapeutic approaches and connecting through playfulness, acceptance, curiosity and empathy are embedded in practice. This supportive environment provides the child meaningful, trusting relationships with staff. Impressively, the child has made notable progress in expressing their feelings verbally, rather than relying on alternative communication methods. This demonstrates the child's growing emotional insight and self-expression.

The professional network supporting the child is robust and cohesive. The joint approach between staff and college has ensured consistent boundaries, positively impacting her academic progress. Staff have actively contributed to the education, health and care plan process, which successfully secured one-to-one support and funding at college.

The child is supported through child and adolescent mental health services and an in-house therapist. These therapeutic services also help staff to develop their understanding of the child's emotional and sensory needs. The introduction of the 'emotional first aid' toolbox has enabled the child to manage intense feelings effectively.

The child's voice, wishes and feelings are consistently valued and responded to through a variety of channels. For instance, the child's feelings of loss and uncertainty following staff changes were acknowledged. As such, the child was asked to contribute three questions for the interview panel of new staff. Feedback from the interview questions were later shared with her. The child took great pride in knowing that her ideas were both heard and valued, fostering a strong sense of inclusion and belonging throughout the recruitment process. This approach fosters the child's confidence, nurtures self-worth and empowers meaningful participation in decisions affecting her care.

Staff are forward thinking in their approach to supporting the child into adulthood. For example, they have helped the child to develop independent living skills, such as meal planning and cooking.

The manager has successfully worked alongside the child's family to strengthen connections and increase family time. The child is now having overnight stays with a relative. These efforts support the child in developing their support network as they work towards leaving care.

The child enjoys a rich variety of nurturing experiences. Activities include pamper evenings, interactions with horses, holidays and involvement in cultural and community celebrations. The child was supported to host a charity coffee morning, raising money through cake sales. These thoughtfully planned activities not only foster the child's

emotional well-being but also support their development of social skills and expand their horizons.

Photograph albums that showcase the child's experiences are thoughtfully maintained. They reflect staff's dedication in capturing meaningful moments. These cherished collections not only celebrate the child's journey but create lasting memories for her.

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

Safeguarding concerns are promptly identified and shared appropriately with partner agencies. Incident reports are detailed and analytical, with strong managerial oversight. The manager ensures staff debrief discussions include tools and guidance from the in-house therapist to support reflective learning. The child also receives sensitive debrief discussions after incidents, which inform safety planning and enhance future support.

The child's developmental and cognitive processing needs make them more vulnerable to risks. The manager has advocated for a capacity assessment to ensure that the child continues to receive tailored support. Staff take a balanced approach, which allows the child to take safe risks. However, staff also provide consistent guidance and learning opportunities from each incident.

Safeguarding practice is proactive. Staff use creative ways to complete direct work with the child. Safeguarding learning ranges from watching videos, creating collages, completing quizzes and additional online training. Work focuses on healthy relationships, substance awareness and understanding personal risk. Key messages are reinforced through repeated and engaging direct work that is tailored to the child's learning needs.

Collaborative engagement with therapeutic services, alongside implementing creative strategies to address self-harm has led to a reduction in self-harming incidents for the child. This thoughtful, joined up approach reflects a commitment to the child's safety and well-being. It also fosters a more positive and resilient outlook.

The child knows how to raise concerns or complaints. The staff team respond with care and sensitivity. This open communication promotes their sense of safety.

Staff maintain effective communication with the wider professional network and the child's family. This has ensured that safeguarding matters are responded to in a timely way. Missing-from-home incidents are followed with staff-led searches and return home interviews. When there are gaps in the response from external agencies, such as the police, the manager has sought clarification and additional training to ensure that clear protocols are understood.

Room searches are conducted respectfully, with the child's consent, reinforcing trust and transparency. Boundaries are clear and consistent, with consequences used proportionately and always accompanied by reflection. Positive behaviours are routinely praised, building the child's self-esteem and encouraging safe decision-making.

The effectiveness of leaders and managers: outstanding

Leaders and managers are ambitious and have high expectations for the care and support that children receive. A recent staffing restructure has seen the registered manager moving into a responsible individual role, with a new acting manager now in post. The transition has been managed carefully to ensure continuity for the child and staff.

The new manager has been in post for five weeks. She has developed a good understanding of the team and child. A comprehensive induction has taken place.

Leadership is dynamic and forward-thinking, continually introducing new ideas to improve outcomes for children. Leaders and managers have a clear understanding of the strengths and areas of improvement. They are innovative, continually developing and sharing new ideas to support children's progress. However, independent visits have lacked consistent feedback from the child, family and professionals in line with regulation. This limits the ability to fully evaluate the impact of care and incorporate all perspectives into continuous improvement.

The home's behaviour support model is embedded in practice. New initiatives that aid reflective discussions ensure that daily experiences inform practice, strengthen insight and allow staff to focus on areas of support. Staff receive ongoing therapeutic support and training. This helps to deepen their understanding of trauma and enhance individual care for the child.

An open-door policy and supportive culture mean that staff feel safe, valued and supported at work. Professional supervision is regular and effective, covering all aspects of care, staff welfare and development. Regular team meetings promote reflective practice and encourage staff to share learning and discuss safeguarding and behaviour support.

The workforce is stable and experienced, allowing the child to benefit from continuity of care. Communication with families and professionals is strong, ensuring a collaborative approach to meeting the child's needs. Leaders actively challenge and escalate concerns when necessary, demonstrating a clear commitment to professional accountability and safeguarding.

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
When the independent person is carrying out a visit, the registered person must help the independent person— if they consent, to interview in private such of the children, their parents, relatives and persons working at the home as the independent person requires. (Regulation 44 (2)(a)) This specifically relates to leaders and managers ensuring that the independent visitor captures the voice of the child, their family and key professionals. This feedback must be routinely sought and documented during visits. This is essential to provide a well-rounded view of the child's lived experience, assess the effectiveness of care and inform continuous service improvement.	13 August 2025

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: 2593071

Provision sub-type: Children's home

Registered provider: Changing Lives Care Group Limited

Registered provider address: Office 7, 35-37 Ludgate Hill, London EC4M 7JN

Responsible individual: Michelle Clarke

Registered manager: Sheena Patel

Inspector

Tazim Akhtar, Social Care Inspector

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