

2646176

Registered provider: Trauma in Mind Ltd

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home is owned and operated by a private company. It provides care for up to 3 children who experience social and emotional difficulties.

At the time of this inspection, 2 children were living at the home. One child spoke with the inspector about their experiences living at the home.

The home is managed by two managers; both are registered with Ofsted.

Inspection dates: 17 and 18 February 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: 11 March 2025

Overall judgement at last inspection: outstanding

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
11/03/2025	Full	Outstanding
19/03/2024	Full	Outstanding
22/02/2023	Full	Good
14/02/2022	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: good

Children have positive relationships with adults and can identify adults they trust. Adults speak about the children with genuine love, care and affection. Children experience nurturing and supportive care from adults who know them well.

The managers and staff work proactively with partner agencies and collaborate effectively with social care, education and healthcare professionals. One professional said:

'The quality of care and consistency shown by the team is a key strength of the home. They consistently demonstrate a compassionate, reflective and relational approach, with a clear focus on emotional safety, connection and trust.'

Children benefit from a wide range of stimulating activities inside and outside the home. These opportunities help children learn new skills, have fun, and be healthy and physically active. Additionally, their interactions enable them to learn social skills and develop friendships.

One child attends school and has good attendance. They are learning and are making progress, taking account of their starting points. However, the plans for one child have not been effective. Despite receiving a range of options, the child has not attended school or engaged in learning.

One child has plans to leave the home and wishes to live independently. The child does not have a clear structure to their day and opportunities to engage in both formal and informal learning. Adults need to support the child in building their emotional resilience and practical life skills to prepare them for independence.

The home's physical environment is well maintained and furnished. Children's bedrooms are personalised and specific to their interests and needs. Furthermore, there are photos of children on display showing a range of happy times. This homely atmosphere helps children feel comfortable and valued.

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

Safeguarding practice is effective. When safeguarding concerns arose, staff ratios were increased, and children were closely monitored. Plans were put in place to manage known risks.

Since the last inspection, there have been significant safeguarding challenges. Some children have been unable to develop skills and strategies to manage conflicts between each other. This led to some children not always feeling safe. This has been resolved,

with one child requesting to be moved to the provider's other home. The child confirmed that this was a positive move and that they are happy.

Risk assessments are up to date and provide adults with clear guidance about actions they should take when concerns about the child's safety arise. These plans are known and followed by adults.

One child has required frequent holds from adults to keep them safe. Restrictive practice has only been used as a last resort. Leaders record, review and monitor all incidents. The views of the child are sought and understood. The child told the inspector that they understand why adults have held them and feel that adults are fair.

Children are safeguarded from online risks. The home's internet system ensures that children only access age-appropriate content. Mobile phone use and gaming are assessed for risk and monitored. The adults and manager regularly review children's online activity to ensure that they are safe.

The effectiveness of leaders and managers: good

The home has two suitably experienced and qualified managers; one manager is currently not at work. The manager spends a significant amount of time with children and understands the progress they are making. He is ambitious for children to reach their full potential.

Adults enjoy their jobs, and morale is high. They speak highly of their managers and the support they receive from them. One adult said, 'We have a great team and amazing leadership, and in terms of my own personal development, I'm feeling really excited for my future.'

The therapeutic approach used in the home extends to ensuring that adults use child-centred language. Adults and children spend time together each day, with regular healthy 'family' meals. Adults do not use an office, which means they are always visible and available to children.

Leaders and managers have hosted a range of fun community events. These events ensure that the home is embedded in the community and that children feel part of the neighbourhood.

Children's complaints are taken seriously. They are kept informed of progress and outcomes, which reinforces their sense of being valued and safe. Children say they are happy with the outcomes of their complaints.

The registered person has sometimes failed to ensure that allegations and safeguarding notifications are made to the appropriate authorities. This limits external oversight of safeguarding practice.

The regulator has received the independent person's reports a significant time after the visits. Some reports lack consultation with children, parents, relatives, individuals working at the home and professionals.

