

2692638

Registered provider: Compass Childrens Homes

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is operated by a private company and was registered in October 2022.

The home provides care for up to five children with social and emotional difficulties.

At the time of the inspection, four children were living in the home.

The registered manager post has been vacant since April 2024.

Inspection dates: 19 and 20 May 2026

Overall experiences and progress of children and young people, taking into account **good**

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

The effectiveness of leaders and managers **good**

The children's home provides effective services that meet the requirements for good.

Date of last inspection: 24 June 2025

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
24/06/2025	Full	Good
07/05/2024	Full	Good
04/07/2023	Full	Good

Summary of findings

In a short space of time, the home has welcomed three new children and seen one move on. Children are settled in the home. Most children are supported to maintain important connections and engage with next steps in education. Staff build good relationships with children and encourage participation in daily living tasks to support independence.

Since the previous inspection, some progress has been made towards requirements set. The newly appointed manager and responsible individual are continuing to develop the service to enhance care practice.

Inspection judgements

Overall experiences and progress of children and young people: good

Children who have moved into the home have settled quickly. When they move into the home, this is well planned and children are supported to establish healthy routines and to stay safe. A social worker said a move was very child focused.

Children are accessing education. Staff have supported continuity in educational placement for one child. Other children are encouraged to work on key skills during a period of educational transition. This is supporting ongoing learning in preparation for college.

Children are making progress relative to their needs. One child, who experienced a recent loss, is being sensitively supported to make small steps to rebuild trust and broaden his horizons. Another child is making progress and being supported in a carefully planned way to increase their free time in the community.

Staff support children to spend time with their family. For one child, this means they are now able to spend nights staying with their parent. Another child is now able to spend most weekends with their mum and there are clear plans for the child to return home. A social worker said that staff have been brilliant at supporting familial relationships.

Children are generally healthy and are supported to attend medical appointments. There is a therapeutic practitioner in the home, who provides direct support to children and also supports staff to identify how best to intervene to help children make progress.

Staff build positive relationships with children and support children to engage in healthy routines and activities. However, for one child who is struggling to engage, there are some inconsistencies in terms of how staff support them. This means that, for this child, there is a risk that they are not achieving to their full potential.

Children are supported to learn skills for independence and, where appropriate, can access the community independently and spend time with friends. However, for one child, there were missed opportunities to identify a clear pathway to independent living from the point that they came to live in the home. This means that the child is not yet ready to move to a more independent setting, despite being nearly 18 years old.

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

Children are generally well behaved and are supported to make safe choices. Staff know children well and have clear plans in place to intervene to address any areas where children may be particularly vulnerable. Behaviour incidents are rare and staff manage these well. Staff do not use physical interventions.

Staff are trained in therapeutic approaches and supported by a therapeutic practitioner. This means that they care for children in a sensitive and well-informed way that understands each individual child in terms of how their journey into care may have affected them. As a result, children learn to talk through any worries and concerns and learn to make safer choices.

When children raise concerns, these are shared with the relevant child protection professionals and investigated promptly.

Children seldom go missing from the home. Staff have clear plans in place to support children to return safely, and they inform the relevant professionals in the event that children do go missing from the home.

Staff are supporting children to take age-appropriate risks and build on their independence. One child who recently moved into the home is getting to know the area and building back up to free time as he settles in.

The effectiveness of leaders and managers: good

The manager and responsible individual are relatively new in post. The current manager has applied to register with Ofsted. The manager has made a positive start and quickly identified areas that need attention to further enhance care practice. She has quickly been able to intervene to provide clear direction and leadership following an unsettled period in the home.

Managers are ambitious and child focused. They advocate strongly to ensure that children's best interests remain at the heart of care planning. For example, a social worker reported that she had been encouraged by the manager to have a face-to-face meeting instead of a virtual meeting with a child who is placed out of their area. She reflected that this was a good decision and helped the child to engage more fully in the meeting.

Leaders and managers make good use of feedback from the independent visitor to enhance practice. The manager has good oversight of the day-to-day care. She is present in the home, knows the children well and models good practice. Staff report that she supports them well.

The manager has taken steps to meet the requirements set at the last inspection. She is providing high quality supervisions and is working with the team to improve the consistency of care provided to children. She is effectively embedding the therapeutic approaches to improve staff skills and create a learning environment. There has been a positive impact, however these changes are still in their infancy and therefore the requirement in relation to staff consistency is restated.

Staff access good quality training and support in order to ensure that they are equipped to meet the needs of each child.

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 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— lead and manage the home in a way that is consistent with the approach and ethos, and delivers the outcomes, set out in the home's statement of purpose; ensure that staff work as a team where appropriate; ensure that staff have the experience, qualifications and skills to meet the needs of each child; ensure that the home's workforce provides continuity of care to each child; understand the impact that the quality of care provided in the home is having on the progress and experiences of each child and use this understanding to inform the development of the quality of care provided in the home. (Regulation 13 (1)(a)(b) (2)(a)(b)(c)(e)(f)) In particular, that the manager ensures staff are consistent in their approaches to engaging children and that appropriate training is completed to support in meeting children's needs.	16 September 2026

Recommendation

- The registered person should ensure that staff help each child to prepare for any moves from the home, whether they are returning home, moving to another placement or adult care, or to live independently. This includes supporting the child to develop emotional and mental resilience to cope without the home's support, and, where the child is moving to live independently, practical skills such as cooking, housework, budgeting and personal self-care. ('Guide to the Children's Homes Regulations, including the quality standards', page 17, paragraph 3.27)

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: 2692638

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: Catherine Nightingale

Registered manager: Vacant

Inspector

Emma Blake, Social Care Inspector

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