

2619057

Registered provider: Prosper and Enterprise Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is owned and run by a private organisation and provides care for up to five children who experience social and emotional difficulties. This includes children who may have additional needs, such as autism and complex associated difficulties.

At the time of this inspection, five children were living in the home.

The manager registered with Ofsted in August 2021.

Inspection dates: 5 and 6 May 2026

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: 9 April 2025

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
09/04/2025	Full	Good
11/07/2024	Full	Requires improvement to be good
05/02/2024	Full	Good
21/02/2023	Full	Good

Summary of findings

Children make progress in the home and benefit from good, strong relationships with staff.

Staff understand children's needs and risks and take effective action to keep children safe from harm. However, follow-up support with children is not consistently completed or recorded. Due to recent demands in the home, the manager's oversight of this has been lacking at times and some shortfalls in recordings have not been addressed.

The manager is an ever-present figure in the home, and staff speak highly of her commitment to them and to the children.

Inspection judgements

Overall experiences and progress of children and young people: good

Staff have developed positive and trusting relationships with children, which supports open and effective communication. Children feel comfortable speaking with staff and sharing their views and experiences. Staff consistently recognise and celebrate children's positive contributions to the home, while also providing sensitive and appropriate challenge when behaviours are not in line with expectations. Children demonstrate a clear understanding of boundaries and are able to speak openly with staff when things have not gone as planned for them.

Staff speak positively about their roles and demonstrate a strong commitment to supporting children. They are reflective about the importance of their work and can clearly articulate the positive difference they make to children's lives. Staff have a good understanding of children's progress and actively consider further ways to enhance outcomes and build on children's achievements. Professionals are positive about the care children receive. They highlight improved engagement in education and a reduction in risks as key strengths of the support provided, demonstrating the positive effect of the staff's approach to care.

Children develop independence and learn essential life skills effectively. Children are encouraged and supported by staff to manage everyday tasks, such as doing their own laundry and preparing meals, which they confidently share with other children and staff. Older children are developing practical skills in budgeting and are supported to travel independently. This support is making a positive difference to children's confidence and future preparedness. For example, one child has successfully saved towards purchasing a car and is preparing to sit their driving theory test, and another child has secured a part-time job.

Children understand the importance of education. Staff actively promote the value of education and support children to establish and maintain positive educational routines.

As a result, engagement in education has improved for all children. Staff effectively support children with homework and preparation for exams.

Targeted support has had a positive effect on children's emotional wellbeing. Children have access to a range of therapeutic interventions tailored to their individual needs, including art therapy, music therapy and specialist mental health services. Some children benefit from additional opportunities that further enhance their emotional development. For example, one child is engaged in a mentoring programme and is able to use the skills to have positive discussions with younger children in the home. Another child has been supported sensitively to develop an understanding of their life story and their journey into care, which has helped them make sense of their experiences.

The manager has taken effective action to improve the home environment. Children's bedrooms are personalised to reflect their individual tastes and preferences, supporting a sense of ownership and belonging. Further improvements are planned, with a new kitchen due to be installed shortly. However, some maintenance work remains outstanding, including repairs related to damage caused by a previous leak.

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

Safer recruitment practices are robust and effectively implemented. The manager has introduced additional recruitment measures, including an initial screening interview prior to candidates attending the home for a full interview. This helps to identify unsuitable applicants at an early stage and reduces the number of unfamiliar individuals entering the home, thereby safeguarding children. Any potential risks identified during the recruitment process are thoroughly explored and addressed before individuals commence employment.

There have been occasions where physical conflict has occurred between some children. Staff are consistently present to provide support and intervene appropriately, helping to prevent injuries. Following incidents, children are supported to reflect and are able to repair relationships quickly. Children who are not directly involved are well supported by staff to ensure any effect on them is minimised. Staff report that they receive effective support and guidance from management when responding to and managing situations involving physical conflict.

When children are missing from home, staff respond promptly and take appropriate action to locate them. Staff work effectively with the police, other professionals and family members to support children's safe return to the home. Children are offered opportunities to speak with external professionals about their reasons for being missing, and the manager appropriately follows these up when they have not taken place.

