

2681311

Registered provider: Abbey Green Therapeutic Children's Services Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is run by a private organisation. It provides specialist therapeutic care for one child who has experienced trauma and may display social and emotional difficulties.

The manager registered in May 2024.

One child was living at the home at the time of the inspection.

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: 19 February 2025

Overall judgement at last inspection: outstanding

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
19/02/2025	Full	Outstanding
13/02/2024	Full	Outstanding
06/09/2022	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: outstanding

Leaders and managers are committed to providing stability for children. When children are moving to the home, staff organise a detailed transition plan. They listen to the child's preferences, before their move, and provide staff with necessary training and information. Because of the careful, customised planning, the child has finally been able to settle at this home and make considerable progress.

The child benefits from highly individualised care and support. This helps them to make significant and sustained progress from their starting point when moving to the home. The staff maintain clear and consistent behavioural boundaries for the child. For example, the child now has specific times when they can engage in online games. This helps them to have a structured day filled with education and a variety of activities.

The child is now engaged in education. They undertake daily online learning. A social care professional said, 'This is amazing progress'. The manager is fully committed and focussed on identifying the right education provision for the child. They explore possible options and discuss these with the responsible local authority. The manager works with schools to share knowledge and experience of the child and what works best for the child. For example, when a school was identified, the manager organised a 'circle of adults' meeting. This meeting included the counselling team that work in the organisation. This helped to ensure that school staff understood the needs of the child and how to support them. The manager believes in the child, and this means that the child is excited to return to full time education.

Interactions between staff and the child are characterised by warmth and playfulness and an understanding of the needs of the child. The child can identify staff with who they have particularly strong and trusting relationships with. Through role modelling, staff challenge discriminatory and prejudiced views. This increases opportunities for the child to build good social skills and to understand what is acceptable.

The child is registered with all local health services. Staff use a reward system and routines to support improvements. As part of the health plan, the child has taken part in a number of activities. This has allowed the child to explore and identify new activities that they enjoy.

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

When the child raises concerns, the manager listens and takes immediate action. Allegations are managed rigorously and sensitively. Appropriate agencies are alerted and kept up to date. Investigations focus on the child's welfare. Incidents promote better practice, as staff are encouraged to reflect and learn when they have occurred.

Due to the consistent support received in this home, the child has improved their ability to regulate their emotions and as a result more negative behaviours have reduced. Staff record detailed reports of incidents which capture the triggers and attempts to de-escalate. De-briefs include the child's views. Counsellors also discuss incidents with the child. Positively, the child has started to take personal responsibility for their actions. They take part in restorative practice which means that they maintain good relationships with staff.

The risks and vulnerabilities of the child are well managed because there are comprehensive risk management plans which staff understand. Staff review these plans after every incident to ensure they remain up-to-date and accurate. Regular team discussions also include therapeutic specialists to ensure that staff understand any changes in the child's presenting behaviours. The organisations preferred model of therapeutic practice is captured within all the plans, assessments and supervision of the child. The exceptional quality of support helps staff to remain focused on the needs of the child at all times, and this is excellent practice.

If the child presents a new risk, the manager acts quickly. The manager and staff introduce measures to manage the risk and keep the child safe. They identify other external professionals who can offer support and invite them to talk to the child and staff. This has helped the child to understand the seriousness of the risk. Consequently, the child is much safer.

The child does not go missing from the home. On rare instances where the child has left the home, adults understand the child's needs and follow at a respectful distance. This gives the child space to become calm and return of their own accord. This has been an effective way of working with the child to find a common approach to balance their needs and safety.

A counsellor, who works for the organisation, meets with the child regularly. This is reported to be the first time the child has engaged with therapeutic support. Additionally, the therapeutic team also provides high-quality reflective group supervision sessions for staff. This high-quality and trauma-informed support for staff has helped the staff to build trusting relationships with staff and other social care professionals.

The effectiveness of leaders and managers: outstanding

The manager is a strong, confident leader who is supported by a dedicated deputy manager. They lead a team that is aspirational about outcomes for this child. Staff are proud of the significant improvements made by the child since moving to this home.

Robust recruitment processes mean that staff are carefully assessed as suitable to work with children. The induction ensures that new staff work with experienced staff. During the induction period, the management team provides scenarios to ensure that staff have sufficient knowledge. Staff receive regular reflective supervision. Team meetings are

enhanced by the inclusion of in-house counselling and therapeutic staff. The provider's model of practice is evident in records of supervision and team meetings.

Staff feel well supported by the management team. They describe a 'hands-on' approach. One staff member said that they, 'Feel lucky to be able to work for such a supportive company'. Managers encourage staff to reflect on difficulties and learn from experiences. When there are incidents, staff receive a single point supervision that enables them to improve on their care practice.

The manager is a powerful advocate for the child. She is proactive in finding an appropriate school. She requests a visit from the independent reviewing officer when the child expresses a strong view about their future. This means that the child knows their wishes and feelings are taken seriously.

Local authority professionals gave extremely positive feedback. They praise the strong communication and proactive approach of the manager. One social care professional said that the manager has, 'worked wonders' for this child. Another described in detail about the significant improvements in all areas of this child's life, that have been maintained, which will lead to better outcomes.

The deputy manager has built good working relationships with family members. One relative described the service provided as, 'absolutely brilliant'. The quality of this relationship with a relative has enabled the child to trust staff.

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: 2681311

Provision sub-type: Children's home

Registered provider: Abbey Green Therapeutic Children's Services Limited

Registered provider address: Suite 3 Mercia Court, Bingham, Bingham, Nottingham
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Responsible individual: Bethany Sutherland

Registered manager: Molly Wilson

Inspector

Alli Tandy, Social Care Inspector

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