

2667197

Registered provider: Compass Childrens Homes Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is privately run and provides care for up to four children who have been through childhood trauma and experience social and emotional difficulties.

The registered manager left in March 2026. The home has an interim manager. This manager is due to leave at the end of May 2026. Another interim manager who works for the organisation will be overseeing the home while a permanent manager is recruited.

At the time of the inspection, four children were living in the home. All were seen and spoken to.

Inspection dates: 11 and 12 May 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: 3 June 2025

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
03/06/2025	Full	Good
30/04/2024	Full	Requires improvement to be good
31/07/2023	Full	Good

Summary of findings

Children are making progress and are kept safe. Staff ensure children have fun and take part in a wide range of activities in the home and community. Children are active members of the local football and karate club.

There is good multi-agency working. Leaders advocate well for children and challenge others when they feel children are not getting the support they need from other agencies.

There has been a lack of consistent and stable leadership which has resulted in staff being inconsistent in their care practice. Staff have not always provided a consistent structure and routine to children. This has resulted in some disengagement and lack of motivation for one child to engage in education and learning opportunities.

Inspection judgements

Overall experiences and progress of children and young people: good

Since the previous inspection, two children have moved to the home. No children have left. Children receive stable long-term care and have developed positive, trusting relationships with staff. As a result, most children are making progress. However, there are emerging concerns that staff are struggling to engage one child in their care. Staff's strategies to address this have not yet been successful, as the manager reports that they are often undermined by the local authority's response. This has been escalated by the manager.

Moves to the home are well planned. Leaders demonstrate careful consideration of the needs of both new and existing children. Staff receive additional training to ensure they are equipped to meet children's needs. Prior to moving in, children have visited the home and met with staff and peers. Those already living in the home are spoken to and their views are considered.

Staff support children to take part in a range of activities which they enjoy. Children regularly attend clubs such as football and karate and are encouraged to engage in school-based opportunities, including residential trips. Birthdays, cultural and seasonal events are celebrated, helping children to feel valued.

There is strong multi-agency working. The in-house therapist plays an active role in supporting both staff and children, offering advice, guidance, and training. They also spend time building positive relationships with children, enhancing their understanding of individual needs.

Parents and family members were consistently positive about the care, with many highlighting the positive progress of children and the support provided to both children and them.

Staff recognise the importance of education. Most children attend education regularly and are making good progress. However, for one child, their engagement in education is limited. Staff do not provide structure and routine to support educational readiness. Inconsistent approaches from staff mean that they are not always ready on time for learning sessions. In addition, staff do not consistently encourage or support the child to engage in alternative learning opportunities.

Care planning documents intended to guide staff on how to care for children lack sufficient clarity and detail regarding how staff should consistently meet those needs, or how staff are supporting children to make sustained progress. Children's plans do not link to the child's local authority's care plan or targets set within their Education, Health and Care Plans. This does not provide staff with sufficient information on how to help children to achieve their targets.

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

The manager demonstrates strong advocacy on behalf of children. They have effectively challenged the placing authority in relation to concerns about one child's safety, both in the community and online. This has resulted in the involvement of another agency with an appropriate role model to mentor and support the child.

There are occasions when children go missing from both the home and family member's homes. Staff follow procedures, taking appropriate action to try and locate children and ensure their prompt return. The manager is working proactively with the placing authority to establish a consistent and coordinated approach to expectations and responses, to better safeguard the child when away from the home.

Staff occasionally use physical intervention to ensure children's safety. The frequency of such interventions has reduced, reflecting staff's improved understanding of children's needs and their ability to manage anxiety and distress through de-escalation strategies.

When concerns about staff practice arise, the manager takes appropriate and timely action to report and investigate. Where there have been delays in reporting by staff, this has been addressed through clear guidance and discussion in team meetings, reinforcing expectations and improving practice.

Children are kept safe. However, risk management plans are not always sufficiently clear or consistent in outlining the actions staff must take. In some cases, emerging risks are not fully reflected. This lack of clarity may hinder staffs understanding and their ability to respond to risk effectively.

