

2629097

Registered provider: Homes 2 Inspire Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is registered to provide care for up to three children with emotional and social difficulties. The home is run by a private organisation that operates several registered children's homes.

Three children were living at the home at the time of the inspection.

There has been no registered manager for the home since July 2025.

Inspection dates: 28 and 29 October 2025

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: 10 September 2024

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
10/09/2024	Full	Good
03/07/2023	Full	Good
17/05/2022	Full	Good
04/01/2022	Full	Requires improvement to be good

Inspection judgements

Overall experiences and progress of children and young people: good

Children live in a safe, spacious and well-decorated home that is warm and inviting. They are actively involved in decisions about their home and bedrooms, which are decorated to reflect their personal interests, creating a homely atmosphere that supports their sense of security, belonging and self-expression.

Children like living in the home, where they receive nurturing care from staff who are committed to helping them to make progress and improve their experiences and outcomes. Staff know the children well. This is because they take time to understand the children's needs and behaviours. Consequently, children receive effective support that contributes to their progress.

Children are encouraged to gain independence in preparation for adulthood. They learn essential skills, such as travelling independently, budgeting money and cooking meals, appropriate to their age. One child, who had initially been anxious about travelling, received support from staff to help overcome their fears and is now able to travel independently. This accomplishment has boosted their confidence and self-esteem, and the child has taken pride in their achievements.

Children are encouraged to engage in discussions about a range of sensitive topics which support their emotional development. Secure relationships with staff play a crucial role in helping children to explore their feelings, ultimately enhancing their self-awareness and understanding of their emotions and behaviours. Staff members actively support children in exploring their identities, promoting inclusivity and embracing individuality. Consequently, this enables children to feel safe in communicating with staff about their identities and to be supported in navigating their feelings.

Staff understand the importance of education and actively support children to attend school and college. Staff strongly advocate for children to receive an education and have worked closely with external professionals to identify suitable education opportunities that align with each child's interests, abilities and aspirations. For one child, who is currently out of education or employment, staff are providing consistent encouragement, along with routine and structure, to help them to overcome barriers to participation. Their ongoing efforts clearly show that the team prioritises ensuring that all children have access to meaningful education, training or employment pathways.

Children are encouraged to maintain positive relationships with their families and friends. Leaders and staff make great efforts to ensure that this time is meaningful and consistent for the children. One family member remarked on the excellent communication from the home's staff, stating that, 'What they have done for them is absolutely amazing. They have helped them to feel safe and settled.'

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

A positive culture of safeguarding has been established in the home. Staff understand their roles and responsibilities. They frequently update their safeguarding knowledge through discussions in team meetings, reflective sessions, learning circles and individual supervision.

Staff support children to take age-appropriate risks as part of their development and to learn skills to help keep themselves safe. Children enjoy spending meaningful time with their friends and families in the community without any unnecessary restrictions. This means that the children are being helped to develop their understanding, self-management and independence in this area.

Staff use a variety of de-escalation techniques to support children who are experiencing distress. They use the positive relationships that they have established with the children to intervene and minimise risk during periods of conflict. Restraint is used as a last resort, and, as a result, there have only been two restraints since the last inspection. They are well recorded, children and staff are debriefed, and there is management oversight.

When children may go missing, staff are proactive in following each child's missing protocol, and they will attempt to locate and contact them. On return, children are welcomed home, and staff reflect with them on how they can support them to prevent them from going missing again. A return home meeting with the child's home local authority takes place. As a result, the number of missing episodes for children has been significantly reduced.

The home's safeguarding framework includes regular updates to 'Keeping Me Safe' plans for all children. These plans are tailored to address individual needs and potential risks, demonstrating a proactive approach by staff to preventing harm. The reduction of missing-from-home incidents and the low number of physical interventions in recent months further reflect the effectiveness of the home's safeguarding measures. By promoting open communication and nurturing positive, respectful relationships, the staff have created an environment in which young people are safeguarded and encouraged to thrive.

The effectiveness of leaders and managers: good

Since the last inspection, the registered manager has left the home. A new manager was appointed, and they applied to register. However, this application was subsequently withdrawn. The responsible individual has promptly taken action to attempt to recruit and appoint a manager, and they have kept the regulator informed. Their oversight of the children's care, along with that of the deputy manager and the staff team, is thorough. These experienced practitioners have managed and led the home effectively in the absence of a registered manager, thereby minimising the impact of these changes on the children.

Leaders and staff have high expectations of what children can achieve, and they work to ensure this. They are passionate about the care of the children and are committed to improving standards.

Leaders provide an environment in which staff, as well as children, are encouraged to grow and develop. Staff feel well supported by leaders, and they receive regular, reflective supervision. This supervision provides opportunities to reflect on incidents and practice. The staff speak positively about their supervision, induction and training.

Leaders and staff ensure that children's views are at the centre of their care and support. They promote diversity and inclusion. They recognise the children as individuals and work with them and their families to ensure that they meet the children's religious, cultural and personal identity needs.

The responsible individual and staff have good working relationships with a range of professionals. They work together to ensure the best possible care for the children. They advocate for the children and seek to involve them in decisions about their lives. Feedback from professionals is positive, and communication with staff is described as excellent. One professional commented, 'The staff are the children's anchor, and the core group of consistent staff in that home has been the key to each child's success.'

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 appointment of manager standard is that the registered provider must appoint a person to manage the children's home if— there is no registered manager in respect of the home; and the registered provider— is an organisation or a partnership; does not satisfy regulation 28; or is not, or does not intend to be, in day-to-day charge of the home. If the registered provider appoints a person to manage the home, the registered provider must, without delay, give HMCI notice of— the name of the person so appointed; and the date on which the appointment takes effect. (Regulation 27 (1)(a)(b)(i)(ii)(iii) (2)(a)(b))	1 December 2025

Information about this inspection

The inspector has 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: 2629097

Provision sub-type: Children's home

Registered provider: Homes 2 Inspire Limited

Registered provider address: Black Country House, Rounds Green Road, Oldbury B69 2DG

Responsible individual: Marisse Prior

Registered manager: Post vacant

Inspector

Sharron Dormand, 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 www.gov.uk/government/organisations/ofsted.

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 2025