

2696602

Registered provider: The Amicus Community (Arundel) Ltd

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home is part of an independent children's therapeutic community, which is accredited by the Royal College of Psychiatrists. It provides care for up to 5 children with emotional and behavioural difficulties.

At the time of the inspection, 3 children were living in the home.

The manager has been registered with Ofsted since July 2024.

Inspection dates: 3 and 4 June 2026

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

requires improvement to be good

How well children and young people are helped and protected

requires improvement to be good

The effectiveness of leaders and managers

requires improvement to be good

The children's home is not yet delivering good help and care for children and young people. However, there are no serious or widespread failures that result in their welfare not being safeguarded or promoted.

Date of last inspection: 7 July 2025

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
07/07/2025	Full	Good
07/11/2024	Full	Good
26/09/2023	Full	Good

Summary of findings

Children have positive relationships with staff and are making progress. However, shortfalls in leadership and management have also had an impact on how well children are helped and protected and this has led to an overall judgement of 'requires improvement to be good'. Practice is not consistently child-centred. Communication is sometimes unclear or overly institutional, and staff do not always capture children's views or feedback when allegations are made. Safeguarding systems are not well linked, limiting effective oversight. Some consequences are disproportionate, and the use of therapeutic language that is not child-friendly is mirrored by children.

Inspection judgements

Overall experiences and progress of children and young people: requires improvement to be good

When supporting children, staff use therapeutic language that is not child friendly. As a result, children are copying the same language in conversations. This can make everyday communication feel less natural for children and may contribute to them becoming institutionalised rather than developing age appropriate, familiar ways of speaking.

Children have positive relationships with staff. They enjoy spending time with the staff who care for them. Staff know the children well and respond to them with patience and encouragement, helping them feel understood and supported. As a result, children are happy, engaged and feel comfortable with staff.

Children attend the organisation's school and have good attendance. When they struggle, staff put tailored support in place that meets their needs. This is well coordinated with school staff to ensure that it is effective. For example, one child listens to music on the walk to school to help them stay calm. This joined-up approach helps children engage positively in education.

Children are making progress from their starting points. One child has developed trusting relationships with staff while another that recently moved to the home is starting to engage with the support being offered.

Children live in a safe, clean and welcoming home. Bedrooms are tidy and nicely decorated, and children's artwork and photos are displayed in communal areas. This helps create a homely environment, where children feel comfortable.

Children take part in a range of activities that they enjoy, including football training, cooking, swimming and roller skating. This helps children to build confidence, develop skills and have fun.

Children are well supported, when they move into the home and when they leave. Clear plans are in place to guide these moves and make the process easier for children. This helps children feel prepared and supported during important changes in their lives.

How well children and young people are helped and protected: requires improvement to be good

When children make allegations about staff, managers share information with the relevant safeguarding agencies, however, follow up discussions with children do not always take place. As a result, children's experiences and worries are not always fully understood and responded to in order to inform practice and to let children know how their concerns have been addressed.

Systems for managing and overseeing safeguarding incidents are not well linked. They do not reliably capture internal investigations or initial fact-finding because oversight is spread across several managers. As a result, safeguarding concerns are not always tracked, reviewed and responded to in a coordinated and effective way.

Leaders and managers consult with the local authority designated officer and make referrals, when there are concerns about staff practice. This ensures that safeguarding concerns are shared promptly with the appropriate external professionals. However, protocols do not clearly set out what immediate steps the manager may or may not take to establish the facts and provide prompt support to children and staff.

Consequences are used to help children reflect on their behaviour, and staff support them to think about what happened. However, some consequences are not proportionate or linked to the behaviour. For example, children eating breakfast in their bedroom. This approach risks children experiencing institutional responses rather than fair, child-centred support.

Physical restraints are well managed with good oversight. Leaders and managers analyse the use, frequency and length of physical restraints over time. They identify what works and key trigger times and events for children. As a result, the use of physical restraints is reducing.

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

The registered manager does not have day-to-day oversight of the home. The home is led by a home manager. Leaders are supporting the home manager to make an application to register with Ofsted.

Since the last inspection, the home manager has not consistently received regular supervision. Supervision sessions are not routinely documented and notes are not shared with the manager. This removes a level of accountability in relation to managing development and performance.

Staff appraisals have not been completed and are now out of date. As a result, staff have not received timely feedback and leaders' oversight of performance and development needs is limited.

Children's records are not written in child-focused language. Consequently, if children were to read their records in the future, they may not understand the language used to document their time in the home.

Staff receive regular supervision and feel supported by the home manager. However, they reflected on staff turnover and the pressures of this on the team. Leaders and managers are taking all reasonable steps to recruit new staff to maintain stability for children.

The home manager has day-to-day oversight by working closely with staff and being actively involved in children's routines. They identify training needs quickly, give staff protected time to learn and use supervision well to set targets and build staff confidence. This supports a positive culture and helps staff to provide consistent care.

Feedback from professionals and parents is mixed. Some professionals stated that communication was positive and that children were well supported. However, some professionals and a parent raised concerns about communication and the use of institutional language. A parent said, 'I wish they would not use jargon. When they use jargon, I find it hard.' As a result, the inconsistency in communication affects parents' and professionals' ability to fully understand how children are being supported.

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
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; 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; demonstrate that practice in the home is informed and improved by taking into account and acting on— use monitoring and review systems to make continuous improvements in the quality of care provided in the home. (Regulation 13 (2)(a)(f)(g)(i)(h)) In particular, the registered person must ensure that supervision of managers should take place consistently and be recorded in a timely manner. Supervision notes should be shared with supervisees and confirm that they are in agreement with the notes agreed actions. The registered person must make sure that children's records are written in caring, language that reflects each child's individual needs. The registered person must make sure that language that staff use when caring and supporting children is child-focused to not institutionalise children.	31 August 2026

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— understand the roles and responsibilities in relation to protecting children that are assigned to them by the registered person; take effective action whenever there is a serious concern about a child's welfare; and (Regulation 12 (2)(a)(v)(vi)) In particular, the registered person must ensure that when children make allegations about staff the outcome is fed back to them. In particular, the registered person must ensure that safeguarding systems are effective and roles and responsibilities are clear. In addition, when children raise concerns, ensure these are addressed promptly and that children understand how their concerns have been addressed.	31 August 2026
No measure of control or discipline which is excessive, unreasonable or contrary to paragraph (2) may be used in relation to any child. The following measures may not be used to discipline any child— any restriction, other than one imposed by a court or in accordance with regulation 22 (contact and access to communications), on— (Regulation 19 (1) (2)(c)) In particular, the registered manager should ensure that consequences are proportionate and implemented in line with the behaviour.	31 August 2026
The registered person must ensure that all employees—	31 August 2026

have their performance and fitness to perform their roles appraised at least once every year.	
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(Regulation 33 (4) (c))	
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Recommendations

- The registered persons should have a key role in seeking to develop the home's effective working relationships with each child's placing authority and with parents. These working relationships will also be key to success in delivering the care planning standard (regulation 14). This includes communicating regularly with parents in a language that is clear so that they remain fully informed about their children's needs. ('Guide to the Children's Homes Regulations, including the quality standards', page 52, paragraph 10.3)

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: 2696602

Provision sub-type: Children's home

Registered provider: The Amicus Community (Arundel) Ltd

Registered provider address: Coach House, Arundel Road, Fontwell, Arundel BN18 0SX

Responsible individual: Rebecca Newton

Registered manager: Joanne Brown

Inspectors

Chido Mangava, Social Care Inspector

Lee Kirwin, Social Care Inspector

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