Practice is not always consistent with the home's objectives stated in the statement of purpose, with specific reference to children's education and independence planning arrangements.

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 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— meet each child's behavioural and emotional needs, as set out in the child's relevant plans; 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; help each child to develop and practise skills to resolve conflicts positively and without harm to anyone; 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; de-escalate confrontations with or between children, or potentially violent behaviour by children.	20 March 2026

(Regulation 11 (1)(a)(b)(c) (2)(a)(i)(ii)(iii)(iv)(v)(vi)(vii)(xi)) In particular, ensure that children are prevented from harming each other.	
The registered person must notify HMCI and each other relevant person without delay if— a child is involved in or subject to, or is suspected of being involved in or subject to, sexual exploitation; an incident requiring police involvement occurs in relation to a child which the registered person considers to be serious; there is an allegation of abuse against the home or a person working there; a child protection enquiry involving a child— is instigated; or concludes (in which case, the notification must include the outcome of the child protection enquiry); or there is any other incident relating to a child which the registered person considers to be serious. (Regulation 40 (4)(a)(b)(c)(d)(i)(ii)(e)) In particular, ensure that allegations and safeguarding incidents are reported to the relevant agencies.	20 March 2026
The education standard is that children make measurable progress towards achieving their educational potential and are helped to do so. In particular, the standard in paragraph (1) requires the registered person to ensure— that staff— help each child to achieve the child’s education and training targets, as recorded in the child’s relevant plans; support each child’s learning and development, including helping the child to develop independent study skills and,	20 March 2026

where appropriate, helping the child to complete independent study; help each child to understand the importance and value of education, learning, training and employment; promote opportunities for each child to learn informally; raise any need for further assessment or specialist provision in relation to a child with the child's education or training provider and the child's placing authority; help a child who is excluded from school, or who is of compulsory school age but not attending school, to access educational and training support throughout the period of exclusion or non-attendance and to return to school as soon as possible; help each child to attend education or training in accordance with the expectations in the child's relevant plans; and that each child has access to appropriate equipment, facilities and resources to support the child's learning. (Regulation 8 (1) (2)(a)(i)(ii)(iv)(v)(vii)(viii)(x)(b))	
The quality and purpose of care standard is that children receive care from staff who— understand the children's home's overall aims and the outcomes it seeks to achieve for children; use this understanding to deliver care that meets children's needs and supports them to fulfil their potential. In particular, the standard in paragraph (1) requires the registered person to— understand and apply the home's statement of purpose; ensure that staff— understand and apply the home's statement of purpose; help each child to develop resilience and skills that prepare the child to return home, to live in a new placement or to live independently as an adult. (Regulation 6 (1)(a)(b) (2)(a)(b)(i)(vi)(vii))	20 March 2026

In particular, ensure that children develop age-appropriate and assessed independence skills.	
The registered person must compile in relation to the children's home a statement ("the statement of purpose") which covers the matters listed in Schedule 1. Subject to paragraph (6), the registered person must ensure that the home is at all times conducted in a manner which is consistent with its statement of purpose. (Regulation 16 (5)) In particular, ensure that children's experiences of education and independence development are consistent with the objectives outlined in the home's statement of purpose.	20 March 2026

Recommendation

- The registered person should ensure that any individual appointed to carry out visits to the home as an independent person makes a rigorous assessment of the home's arrangements for safeguarding and promoting the welfare of the children living at the home. This specifically relates to ensuring that there is adequate consultation with relevant persons and that reports are submitted to the regulator in a timely manner. ('Guide to the Children's Homes Regulations, including the quality standards', page 65, paragraph 15.5)

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: 2646176

Provision sub-type: Children's home

Registered provider: Trauma in Mind Ltd

Registered provider address: Park House, 37 Clarence Street, Leicester LE1 3RW

Responsible individual: Ryan Mawbey

Registered managers: Claire Smith and Daniel Davies-Hartshorn

Inspector

Amanda Ellis, Social Care Inspector

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