

2641767

Registered provider: Real Care Support Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is operated by a private provider. The home provides care for up to 4 children who may experience social and emotional difficulties or learning disabilities, including autism spectrum disorder.

The manager registered with Ofsted in August 2024.

Inspection dates: 5 and 6 February 2026

Overall experiences and progress of children and young people, taking into account	outstanding
---	--------------------

How well children and young people are helped and protected	outstanding
---	-------------

The effectiveness of leaders and managers	outstanding
---	-------------

The children's home provides highly effective services that consistently exceed the standards of good. The actions of the children's home contribute to significantly improved outcomes and positive experiences for children and young people who need help, protection and care.

Date of last inspection: 17 September 2024

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
17/09/2024	Full	Good
07/11/2023	Full	Good
10/01/2023	Full	Requires improvement to be good
18/10/2022	Full	Inadequate

Inspection judgements

Overall experiences and progress of children and young people: outstanding

Several children who had lived at the home for a significant period have now successfully returned to live with their families. The progress they made during their time at the home is exceptional when considered against their starting points. Staff thoughtfully captured each child's experiences and achievements on video, which was given to the children as a meaningful memento when they left. Children were also offered genuine opportunities to take part in personalised leaving events. One family member said, '[name of child] is unrecognisable from the child he used to be in terms of his independence.'

The manager completes detailed and well-informed assessments to identify children's individual needs effectively. One child recently left the home in a planned and well-co-ordinated way. Following this move, the manager reflected on the child's progress and experiences to inform future learning and development.

Children make exceptional progress in all areas of their lives. They live in a spacious, warm and welcoming home. The home is personalised with artwork, books, toys and games throughout. Children receive consistent, nurturing care from a dedicated and committed staff team. As a result, children are thriving and they are helped to develop a strong sense of belonging.

Child-led discussions give children meaningful opportunities to share their wishes and feelings. Staff use highly effective key-work sessions to help children understand the importance of maintaining a healthy lifestyle. Research-informed practice underpins this work, enabling children to develop their understanding of personal hygiene, mindfulness and other aspects of wellbeing in ways that are appropriate to the children's age and level of understanding. This thoughtful and consistent approach is making an exceptional difference to children's lives and their overall progress.

Staff work closely with the therapist and occupational therapist and any recommendations are threaded seamlessly into children's 'caring for me plans'. This integrated approach ensures that therapeutic guidance is embedded consistently in day-to-day practice. As a result, children experience highly personalised support that significantly enhances their overall wellbeing.

Children's education and learning remain a significant focus for staff. Strong partnership working between the staff team and education professionals ensures that children receive consistent support both at school and at home. Leaders and managers are aspirational for children and demonstrate a strong commitment to securing the best outcomes for them. They confidently and appropriately challenge other professionals when they consider that decisions are not being made in children's best interests.

Independence building for children is a key strength of the home and all children are actively encouraged to develop skills that enable them to do things for themselves. Staff support children to budget and shop independently. One child has been learning how to complete practical tasks around the home, such as painting and Hoovering. These opportunities help children build essential life skills and promote their readiness for future independence.

Children take part in a wide range of opportunities and enriching experiences. For example, one child has begun learning how to drive and children have enjoyed fun-filled holidays, including trips abroad. These experiences broaden children's horizons and contribute positively to their confidence, social development and overall enjoyment of life.

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

There is a strong and proactive approach to keeping children safe. Staff receive child-specific safeguarding training that enables them to meet children's individual and group needs. Safeguarding practice is effective and the high level of staffing significantly reduces the risk of harm to children. Additionally, risk-management plans, known as 'keeping me safe plans', are reviewed and updated following any incidents to ensure that they remain accurate and responsive. Staff have a clear understanding of children's individual needs, risks and vulnerabilities and the potential risks children may be exposed to.

Research-informed practice is clearly embedded throughout staff's work with children. Recently, staff drew on current research about substance misuse to help one child understand the associated risks and how to stay safe. There is a wealth of direct work taking place, including sessions on online safety, healthy friendships and relationships, ensuring that children are well equipped to recognise potential dangers within the community. One professional said, 'Staff generate a culture of openness and trust', reflecting the positive safeguarding culture in the home.

Effective and well-understood positive behaviour support is firmly in place. Children benefit from consistent routines and clear boundaries. Restraint is used only as a last resort, and children receive comprehensive support following any incident. In one case, the manager sourced specialist adapted restraint techniques to meet a child's additional needs. Therapeutic approaches are woven into daily practice, helping children to manage and overcome the anxieties they may face.

Complaints and whistleblowing procedures are well understood by children and staff. There has been one complaint received and the manager and responsible individual were quick to respond and resolve the matter in a positive way. Searches of children's bedrooms are completed sensitively and are appropriately recorded.

Incidents of children going missing from the home are rare due to the positive and caring relationships they have with staff. When children do go missing, staff search for

them in the community and ensure that they can speak to someone independent on their return.

Recruitment procedures and practices are safe and effective. Managers have recently completed safer recruitment training. All staff are fully checked and vetted prior to starting work at the home. These robust checks ensure that only suitable adults are employed to work with children at the home.

The effectiveness of leaders and managers: outstanding

The home is led by an experienced and suitably qualified manager who is supported by a competent deputy manager. The management team is inspirational and ambitious for the children in its care.

The registered manager promotes a strong learning culture and development plans are used effectively to drive continuous improvement. Robust auditing tools enable the manager to regularly track progress. Managers have an excellent understanding of what is working well and consistently reflect on potential areas of development. Together, they consider ways to broaden staff knowledge and strengthen practice across the staff team.

There is a strong therapeutic approach embedded throughout staff practice. The therapist spends time with staff to increase their knowledge and understanding. This collaborative way of working helps children to thrive. The manager provides ongoing opportunities to increase staff's professional development. There is also a range of bespoke staff training designed to meet the specific needs of the children at the home.

Leaders and managers are highly visible in the home. They use workshops and research-based practice in team meetings to increase staff's understanding of 'love-led' language, professional curiosity and parenting models. This approach promotes reflective practice, strengthens staff's skills and confidence and enhances the consistency of care provided to children.

Supervision is regular and records show that it has a direct and positive impact on the quality of care provided to children. Staff are supported to reflect on their practice through focused and reflective sessions. During these discussions, they consider alternative approaches and apply evidence-based models which enhances staff confidence, engagement and professionalism.

Feedback from professionals was overwhelmingly positive. Professionals reported that communication with the home is good. One professional said, 'Staff produce excellent personalised reports to keep us updated with the children's progress.'

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: 2641767

Provision sub-type: Children's home

Registered provider: Real Care Support Limited

Registered provider address: Arkwright Farm, Eidsforth Lane, Preston, Lancashire
PR3 1GN

Responsible individual: Andrea Cox

Registered manager: Jordanne Roberts

Inspector

Judith Birchall, 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 children looked after, 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 2026