

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 home is led by an experienced registered manager.

Inspection dates: 19 and 20 February 2025

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	good
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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: 13 February 2024

Overall judgement at last inspection: outstanding

Enforcement action since last inspection: none

Recent inspection history

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

Inspection judgements

Overall experiences and progress of children and young people: outstanding

The child left the home two days before this inspection. The child has successfully moved to a new home in the organisation. The inspector spoke with the child and gathered their views about their time at the home.

The staff carried out significant work with the child to prepare them for the move and to support them to move into shared living. The home has photos of the child on the walls, depicting good memories the child made while living there. The child has taken the photos they treasure the most with them to their new home.

During the child's time in the home, they made exceptional progress from their starting point when they moved in. The manager and staff provided a stable, consistent and loving environment for the child. Support and care were expertly tailored to the child's needs. The manager coordinated the professional input and guidance of a wider team of therapists. This input was embedded in the child's care and support plans.

The child's progress with their education has been exceptional. The child moved into the home without an education provision. When the child moved into the home, they did not see education as manageable or important. The manager and staff have changed this view and have advocated strongly on the child's behalf. The child's abilities have been recognised because staff have championed their skills. The child has completely turned around their educational achievements. The child now attends college and aspires to go to university.

The child has excellent and trusting relationships with the staff. The child has a good relationship with the therapist who works for the organisation. This has been central to the progress the child has made. The organisation has ensured that the therapist will continue to be part of the child's life in their new home. This has cemented the consistency of relationships for the child. This is key as they transition to a new stage in life. The staff are genuinely proud of the child and their achievements. This level of love and authenticity has provided the child confidence about their transition.

The therapeutic ethos of the home continues to be exceptional. Therapeutic care and support are embedded in staff's practice. The child's well-being and stability have continually improved. The child's experiences and past traumas have been carefully considered when analysing behaviours. The child's emotions and feelings have received a consistent response. This is because staff are skilled and knowledgeable. Therapy sessions have helped the child navigate significant loss and familial distress.

Important and planned conversations have taken place with the child. These discussions are meaningful and focused. They are effective because of the strong relationships the child has with staff. The child's wishes and feelings are continually considered and listened to. The manager and staff create newsletters in the form of photos and requests

from the child. They capture the child's views and experiences in a creative way that helps provide a less institutionalised approach, which the child welcomes.

The approach to improving the child's independence skills has been very strong. All areas required to improve the child's resilience and skills are covered in the child's plan. Practical skills are a focus of the plan. In addition, staff have helped the child understand how to make safe choices. They have supported the child in learning what positive and trusting relationships look like and processing the impact their family has on them. The child now makes safer choices when dealing with emotional distress.

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

Risk management plans for the child are clear and effective. The staff know the plans very well. There is a consistent and knowledgeable approach to keeping children safe. Risks for children are significantly reduced during their time in the home. Where identified risks are no longer relevant, they are recorded as considered. This helps to reflect the progress made by the child. It illustrates that the manager and staff review risk and vulnerability for the child and update plans.

Children's needs are the focus of their behaviour support plans. Staff know and understand children's behaviours and the reasons behind them. This is because of in-depth analysis and reflection by the manager and the therapeutic team. Boundaries are consistent, which children respond to because of the strength of the relationships they have with the team. The staff support children to discuss and construct their behaviour support plans. The child's opinion on how they feel that staff can support them is always considered, which gives them some ownership of their care.

The response to the use of physical intervention is open and transparent. The manager ensures that they thoroughly reflect on incidents with staff and the therapeutic team. The manager supports the staff in debriefing and discussing potential changes. Following incidents, children are supported with meaningful reflection. Why behaviour escalates is a key area for scrutiny. Staff recognise and apply techniques that help children process their emotions in a safer way.

There is a positive approach to appropriate physical interaction and deep touch pressure. This has been highly effective in helping children to regulate their emotions. This is possible because of the strength of the relationships they have with the staff. Staff receive expert training in this area.

There are isolated concerns in relation to substance misuse. These incidents have been carefully and realistically managed by staff. The child has been open and honest with the staff about the incidents. The child trusts the staff and how they will respond. This creates a protective factor and reassurance should incidents occur in the future.

There is a holistic approach to children going missing. The manager and carers put significant work into understanding the reasons why children might go missing. Staff understand the impact of the child's past experiences on them putting themselves at

risk. The staff help children to explore emotions and past experiences. They provide a safe space for the child alongside therapeutic sessions. This reduces the child's risk because they better understand their feelings. Children are supported to process feelings of loss and rejection. As a result, they are more resilient and make safer decisions. One professional said, 'They have difficult conversations and do this in a way that [name of child] can see the risks and help himself a lot more now.'

The effectiveness of leaders and managers: good

The home is led by an experienced and passionate manager who has high aspirations for children. They are committed to helping children make progress and have a positive future. Staff love working in the home. They feel equally committed to the support they provide to children and each other. They feel they are part of a strong and skilled team.

The manager has high standards and expectations of staff. They are aware of the home's strengths and areas that require improvement. However, the home's development plans do not reflect this knowledge. The manager believes in and invests in the therapeutic model of care. The manager coordinates the multi-professional approach to the child's care well. The staff benefit from expert input and reflection. They receive the required training to carry out their roles effectively.

Team meetings are regular, well planned and focused. There are different formats for meetings, and all are effective. Meetings have the unified goal of discussing and meeting children's needs. In addition, there is an ongoing focus on carers' professional development. The staff receive regular and effective supervision individually and as a group. When specific areas require scrutiny, the manager implements single-point supervision sessions. When shortfalls in staff care practice are identified, the manager goes above and beyond to review and improve standards.

Professionals speak highly of the manager and the staff. They feel that the team is excellent with communication. Professionals feel that children make excellent progress with the care they receive. One professional said, 'I am happy to see [name of child] move but am very sad that I will not be able to work with such a lovely team again, so I hope that I have another child that is placed with them.'

The manager is a strong advocate for children. The manager did not accept that the education provisions arranged for the child were suitable. They challenged professionals to better meet the child's abilities and aspirations. This resulted in fantastic outcomes and opportunities for the child.

The manager has consistent and thorough oversight of the home. They read and review every aspect of the child's care and staff's care practice. This maintains the high standards the manager sets and expects. Senior leaders in the organisation offer additional monitoring support for the manager. There is a strong peer-group ethos for managers in the organisation. They meet regularly and share good practice. The manager did not fully review the recruitment details of a staff member during their employment checks. This did not affect the child living in the home.

What does the children's home need to do to improve?

Recommendations

- The registered person should ensure that good employment practice is maintained, as outlined in regulations 31 to 33. They should ensure that recruitment, supervision and performance management of staff safeguard children and minimise potential risk to them. This specifically relates to the review of employment gaps and Disclosure and Barring Service certificates. ('Guide to the Children's Homes Regulations, including the quality standards', page 61, paragraph 13.1)
- The registered person should have a workforce plan that can fulfil the workforce-related requirements of regulation 16, schedule 1 (paragraphs 19 and 20). The plan should be updated to include any new training and qualifications completed by staff while working at the home and used to record the ongoing training and continuing professional development needs of staff, including the home's manager. ('Guide to the Children's Homes Regulations, including the quality standards', page 53, paragraph 10.8)

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, Nottingham NG13 8QX

Responsible individual: Michael Stanway

Registered manager: Molly Wilson

Inspector

Chris Haines, Social Care Inspector

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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

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