

2702084

Registered provider: SBL CARE SERVICES (UK) LTD

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This privately owned home is registered to care for one child who may experience social and emotional difficulties and may have special educational needs and/or disabilities.

The manager registered with Ofsted in March 2025.

Inspection dates: 21 and 22 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: 7 January 2025

Overall judgement at last inspection: outstanding

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
07/01/2025	Full	Outstanding
02/08/2023	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: outstanding

Staff provide exceptional nurturing care and have built positive trusting relationships with the child living at the home. The child is supported to understand the impact of moving from previously high levels of care to a more empowering model of support. Staff consistently encourage the child to do things for themselves, which increases their confidence and sense of self-worth. As a result, the child has made sustained progress, improving their opportunities and life chances.

Staff help the child to develop their independence skills. Leaders and managers advocate for the child to learn skills typical for children of the same age. The child has secured a part-time job and has been taught how to budget and save.

Staff ensure that the child's health needs are consistently met. The child is supported to arrange their own medical appointments, and they take responsibility for ordering and collecting their medication. Staff administer and record medication correctly and safely.

Significant improvements are evident in the child's emotional wellbeing. The child benefits from regular sessions with a person-centred therapist. Staff encourage the child to apply strategies learned in therapy sessions to support them in their daily life. As a result, the child is better able to manage their feelings and cope with change. The child now reports that due to the progress made, they do not need to attend therapy sessions as often.

Staff prioritise the child's education and support them to make informed decisions. Staff advocated for the child to start a course that the college initially considered beyond their abilities. When this did not go to plan, staff encouraged the child to try another college. The child now views mistakes as learning opportunities, demonstrating their growing resilience.

People who are important to the child are routinely consulted and included in their life. Staff keep family members updated about any worries, progress, or achievements. One parent said, 'I cannot speak more highly of staff. They keep me informed as to what is happening with [name of child], and they help me as well.' Staff support the child and their family to go on holiday together. The child also hosted their own birthday party, inviting family members, including some with whom they had previously lost contact. Staff recognise that enduring relationships are essential to the child's identity.

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

Risk assessments are up to date and include all pertinent risks. The child's risks and vulnerabilities are well known and fully understood by the staff team. Effective and creative direct work with the child has helped them to understand associated risks and

develop strategies to manage situations safely. As a result, the child's risks and vulnerabilities have significantly reduced.

Staff are highly trained and skilled in behaviour management and use this knowledge to support the child effectively. Staff remain calm when the child is unable to manage their own negative behaviours. They acknowledge the child's feelings and respond consistently to de-escalate anger. When consequences are given, they are fair, proportionate, and clearly linked to the behaviour shown. Staff also provide the child with opportunities to suggest appropriate ways to make amends. Consequently, the child is helped to understand the impact of their behaviour on themselves and others, preparing them to become a socially responsible adult.

Leaders and managers support the child to take age-appropriate risks that reflect their stage of development. For example, the child has a mobile phone and access to online gaming. Robust monitoring of devices and internet activity ensures that any inappropriate use is identified and addressed promptly. Staff use online resources and direct-work sessions to educate the child about staying safe online. This has helped the child to recognise dangers and warning signs, and they are now able to use their phone sensibly and safely.

Staff support the child to identify emerging risks and understand how they can keep themselves safe. Staff deliver learning sessions focused on topics such as substance misuse, exploitation, healthy relationships and keeping safe in the community.

The child does not go missing from home and is not involved in serious incidents. Leaders and managers regularly assess the safeguarding knowledge of staff and remain alert to any gaps in skills, particularly when staff have limited experience. Staff complete quizzes and surveys to enhance their understanding of potential risks. They also participate in training on a range of subjects, including child protection procedures, allegation management and what to do when children go missing.

All safeguarding training is in place and up to date. Additional resources provided by the independent person are used in direct work with the child and incorporated into staff training materials.

Incidents of physical intervention are extremely rare and, when they do occur, are proportionate. Leaders and managers ensure that the trusting relationships with the child are preserved throughout. Restorative conversations take place both within the staff team and as part of the child's learning.

The effectiveness of leaders and managers: outstanding

The home is led by a registered manager who is dedicated to both the child and the staff team. The manager has developed excellent leadership skills and has a very child-centred approach. The child is consulted about who works at the home and has access

to the staff rota and holiday planner. The manager recognises the impact of staff changes on the child.

Staff discuss their practice and the child's individual needs during regular, good-quality supervision sessions. Leaders and managers understand the challenges that staff face in their role, and staff wellbeing is a clear priority. Staff describe the manager as 'amazing and supportive.' The responsible individual regularly visits the home and offers additional support.

Monthly team meetings are well attended and provide a supportive environment for staff. Staff are actively encouraged to share their views and reflect on their practice. These meetings promote collaboration and focus on continuous improvement with the child at the centre of discussions. Leaders and managers share research and resources that are then embedded into the high-quality of care provided to children.

Leaders and managers use feedback from the independent person effectively to challenge and continually improve the quality of care. When they identify delays in the child's plan, or when they believe the plan is not in the child's best interests, they confidently escalate concerns. The manager successfully advocated for the child to complete structured independence work within the home rather than move into independent living before they felt confident and ready.

The child's social worker reports that staff are doing all they can to progress the child's independence. The social worker said, 'The staff keep me to task and have implemented lots of work in a short space of time.'

There is exceptional partnership working between staff and the professionals involved in the child's care. An education professional said, 'Staff go above and beyond. I do not think anyone has been as strong an advocate for the child's as the manager.' An independent reviewing officer said, 'Staff support has contributed positively to [name of child]'s stability and wellbeing.'

Leaders and managers have excellent oversight of the home. Each member of staff has an area of responsibility in the child's plan and the running of the home. Staff contribute to the managers' monthly audits and six-monthly quality of care reports, demonstrating collaborative working and sustained progress.

One member of staff has not completed their qualification within the required time frame due to a necessary change in training provider. However, leaders and managers have not provided sufficient support to enable the member of staff to complete the qualification within a reasonable timescale.

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

Recommendation

- The registered person should ensure that all staff complete the required qualification in regulation 32(4) within a reasonable period of time after they have been given an extension due to their previous working arrangements. ('Guide to the Children's Homes Regulations, including the quality standards,' page 53, paragraph 10.12)

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: 2702084

Provision sub-type: Children's home

Registered provider: SBL CARE SERVICES (UK) LTD

Registered provider address: 17 St. Peters Place, Fleetwood FY7 6EB

Responsible individual: Michael Swift

Registered manager: Liam McGhee

Inspector

Sue Garner, 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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