

2612008

Registered provider: Compass Children's Homes Ltd

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home was registered with Ofsted in January 2021 and is privately operated. It provides care for up to 4 children who may experience social and emotional difficulties.

At the time of this inspection, 3 children were living at the home. The inspector met with all 3 children.

The manager registered with Ofsted in October 2025.

Inspection dates: 3 and 4 February 2026

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

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

The effectiveness of leaders and managers	good
---	------

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

Date of last inspection: 25 February 2025

Overall judgement at last inspection: outstanding

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
25/02/2025	Full	Outstanding
15/11/2023	Full	Outstanding
13/10/2022	Full	Outstanding
08/09/2021	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: good

The home is warm and inviting. There is much fun and laughter between staff and children. Children say that they are happy living in the house and that they have good relationships with staff. Staff talk about the children with enthusiasm; they value the children and say that their work is more than a job to them. One child said that this is the best children's home they have ever lived in.

Two children have lived in several other homes before moving to this home. This is the first home that has been able to meet their needs, and staff are committed to caring for them long term. The staff work hard to reassure children that they now have a stable home. One child becomes anxious about the thought of having to move. Staff leave them a note every night, reassuring them that they will still be there for them the next day. This has helped to reduce anxiety for this child and increased their sense of value and self-worth.

Staff celebrate all children's achievements and milestones. The children receive certificates for positive behaviours and achievements. There is a weekly newsletter full of photos, celebrating the week.

Children have 'positivity books' and receive a positive message from staff each day. This innovative practice helps them to feel valued and secure. Staff understand the children's needs and are always available to provide support and reassurance.

Children are supported to attend education, and attendance for some children has increased since living at the home. One education professional said, 'I have been impressed with the support from the home. There is communication several times each day. It's a really joined-up approach, really important for the child to know that the adults are working together.' Staff have supported one child who has been out of education for a long time to apply for voluntary work and part-time jobs, which increases their confidence and independence.

Staff support the children to spend time with those people who are important to them and facilitate this. One family member said, 'There is good communication with staff. We arrange times to see each other and speak, they are flexible.'

Staff support children to participate in community activities such as litter picking, helping at a food bank and acts of kindness, such as painting and hiding rocks for neighbours to find, and baking for them. Such activities highlight to children that they are appreciated and can contribute to their local community. This helps children to develop their self-esteem and sense of responsibility.

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

Staff know the children well and understand their safeguarding responsibilities. Children's plans are clear, highlighting children's risks as well as actions staff should take to mitigate these. Staff feel that the information in children's plans is informative and accessible.

The registered manager is proactive in ensuring that staff are trained and prepared for any potential changes to children's plans. When one placing local authority was considering the need to apply for a deprivation of liberty order, the registered manager immediately researched this and then sought training for all staff to ensure that they had the necessary knowledge and skills should this change occur.

When children make allegations, these are fully investigated and both children and staff are supported throughout. On one occasion, a child experienced being shouted at by a staff member, resulting in them not feeling safe with that member of staff. The child was reassured that the staff member would no longer be working at the home. As part of the investigation, the registered manager identified gaps in the staff member's training and induction which are being addressed while they work in another home.

While physical interventions are rare, work is undertaken with children to help them understand why physical interventions may have to take place. The registered manager has developed a booklet for children to support this work. Their views are sought so that staff can understand how a physical intervention may feel for a child and can reassure them appropriately. The team reflects on physical interventions to ensure that their practice is consistent.

Staff have not always followed children's plans as directed by the placing local authority. On one occasion, staff did not undertake the required welfare checks for one child. The child was subsequently harmed while away from the home. While the completion of welfare checks would not have prevented the significant incident taking place, the lack of response by the child to the welfare checks, if they had taken place, would have alerted staff and they could have reported the child as missing. The registered manager took immediate action following this incident to address the shortfalls in staff practice, as well as ensuring that sufficient staffing was in place.

The effectiveness of leaders and managers: good

The registered manager is new to the role. She is dedicated to creating a close-knit team and staff describe her as supportive. One member of staff said,

'The manager and deputy model an infectious thirst for knowledge and great energy which transfers through the adults in the home. In turn, this helps provide the young people with a great platform to express themselves and live in a safe and happy home where they are cared for and nurtured therapeutically 24/7.'

The registered manager advocates on behalf of the children and challenges and escalates appropriately, when required. This has included challenging education's decision for one of the children to be suspended from school and escalating the need for a multidisciplinary meeting for one of the children.

Practice-related supervision sessions held by managers are supportive, yet challenging. There is a real focus on reflecting on the children's needs as well as staff development. One member of staff said, 'The manager always wants to upskill me, let's me know what I'm doing well and supports me. It feels natural, genuine. I have goals to aim for.' By supporting continual professional development, children received care from knowledgeable and skilled staff.

The registered manager is committed to improving the outcomes and day-to-day experiences for children. She uses any opportunity to reflect on practice and identify lessons learned. While one child had a well-planned move from the home to independent living since the last inspection, the registered manager still used this event to undertake a reflective session with staff to look at what went well and how this could be improved in the future.

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

Statutory requirements

This section sets out the actions that the registered person 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 must comply within the given timescales.

Requirement	Due date
The care planning standard is that children— receive effectively planned care in or through the children's home; and have a positive experience of arriving at or moving on from the home. In particular, the standard in paragraph (1) requires the registered person to ensure— that each child's relevant plans are followed. (Regulation 14 (1)(a)(b) (2)(c))	3 April 2026
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— ensure that the home has sufficient staff to provide care for each child. (Regulation 13 (1)(a)(b) (2)(d))	3 March 2026

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: 2612008

Provision sub-type: Children's home

Registered provider: Compass Children's Homes Ltd

Registered provider address: 3 Rayns Way, Syston, Leicester LE7 1PF

Responsible individual: Rebecca Gomersall

Registered manager: Eliza Dunn

Inspector

Karen Karlsson, 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 <http://reports.ofsted.gov.uk/>.

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