

2631179

Registered provider: SuperCare Residential Ltd

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This privately run home provides care for up to 4 children who have special educational needs and/or disabilities.

The home was registered in January 2023, and the manager registered with Ofsted in January 2025. A new responsible has been recruited; however, they have not yet had their suitability assessed.

Inspection dates: 17 and 18 March 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	requires improvement to be good
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The children's home provides effective services that meet the requirements for good.

Date of last inspection: 10 March 2025

Overall judgement at last inspection: outstanding

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
10/03/2025	Full	Outstanding
12/06/2023	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: good

Since the last inspection, one child has moved into the home and one child has moved out. At the time of this inspection, 4 children were living at the home. All 4 children spoke with the inspector.

Children experience positive moves into and out of the home. When a child moves in, the manager assesses their needs and any potential risks to ensure that the home can meet these effectively. Staff visit the child beforehand and share information about the home and the staff, helping the child to feel informed and reassured. Children are also offered opportunities to visit the home, see their bedrooms and take part in activities with the children already living there. When children move out, staff support them sensitively, including arranging a farewell celebration, at which they receive cards and gifts. This personalised approach helps to reduce anxiety and supports children's emotional wellbeing by ensuring they feel prepared and supported during times of change.

Children's education outcomes are mixed. One child attends school regularly and has good attendance. Another child is on a reduced timetable, and 2 children are not currently in school. Staff provide these 2 children with home-based education and structured learning activities to support their progress. The manager and staff work closely with external professionals to secure suitable education provision that meets each child's needs. This approach has been effective, and as a result, a full-time school place has now been secured for one of the children who had been receiving education at home.

Children attend all routine health appointments. The organisation's in-house therapeutic team provides staff with guidance on effective strategies to support children's emotional health and wellbeing. This coordinated approach ensures that children's physical and emotional needs are met.

The home environment is not maintained to an acceptable standard, and this compromises children's safety and wellbeing. In one child's bedroom, loose nails were protruding from the wall, creating a clear risk of injury. In another bedroom, damaged furniture was unsafe to use. In addition, mop buckets filled with dirty water were left in the garden and fully accessible to children, presenting both a hygiene risk and a hazard. The manager addressed some of these shortfalls immediately and has given assurances that new processes will be introduced to prevent this from happening again.

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

Children trust the staff. They say they enjoy living at the home and know they can approach staff if they have any worries. One child said: 'They care about me and I about them.'

Disclosures and complaints are managed effectively. The manager ensures that children are safe and protected from harm and keeps them informed about the outcomes of any concerns they raise. These actions help children feel confident in speaking up and contribute to their sense of safety.

Children who display behaviour that is difficult to manage are supported well by staff using de-escalation strategies that help them regulate their emotions. Physical intervention is only used when necessary and as a last resort. However, staff are not consistently given opportunities to discuss incidents afterwards. This limits their ability to reflect on their practice, learn from events and make improvements, which reduces the effectiveness of support for children following behavioural incidents.

Staff do not always receive clear guidance from children's plans, which affects their ability to provide consistent and informed care. For example, one child's family time arrangements had changed, but these updates were not reflected in their plan. The plan also did not specify when staff should inform the child about upcoming family time to help them prepare. These gaps can lead to inconsistent practice and may leave children feeling unsettled and unprepared.

In addition to the above, staff do not consistently speak to children about their behaviours, how to manage their emotions, or how to take responsibility for their actions. This is a missed opportunity to help children understand their feelings, build emotional resilience and learn from their experiences. As a result, children are not well supported to manage challenges effectively.

The effectiveness of leaders and managers: requires improvement to be good

Leaders do not routinely monitor, review or evaluate the quality of care provided in the home. As a result, they have not identified shortfalls in staff practice or taken timely action to address them. This means that children are not consistently safeguarded and the quality of care they receive is not maintained to a good standard.

Leaders and managers have not ensured that children's records contain review minutes. They have also not challenged or escalated delays with external professionals to secure timely documentation. As a result, they cannot be confident that agreed actions from children's reviews have been completed within expected timescales. This means that children's needs are not consistently identified, monitored or met.

When behavioural incidents occur, staff do not make clear, detailed or accurate records. Several records completed weeks, and in some cases months, earlier were uploaded to the electronic system during the inspection. This practice prevents leaders from having a timely and accurate understanding of children's experiences. As a result, the manager cannot evaluate staff actions effectively, learn from incidents or make the improvements needed.

The registered manager is experienced, and staff say they enjoy working in the home and feel supported by her. Team meetings and supervision sessions take place each month. These arrangements help ensure that staff receive regular guidance and support in their roles and in their ongoing professional development.

Staff receive regular training that helps them develop the skills and knowledge needed to meet children's diverse needs. Systems are in place to ensure that essential training is kept up to date and refreshed when required.

Despite the shortfalls identified, external professionals and parents of children report that communication with the manager and staff is good.

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 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; 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; 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)(f)(g)(ii)(h)) In particular, the registered person must ensure that their monitoring systems are effective and robust, so that any shortfalls are identified promptly and the quality of care provided to children is continually evaluated and improved.	27 April 2026

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 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; that the premises used for the purposes of the home are designed, furnished and maintained so as to protect each child from avoidable hazards to the child’s health. (Regulation 12 (1) (2)(i)(ii)(iii)(vi)(b)(d)) In particular, the registered person must ensure that the home is a safe environment, and that all risks to children are promptly identified and removed. The registered person must ensure that children are spoken to following any incidents, and that they are supported to understand risks and are educated on what is safe and appropriate behaviour.	27 April 2026
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The registered person must ensure that— within 24 hours of the use of a measure of control, discipline or restraint in relation to a child in the home, a record is made which includes— within 48 hours of the use of the measure, the registered person, or a person who is authorised by the registered person to do so (“the authorised person”)—has spoken to the user about the measure; and has signed the record to confirm it is accurate. (Regulation 35 (3)(a)(b)(i)(ii)) The manager must ensure that all staff involved in physical interventions are spoken to within timescales.	27 April 2026
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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: 2631179

Provision sub-type: Children's home

Registered provider: SuperCare Residential Ltd

Registered provider address: 2–4 Packhorse Road, Gerrards Cross SL9 7QE

Responsible individual:

Registered manager: Rachel Howard

Inspector

Jas Nahar, Social Care Inspector

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