Staff have conversations with children to help them understand risks online and in the community. However, staff to not undertake this work consistently. As a result, children do not always have the skills or awareness to understand risks or how to keep themselves safe. In particular, how to manage peer influence, recognise unsafe situations, and how to safely remove themselves from those unsafe situations.

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

The absence of a permanent manager has led to inconsistencies in the quality of care provided to children. This has had a noticeable impact on both children and staff. Children have experienced a lack of stability, and staff have become unsettled due to frequent changes in leadership. At times, this has also resulted in insufficient oversight of staff practice.

Monitoring systems are in place, and leaders have identified areas for improvement, particularly in relation to consistency of care. Action plans have been developed to address these shortfalls. However, these improvements are in the early stages and require sustained focus to ensure they lead to lasting change.

Leaders and managers demonstrate a strong commitment to children and advocate effectively on their behalf. The manager is proactive in challenging other agencies and is beginning to drive improvements within the home to ensure children receive the best possible care.

Staff receive regular supervision sessions and support. However, not all staff have had an annual appraisal. This limits opportunities for formal reflection on practice and professional development.

Leaders have identified the training needs of staff and have taken action to address these. Staff have access to a broad range of learning opportunities, including online training and tailored, face-to-face sessions delivered by the home's therapy support worker. This has enhanced staff's understanding of children's individual needs and has improved their ability to provide more effective and informed support.

The manager has reviewed and updated the home's statement of purpose. However, they have not sent this to the regulator. As a result, the regulator does not have the most up to date information regarding the home.

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, 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; and help each child to understand how to keep safe. (Regulation 12 (1) (2)(a)(i)) The registered person must ensure that staff understand the emerging risks and action they need to take to keep children safe. In addition, that staff consistently and regularly help children to understand risks and help them to develop strategies to keep themselves safe.	3 July 2026
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— use monitoring and review systems to make continuous improvements in the quality of care provided in the home. (Regulation 13 (1)(a)(b) (2)(h)) This specifically relates to the monitoring and oversight of the home and ensuring that records are written therapeutically, are	3 July 2026

accurate and contain all the information staff need to support children to make progress.	
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, 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; promote opportunities for each child to learn informally; 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. (Regulation 8 (1) (2)(a)(i)(ii)(iii)(iv)(v)(viii)) This specifically relates to children who are reluctant to attend education. That staff help the child to understand the importance of education and provide structure and routine so that children are used to the routine and structure of a school day. That staff help children to participate regularly in learning opportunities so that they continue to progress.	3 July 2026
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;	3 July 2026

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— ensure that staff— provide personalised care that meets each child's needs, as recorded in the child's relevant plans, taking account of the child's background; help each child to understand and manage the impact of any experience of abuse or neglect; 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)(b)(iv)(v)(vi)) The registered persons must ensure that staff have robust plans which clearly set out and link to other plans such as the child's local authority's care plan, and Education, Health and Care Plans the child's targets and how staff help children to achieve those targets. In addition, staff consistently help children to understand their history and help them to develop the skills and resilience needed to manage the impact of trauma, become aspirational and be prepared for the next stages of their lives.	
The registered person must ensure that all employees— undertake appropriate continuing professional development; receive practice-related supervision by a person with appropriate experience; and have their performance and fitness to perform their roles appraised at least once every year. (Regulation 33 (4)(a)(b))	3 July 2026
The registered person must— keep the statement of purpose under review and, where appropriate, revise it; and notify HMCI of any revisions and send HMCI a copy of the revised statement within 28 days of the revision. (Regulation 16 (3)(a)(b))	3 July 2026

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: 2667197

Provision sub-type: Children's home

Registered provider: Compass Childrens Homes

Registered provider address: Compass Community Ltd, 3 Rayns Way, Syston,
Leicester LE7 1PF

Responsible individual:

Registered manager: Post vacant

Inspector

Debbie Bond, Social Care Inspector

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