

2648508

Registered provider: My3 Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is owned and operated by a private provider. The home is registered to care for up to 3 children who may have learning disabilities and social or emotional challenges.

There were 2 children living in the home at the time of the inspection. The inspector spoke with both children.

The manager of the home registered with Ofsted in August 2024.

Inspection dates: 13 and 14 January 2026

Overall experiences and progress of children and young people, taking into account	outstanding
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How well children and young people are helped and protected	outstanding
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The effectiveness of leaders and managers	outstanding
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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
31/10/2023	Full	Good
07/06/2022	Full	Requires improvement to be good

Inspection judgements

Overall experiences and progress of children and young people: outstanding

Children receive exceptional high-quality care that helps them to feel accepted, understood and valued. Staff practice is consistently strong and leads to sustained positive change in children's lives.

Children make progress from their starting points. One child is now much more settled, and their previously high levels of dysregulation have reduced significantly. This has been achieved through the staff's consistent persistence and thoughtful responses. Another child has grown in confidence through hands-on learning and active involvement in community groups.

Living in the home enhances children's life chances and prepares them well for adulthood. Children learn how to budget, manage money and complete practical tasks such as doing laundry and meal preparation. Those preparing for independence benefit from well-planned and thoughtful transitions that move at a pace that feels right for them. One child who had reached adulthood moved on from the home in a meticulously planned manner. This resulted in them settling well and quickly in their new home.

Children enjoy a wide range of rich experiences that broaden their world. One child is beginning to use public transport and staff have supported them to understand timetables and how to interact safely and confidently with the public. Other activities such as gym sessions and kickboxing are independence focused and help children make sense of the wider world. One child is a valued member of the Children in Care Council and contributes to this well.

Relationships in the home are warm and trusting. Staff understand each child's sensory needs and emotional triggers. They use creative strategies to reduce anxiety and offer children space to talk openly about concerns and worries. This level of emotional understanding helps children build trust, confidence and a strong sense of belonging.

Research-informed practice is firmly embedded across the staff team. Conversations with children are tailored to their individual communication needs and grounded in research that is accessible and meaningful to them. This includes work around personal development, keeping yourself safe and managing emotions. The home's theme of the month approach further supports reflective learning and emotional growth for both children and staff, and is led by the in-house therapist.

Children's views are consistently sought, valued and acted on. Weekly catch-ups give children meaningful influence in the running of the home, including in meal planning and activity choices. Visual adaptations ensure these sessions are accessible to children with communication needs, which promotes inclusion and reinforces their sense of belonging.

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

Children experience a safe, nurturing and consistent environment where safeguarding practice is proactive and responsive to their individual needs. Professional practice results in sustained and significant improvements to children's wellbeing and safety.

Risk assessment and planning to help children understand how to manage their own risks are highly effective and responsive. This work ensures children develop a growing awareness of safety expectations. Children rarely go missing, and if they do, staff understand the procedures well and act promptly to ensure children are protected from harm. One staff member said a child was now 'flying high' compared to where they were previously, which is a good indicator of the work staff are undertaking.

Staff use creative and child-centred approaches to help children understand their emotions and develop personalised de-escalation strategies. One child has designed their own calming plan using the radio, sensory items and preferred activities. Another child benefits from planned activities and reflective conversations that help them to manage stress safely. This collaborative work strengthens emotional resilience and gives children a sense of ownership over their coping strategies.

When children become upset, staff respond with calmness, skill and emotional sensitivity. Children are redirected to familiar activities such as reading or sensory tools, and others are supported to talk through their feelings before they escalate because staff understand their triggers. These responses are consistently effective and help children to feel understood.

Research-informed practice is embedded throughout the home and is evident in children's records. Staff use appropriate language, visual tools and consistent device monitoring to teach privacy, consent and safe online behaviour. Daily checks ensure children cannot access inappropriate content, and staff use these opportunities to reinforce safer digital habits and strengthen children's understanding of personal boundaries. This thoughtful and evidence-informed approach has led to clear reductions in unsafe online behaviour and helps children learn how to keep themselves safe as they move towards independence.

Safeguarding partnerships are strong, cohesive and highly valued. Staff work closely with education, health and social care to coordinate responses to health needs such as continence changes, emotional triggers linked to family time and transition planning. This integrated approach ensures children receive timely, comprehensive and well-coordinated support.

The effectiveness of leaders and managers: outstanding

Leaders and managers are inspirational, confident and ambitious, creating a culture where children with complex needs make exceptional and sustained progress. Their vision is clear and focused on ensuring that children experience care that is warm, structured and consistently of the highest quality.

Leadership is innovative, reflective and forward thinking. Managers have introduced creative tools such as visual incentive systems, specific communication passports for children with autism and structured independence targets that have transformed daily life for children. These approaches are grounded in research-informed practice and adapted sensitively to each child's developmental profile.

Leaders know the home's strengths and areas for development with considerable clarity. They maintain rigorous oversight through daily logs, weekly catch-ups, risk reviews and multi-agency meetings. This ensures practice remains cohesive, reflective and demonstrably effective. The sustained reduction in risk behaviours, emotional dysregulation and destructive incidents is clear evidence of strong leadership impact.

Staff receive regular supervision which helps their practice remain grounded and reflective. This reflective work is also present through team meetings and therapeutic consultations. This enables staff to confidently manage the complex needs of children with sensory needs. Therapy-based practice further enhances emotional support for staff to look after the children well and strengthens the home's safeguarding culture.

Leaders maintain excellent and wide-ranging relationships with partner agencies. Communication with education providers, local authority social workers and health professionals is frequent, coordinated and child centred, ensuring seamless support and consistent planning. One local authority social worker stated the home was a 'dream' as they undertake such valuable work with children. One teacher was complimentary about the excellent communication the staff have with them and this has enabled one child to understand consistency better.

The leadership team creates a culture where staff feel valued, supported and motivated. This stability and cohesion directly benefit the children, who experience consistent care from adults who know them well and are committed to their progress.

No requirements or recommendations were made at this inspection.

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: 2648508

Provision sub-type: Children's home

Registered provider: My3 Limited

Registered provider address: 300 St Marys Road, Garston, Liverpool L19 0NQ

Responsible individual:

Registered manager: Sherrilynn Tebs

Inspector

Colin Jones, Social Care Inspector

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