

2639649

Registered provider: Contemporary Concept Care Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is owned and managed by a private organisation. It is registered to provide care for up to 2 children who may experience social and emotional difficulties.

The manager registered with Ofsted in November 2022.

At the time of the inspection, one child was living at the home. The child did not speak with the inspector and chose to provide their written views.

Inspection dates: 9 and 10 June 2026

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	requires improvement to be good
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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: 3 September 2025

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
03/09/2025	Full	Good
23/07/2024	Full	Requires improvement to be good
21/06/2023	Full	Requires improvement to be good
11/05/2022	Full	Requires improvement to be good

Summary of findings

Two children have recently moved out of the home. Their moves were well planned, and they both had positive experiences living in the home.

One child has moved into the home. They are receiving nurturing care from a stable staff team.

The child is making some progress from their starting point. However, improvements are required to enable them to progress further.

Inspection judgements

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

There have been 3 children living in the home since the last inspection, and they have had different experiences.

Two of the children have made good progress and were supported by staff to make the move onto the next stage of their lives. Both children now live in their preferred area and have secured apprenticeships.

One child recently moved into the home. The move was well planned with their family and social worker, and the manager ensured that staff spent time getting to know the child before they moved in.

The child is subject to a deprivation of liberty order. The child is responding positively to the nurturing approach of staff. This means that staff have been able to make measured reductions in the level of supervision the child receives.

The child attends home-based tutoring on a weekly basis. Staff work with education professionals to find a suitable local school. However, staff have not offered learning opportunities alongside the tutor support. As a result, the child has a poor daily routine and spends many hours on their phone.

Staff encourage children to be healthy and active. Staff respond to changes in children's physical and mental health and access community services for the support they require. However, for one child, staff have not sought specialist advice in relation to a long-term health condition and have not supported them to complete recommended health routines.

Staff help children to develop their independent living skills. Children say that they budget and go shopping with staff in preparation for adult life. One child said, 'Staff

really helped me get ready for independence.’ However, incomplete records demonstrate that this is not structured or intended to support their learning.

Children enjoy regular, good-quality time with the people important to them. Staff display flexibility and travel long distances to enable children to spend time with their loved ones. Staff work proactively with social workers and families to ensure that their time together is meaningful and safe.

Staff listen to children. They provide opportunities for children to share their feelings and wishes, and their views are respected. Children say that they appreciate the support staff provide to them. However, staff have not consistently engaged with one child. As a result, the child is not developing the skills to manage their own difficult feelings and maintain positive interactions with others.

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

Children say that they feel happy, but the staff team’s ability to keep them safe is inconsistent.

Staff understand how to keep children safe. Children have individualised risk assessments that identify known risks and outline appropriate strategies for staff to follow. Staff also have access to weekly therapeutic support provided by a psychologist to discuss strategies to support children.

Staff use key-work sessions and conversations to develop children’s ability to keep themselves safe. However, the frequency of the sessions and engagement of children in the sessions are inconsistent. The manager completes an audit of key-work sessions but has not reviewed their effectiveness. As a result, some children’s risks have not reduced.

Staff regularly review and update risk management plans in relation to incidents. However, there has been a lack of curiosity around new and emerging risks, and strategies to manage these have not been added to children’s safety plans. Therefore, some unsafe behaviours continue with limited or no staff response, such as phone use and vaping.

Incidents are rare and, when they do occur, records indicate that staff appropriately respond. However, on one occasion, their response was ineffective, and they called the police to manage one child’s behaviour. The child experienced being detained overnight by the police. As a result, the child was at high risk of criminalisation.

Staff use rewards and consequences as behaviour management strategies with children. Staff show a good awareness of their use of consequences. However, children are sometimes unclear about how long a consequence is in place for. The lack of clarity can cause frustration to children.

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

The manager has been in post since 2022 and has a good understanding of the children and the progress they have made.

There is a stable team of staff who feel supported in their roles. Staff have access to a programme of child-focused training, and specialist training is also provided to enable them to meet the specific needs of children. All staff have achieved or are working towards a recognised childcare qualification.

Supervision meetings take place regularly and provide staff with one-to-one, focused support. However, the recordings do not capture that reflective conversations have taken place relating to incidents. This limits opportunities for staff development and safeguarding learning.

Staff show awareness of their responsibility in relation to recording incidents. However, the quality of incident recording is inconsistent, and the manager's evaluation lacks critical reflection and rarely identifies staff learning or changes to practice. This is a missed opportunity to embed a culture of learning and development in the home.

The manager has high expectations for her staff team and takes decisive action in response to staff performance. The manager offers supportive measures to ensure that staff provide the expected quality of care to children. The manager takes appropriate action against staff if this is not achieved.

The manager and staff team have built positive working relationships with partner agencies and families. They will advocate and challenge other services to achieve the best outcomes for children.

The manager ensures that repairs and redecoration are carried out in the home. However, some areas still require attention. Water damage on the lounge ceiling, which happened 3 months earlier, has not been repaired, and the child's bedroom is unkempt.

