

2618553

Registered provider: Forte Care Ltd

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home is owned by a private company. It offers care for one child who may experience social and emotional difficulties.

At the time of this inspection, one child was living at the home. The child did not wish to speak with the inspector.

The manager has applied to register with Ofsted.

Inspection dates: 23 and 24 September 2025

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	inadequate
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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: 15 October 2024

Overall judgement at last inspection: outstanding

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
15/10/2024	Full	Outstanding
20/09/2023	Full	Outstanding
18/10/2022	Full	Good
08/02/2022	Full	Requires improvement to be good

Inspection judgements

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

Since the last inspection, one child has moved out of the home, and one has moved in. This inspection focused on the experiences of both children.

Children's overall experiences vary and are inconsistent. One child has made significant progress and continued to excel since leaving the home. While in the home, they benefited from stable and nurturing care provided by staff. A family member said that the staff's hard work had helped the child achieve positive outcomes. However, the experiences for another child have been mixed. This child has made positive progress since moving to Hope House, however staff have not been consistently proactive in helping the child to maintain good health. There is a lack of planning and support to encourage the child to eat healthily and participate in regular physical activity, which is important for their general health and well-being.

The home's physical environment requires some improvement. Mostly the home is nicely decorated and furnished to a good standard, however some home maintenance does not take place in a timely way. For example, a hole in the child's bedroom wall, the absence of curtains in the child's room and mould in the bathroom has taken too long to remedy. Alongside this, fire signage on doors and walls gives the home an institutional like appearance. Action is now being taken, but these areas for improvement mean that the home does not consistently offer children a nurturing or homely living environment.

Staff support children in having positive moves into and out of the home. These moves are well planned. Staff took the time to meet one child and speak to a range of professionals to understand the child's needs and risks before they moved in. One family member said, 'The plan was refined and well-tuned. Done on a gradual basis, and it worked like clockwork.' This support helps alleviate any anxieties children may have before they move into or on from the home.

Staff support and encourage children to engage in education. The child living in the home has had a significant period out of education. However, staff have arranged for a tutor to attend and have taken account of the child's wishes on what qualifications they want to study for. Staff encouraged another child to engage positively in education. Since leaving the home, the child has continued to engage positively and has achieved a coaching qualification in a sport they excel in. This support provides children with opportunities to achieve their goals.

Staff understand the importance of children's relationships with people who are important to them. One child's family and friends live a long distance from the home. However, staff work hard to ensure that the child can enjoy meaningful time with their family and friends, facilitating engagement and activities. Additionally, staff allowed a

child to have a pet after recognising that they were missing their family pet. These actions reassure children and help them feel valued.

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

There is a lack of consistency in the approach taken by leaders and staff to ensure that children are always safeguarded effectively.

Staff do not always assess risks effectively when working with children. On several occasions, staff responses and actions taken have contributed to incidents with one child. For example, staff have not taken a consistent approach in following the child's safety plans. On another occasion, staff left cleaning products unattended, which led to an incident that placed the child at risk of harm.

When children have become distressed during incidents, some staff have used punitive and inappropriate language in response. This is not in line with the therapeutic model of care outlined in the home's statement of purpose. Furthermore, it does not reassure children or support them during difficult moments in their lives.

Staff do not always have meaningful discussions with children to help them understand their risks and vulnerabilities. As a result, children are not provided with opportunities to learn and reflect on their experiences. This has the potential to leave children vulnerable and compromise their safety.

Despite some of the shortfalls, staff are building positive and supportive relationships with the child currently in the home. They understand the arrangements that need to be in place to keep the child safe. As a result, incidents in the home are rare. One professional said that staff have been able to de-escalate situations effectively that would previously have led to an increase in the child's vulnerabilities.

Children are helped to develop their emotional resilience. For one child, staff helped them manage their anxieties and become more resilient. This support has helped the child when they have faced challenges since moving on from the home. For example, shortly after moving into semi-independence, they were forced to move again. The skills they had built while living in the home gave them the resilience to manage the situation effectively and safely.

The effectiveness of leaders and managers: inadequate

Since the last inspection, there have been significant changes in the management and staffing of the home. Interim management arrangements were implemented when the registered manager left in May 2025. However, these changes and interim arrangements have affected the quality of care that children receive and compromised their safety, experiences and progress. A permanent manager has now been appointed.

Management oversight and monitoring of the home are poor. Leaders and managers have not identified and challenged poor staff practice in the home. Furthermore, when incidents have occurred, managers have not used professional curiosity in their review. As a result, there has been no reflection and learning to help staff improve their safeguarding practice and enhance the quality of care for children. In addition, managers have failed to notify Ofsted of all significant incidents that have occurred, which reduces Ofsted's oversight of children's safety.