When children have been exposed to risks in the community, staff generally spend time with children to help them talk through their experiences. However, due to recent challenges within the home, this support is not consistently completed or fully recorded. This limits the effectiveness of follow-up support for children and means that not all staff

have a shared understanding of the discussions that have already taken place or the next steps required to reduce future risks.

Staff have a good understanding of children's individual risks, and well-developed safety plans support staff to help children remain safe. However, on occasion, serious incidents have not been notified to Ofsted in line with regulatory requirements. While the manager has ensured that other relevant professionals are informed, this has reduced Ofsted's ability to maintain full and effective regulatory oversight.

The effectiveness of leaders and managers: good

The manager has a clear understanding of the home's strengths and areas for development and has appropriate plans in place to continue improving the service. More recently, the manager has prioritised the upskilling of staff by increasing her presence within the home and positively role-modelling practice when working with children. This has helped to build staff confidence and has contributed to more consistent routines being established for children.

Staff speak positively about the management team and their commitment to both staff and children. Management is described as supportive, visible and approachable. Staff feel well supported through regular team meetings and consistent supervision, which encourages reflection and the development of practice. Annual appraisals are used effectively to support staff development. New staff benefit from a thorough induction process, which helps them to understand their roles and responsibilities and supports them to work confidently with children.

The manager has strong, positive relationships with children. Children trust her and feel confident approaching her to share worries or concerns. She spends meaningful time with children and has a good understanding of their individual needs and experiences. The manager is a proactive and effective advocate for children. When children have expressed dissatisfaction with aspects of their care, she has supported them to share their views and ensured their voices are heard. This has resulted in positive outcomes for children, including one child being supported to change a professional involved in their care to someone they felt more comfortable working with.

Moves for children are generally planned thoughtfully, both when children move into the home and when they move on. However, on one occasion, a move in was not successful due to limited information being available to the manager prior to the child's move. As a result, it became evident that the home could not meet the child's needs, and there was an unplanned ending. Despite this, the manager ensured that the child remained central to decision-making and worked sensitively with professionals to put alternative arrangements in place that prioritised the child's best interests.

The independent person has not fully met the requirements of their role when undertaking monthly visits. They do not consistently meet with all children, and opportunities to gather feedback from family members and staff are limited. This reduces the effectiveness of independent oversight and represents a missed opportunity

to capture meaningful feedback to inform the manager. As a result, the quality and depth of reports produced following these visits are affected.

The manager maintains oversight of all recordings completed by staff, which supports her awareness of the work undertaken with children. However, at times, monitoring and review of these records have been rushed. As a result, shortfalls in recording are not always identified and follow-up work with children is not consistently tracked. For example, the use of inaccurate or inappropriate language in reports was not challenged, and the records were subsequently signed off without providing a clear and transparent account of events.

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— help each child to understand how to keep safe. (Regulation 12 (1) (2)(a)(ii)) In particular, the registered person must ensure that staff complete and fully record safety work with children.	1 July 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— use monitoring and review systems to make continuous improvements in the quality of care provided in the home. (Regulation 13 (1)(a)(b) (2)(h))	1 July 2026

Recommendations

- The registered person should notify Ofsted if one of the situations specified in regulation 40(4)(a)-(d) occurs. ('Guide to the Children's Homes Regulations, including the quality standards', page 63, paragraph 14.10)

- The registered person should ensure that the independent person they appoint is able to assess all relevant information and form an impartial judgement about the quality of the home's care. This should be completed by regularly meeting with all children and gaining feedback from professionals and family members. ('Guide to the Children's Homes Regulations, including the quality standards', page 65, paragraph 15.8)
- The registered person should ensure that the home is a well-maintained environment. ('Guide to the Children's Homes Regulations, including the quality standards', page 15, paragraph 3.9)

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: 2619057

Provision sub-type: Children's home

Registered provider: Prosper and Enterprise Limited

Registered provider address: Prosper and Enterprise Limited, 74A Station Road East, Oxted RH8 0PG

Responsible individual: Lance Miles

Registered manager: Charlotte Stevens

Inspectors

Louise Webling, Social Care Inspector
Kenneth Bedwell, Social Care Inspector

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