The manager has carried out a location assessment that considers risks in the local area. Leaders and managers have sought information from police and community representatives. However, no responses have been received, and no consultation has taken place with neighbours. This prevents managers from developing an in-depth understanding of community issues.

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 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)(b)) In particular, the registered manager must ensure that staff are able to identify when to intervene in incidents to avoid the use of police intervention. Furthermore, the registered manager must ensure that staff are able to identify and add new or emerging risks to risk management plans.	26 June 2026

Additionally, the registered manager must ensure that staff are aware of their responsibilities in relation to the management of new and emerging risks and that they work with external agencies in response to risks. Also, the registered manager must ensure that staff talk to children about how to keep safe.	
The health and well-being standard is that— the health and well-being needs of children are met; children receive advice, services and support in relation to their health and well-being; and children are helped to lead healthy lifestyles. In particular, the standard in paragraph (1) requires the registered person to ensure— that staff help each child to— achieve the health and well-being outcomes that are recorded in the child's relevant plans; understand the child's health and well-being needs and the options that are available in relation to the child's health and well-being, in a way that is appropriate to the child's age and understanding; and take part in activities, and attend any appointments, for the purpose of meeting the child's health and well-being needs. (Regulation 10 (1)(a)(b)(c) (2)(a)(i)(ii)(iii)) In particular, the registered manager must ensure that staff follow recommendations made on children's health plans. Furthermore, the registered manager must ensure that staff seek advice and services in relation to children's health. Also, the registered manager must ensure that staff support children to engage in healthy routines and attend appointments.	10 July 2026
The education standard is that children make measurable progress towards achieving their educational potential and are helped to do so.	31 July 2026

In particular, the standard in paragraph (1) requires the registered person to ensure— that staff— support each child’s learning and development, including helping the child to develop independent study skills and, where appropriate, helping the child to complete independent study; understand the barriers to learning that each child may face and take appropriate action to help the child to overcome any such barriers; help each child to understand the importance and value of education, learning, training and employment; and promote opportunities for each child to learn informally. (Regulation 8 (1) (2)(a)(ii)(iii)(iv)(v)) In particular, the registered manager must ensure that when a child is not attending school, the staff support them to engage in home learning and independent study and provide them with educational activities. This should form part of a daily routine and structure.	
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— help each child to develop socially aware behaviour; encourage each child to take responsibility for the child’s behaviour, in accordance with the child’s age and understanding;	31 July 2026

help each child to develop and practise skills to resolve conflicts positively and without harm to anyone; communicate to each child expectations about the child's behaviour and ensure that the child understands those expectations in accordance with the child's age and understanding; help each child to understand, in a way that is appropriate according to the child's age and understanding, personal, sexual and social relationships, and how those relationships can be supportive or harmful; help each child to develop the understanding and skills to recognise or withdraw from a damaging, exploitative or harmful relationship; strive to gain each child's respect and trust; that each child is encouraged to build and maintain positive relationships with others. (Regulation 11 (1)(a)(b)(c) (2)(a)(ii)(iii)(iv)(v)(vi)(vii)(viii)(b)) In particular, the registered manager must ensure that staff support children to develop socially aware behaviour and positive responses to others. Also, the registered manager must ensure the child is encouraged to engage positively with others, including professionals.	
The leadership and management standard is that the registered person enables, inspires and leads a culture in relation to children's home that— 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	31 July 2026

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— research and developments in relation to the ways in which the needs of children are best met; and 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)(b) (2)(a)(f)(g)(i)(ii)(h)) In particular, the registered manager must ensure that incidents are thoroughly reviewed and critically evaluated to identify safeguarding learning and development. Also, the registered manager must lead reflective supervision sessions with staff. Furthermore, the registered manager must ensure direct work is completed with children and that the effectiveness of the sessions is evaluated.	
The quality and purpose of care standard is that children receive care from staff who— In particular, the standard in paragraph (1) requires the registered person to— ensure that the premises used for the purposes of the home are designed and furnished so as to— enable each child to participate in the daily life of the home. (Regulation 6 (1) (2)(c)(ii)) In particular, leaders and managers should ensure that internal areas of the home are well maintained.	31 July 2026

Recommendations

- The registered person should ensure that there is recorded evidence of work completed with children to prepare them for living independently. ('Guide to the Children's Homes Regulations, including the quality standards,' page 57, paragraph 11.9)
- The registered person should ensure that they consult with neighbours and include a summary of those discussions in the location assessment document. ('Guide to the Children's Homes Regulations, including the quality standards,' page 64, paragraph 15.1)
- The registered person should ensure that there are clear plans for when consequences will be used and for how long. These plans should be shared with the children. ('Guide to the Children's Homes Regulations, including the quality standards,' page 46, paragraph 9.36)

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: 2639649

Provision sub-type: Children's home

Registered provider: Contemporary Concept Care Limited

Registered provider address: Cross House Farm, Cryers Lane, Thornton-Le-Moors, Chester CH2 4LH

Responsible individual: Kirsti Holt

Registered manager: Moya Day

Inspector

Caroline Bates, Social Care Inspector

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