Current staffing arrangements do not provide the child with consistent care. Leaders and managers have not ensured that there are sufficient experienced staff in post to adequately support the child's needs. None of the permanent staff in post hold the relevant qualifications, and there is a heavy reliance on agency staff. This means the child regularly has unknown staff carrying out checks on them at night. This does not promote child-centred or consistent care.

Despite the shortfalls, the appointment of a permanent manager has added some stability. Staff say they feel better supported, and there is a plan to make the improvements required. External professionals say that communication with them has improved since the new manager took over.

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 protection of children standard is that children are protected from harm and enabled to keep themselves safe. In particular, the standard in paragraph (1) requires the registered person to ensure— that staff— assess whether each child is at risk of harm, taking into account information in the child's relevant plans, and, if necessary, make arrangements to reduce the risk of any harm to the child; help each child to understand how to keep safe; have the skills to identify and act upon signs that a child is at risk of harm; understand the roles and responsibilities in relation to protecting children that are assigned to them by the registered person; take effective action whenever there is a serious concern about a child's welfare; and are familiar with, and act in accordance with, the home's child protection policies; and that the home's day-to-day care is arranged and delivered so as to keep each child safe and to protect each child effectively from harm. (Regulation 12 (1) (2)(a)(i)(ii)(iii)(v)(vi)(vii)(b)) In particular, leaders and managers must ensure that staff understand their roles and responsibilities in keeping the child safe and the actions they need to take to reduce the child's vulnerabilities. This specifically relates to incidents in which staff did not follow the child's plans effectively and left the child at risk of harm.	31 October 2025

Leaders and managers must ensure that the child receives support to understand the risks they face, as well as the risks posed to others, and take necessary actions to keep the child safe.	
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— lead and manage the home in a way that is consistent with the approach and ethos, and delivers the outcomes, set out in the home's statement of purpose; ensure that staff work as a team where appropriate; ensure that staff have the experience, qualifications and skills to meet the needs of each child; ensure that the home has sufficient staff to provide care for each child; ensure that the home's workforce provides continuity of care to each child; 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; demonstrate that practice in the home is informed and improved by taking into account and acting on— feedback on the experiences of children, including complaints received; and use monitoring and review systems to make continuous improvements in the quality of care provided in the home. (Regulation 13 (1)(a)(b) (2)(a)(b)(c)(d)(e)(f)(g)(ii)(h))	31 October 2025

In particular, leaders and managers must ensure that monitoring and review systems used are effective in identifying shortfalls in the care that the child receives. This specifically relates to the manager's lack of oversight, challenge and follow up when staff's behaviour and actions do not meet the expected standards. In particular, leaders and managers must ensure that staff working at home have the skills, experience and knowledge to provide safe and consistent care for the child. Leaders and managers must consider the child's views, wishes and feelings in order to consistently enhance the care the child receives.	
The positive relationships standard is that children are helped to develop, and to benefit from, relationships based on— mutual respect and trust; an understanding about acceptable behaviour; and positive responses to other children and adults. In particular, the standard in paragraph (1) requires the registered person to ensure— that staff— meet each child's behavioural and emotional needs, as set out in the child's relevant plans; encourage each child to take responsibility for the child's behaviour, in accordance with the child's age and understanding; strive to gain each child's respect and trust; understand how children's previous experiences and present emotions can be communicated through behaviour and have the competence and skills to interpret these and develop positive relationships with children; 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)(iii)(viii)(ix)(x))	31 October 2025

In particular, leaders must ensure that staff understand when a child is in distress and are able to support and promote their well-being. This specifically relates to staff's use of punitive and inappropriate language towards children in relation to incidents. It also relates to the lack of professional curiosity applied to support necessary action to help keep the child safe.	
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. 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; protect and promote each child's welfare; treat each child with dignity and respect; provide personalised care that meets each child's needs, as recorded in the child's relevant plans, taking account of the child's background; help each child to understand and manage the impact of any experience of abuse or neglect; provide to children living in the home the physical necessities they need in order to live there comfortably; 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)(ii)(iii)(iv)(v)(vii)(c)(i)(ii))	31 October 2025

In particular, leaders must ensure that staff always provide therapeutic care in line with their statement of purpose and protect and promote the well-being of the child in their care. Staff must promote and support the child's health and well-being, including regularly planned access to a healthy diet and exercise.

In addition, leaders must ensure that repairs to the environment are carried out in a timely manner, that features that give the premises an institutional appearance are minimised, and that household items are tidied away along with litter from the garden.

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: 2618553

Provision sub-type: Children's home

Registered provider: Forte Care Ltd

Registered provider address: 213 Station Road, Stechford, Birmingham B33 8BB

Responsible individual: Victoria Chinchon

Registered manager: Post vacant

Inspector

Louise Naylor, Social Care Inspector

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