

2706926

Registered provider: Aspireone Care Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home is privately operated and provides care for up to 5 children with various complex needs and who have a range of backgrounds, experiences and circumstances.

At the time of this inspection, 4 children were living at the home. All children spoke with the inspectors about their experiences living at the home. The inspectors also spoke with 2 children who have moved on from the home.

The manager registered with Ofsted in August 2024.

There is a school on site for children who use the service. The inspectors only inspected the social care provision on this site.

Inspection dates: 10 and 11 March 2026

Overall experiences and progress of children and young people, taking into account	good
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How well children and young people are helped and protected	good
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The effectiveness of leaders and managers	good
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The children's home provides effective services that meet the requirements for good.

Date of last inspection: 12 March 2025

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
12/03/2025	Full	Good
29/11/2023	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: good

Care planning for children is strong, and as a result, they make good progress. Staff have a clear understanding of children's needs and advocate well for them. Children's moves into and out of the home are well managed with careful planning and a child-focused approach. Since the last inspection, 3 children have moved on from the home, and 4 children have moved in.

Staff build positive and lasting relationships with children. Children who have moved on have remained in contact with staff. Children have received support to move on positively after making progress during their time at the home. They shared positive memories of their experiences living at the home, where they felt valued and supported.

Children are given opportunities to participate in activities at the home and out in the community, taking into account their interests and choices, such as trips to the zoo, go-karting and bowling. This helps build children's confidence and self-esteem.

Staff help children recognise their achievements. As a result, children understand the progress they are making. One child, who said they used to spend lots of time in their bedroom, now enjoys spending time with friends at college.

Three children are in full-time education. Staff have supported one child, who had previously been out of education, to return to school on a part-time basis. However, the child's attendance is inconsistent. When the child is not at school, staff do not provide a structured routine that includes formal or informal learning experiences. As a result, opportunities to reinforce the importance of education are being missed.

Children are in good health. Staff have a strong understanding of their health needs and regularly discuss health-related matters with them. This ensures that children have the information they need to make positive choices about leading a healthy lifestyle. The manager appropriately challenges medical professionals when necessary to advocate for children's needs.

Staff ensure that children can see or speak to the people who are important to them. Staff build positive relationships with parents, and there are good arrangements in place for children to spend time with their family. A parent of a child who has now moved on said, 'We came to visit often, and they made us feel at home.'

One member of staff has developed a well-considered independence workbook for children, which is used effectively. This practice supports children in developing the independent living skills that they need in adulthood.

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

Children feel safe in the home and can identify a trusted adult they would speak to about any worries. Children said that staff listen to them and would act on any concerns they had.

Staff have a good understanding of children's needs and vulnerabilities and take effective action to address them. Staff have regular discussions with children about their personal safety. This successfully supports children in making safer choices. As a result, children can set healthy boundaries in their friendships.

Staff find inventive ways to promote positive behaviour that motivates children to work towards personal goals. Children are involved in creating clear action plans for staff to support them when their emotions are heightened. This further promotes positive behaviour.

Staff safeguard children while being respectful. Staff show empathy and compassion when an incident of self-harm arises. They promptly seek appropriate support for the child. Staff speak to the child to understand their thought process that preceded such incidents.

When children go missing from home, staff follow clear procedures, including actively searching for them. Staff work effectively with safeguarding agencies to promote children's safety. On their return, the manager ensures that children are offered the opportunity to speak with an independent person so they can share their views and experiences.

The manager takes appropriate action to ensure the safety of children when concerns arise about staff practice. The staff member is not permitted to work at the home while an investigation takes place. The manager ensures that all relevant professionals are informed.

The environment is clean, tidy, welcoming and homely. Children have personalised their bedrooms. Photos of children are on display around the home. There is also a calendar of upcoming events for the children to look forward to. This provides a sense of permanency for the children. However, the lock on the door to the games room detracts from the homely feel.

The manager has considered the risks in the area. They contacted other professionals for any known intelligence, and children have also now been consulted around this. This increases children's safety when enjoying time in the local community.

The effectiveness of leaders and managers: good

The manager has created a supportive culture for staff and children. There is a relaxed, welcoming atmosphere in the home. Children are spoken about positively and are at ease in their home environment.

The manager knows the children well and is child centred. She has good oversight of the care children receive. She has continued to support children with what is important to them, even after they have moved on, such as supporting one young person at a court hearing.

Staff feel well supported by the management team. Staff enjoy their roles and say they have good opportunities to learn and develop. Staff receive regular, child-focused supervision sessions that are of good quality and provide opportunities to reflect.

Staff receive a comprehensive training and induction programme before supporting the children, along with ongoing training available to them. Staff also receive specific training that gives them the necessary knowledge and skills to meet the children's individual needs.

The manager and staff work well with other professionals. They are consistent in their communication. This helps ensure that children's plans are progressed and not unnecessarily delayed.

Team meetings are regular and child focused. The therapist consistently attends, so the children's plans are therapeutically informed. The manager embeds and encourages reflective and child-centred practice.

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 education standard is that children make measurable progress towards achieving their educational potential and are helped to do so. In particular, the standard in paragraph (1) requires the registered person to ensure that— that staff— help each child to achieve the child's education and training targets, as recorded in the child's relevant plans; support each child's learning and development, including helping the child to develop independent study skills and, where appropriate, helping the child to complete independent study; understand the barriers to learning that each child may face and take appropriate action to help the child to overcome any such barriers; help each child to understand the importance and value of education, learning, training and employment. promote opportunities for each child to learn informally. help each child to attend education or training in accordance with the expectations in the child's relevant plans; and that each child has access to appropriate equipment, facilities and resources to support the child's learning. (Regulation 8 (1) (2)(a)(i)(ii)(iii)(iv)(v)(x)(b)) In particular, the registered person must ensure that when children are not in full-time education, there is clear structure and routine in place at the home to support both formal and informal learning opportunities during the school day.	13 May 2026

Recommendation

- The registered person should ensure that children have access to all shared areas in the home. The lock on the games room should be removed. ('Guide to the Children's Homes Regulations, including the quality standards', page 15, paragraph 3.10)

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: 2706926

Provision sub-type: Children's home

Registered provider: Aspireone Care Limited

Registered provider address: 4 Lyme Drive, Lyme Vale Court, Parklands, Stoke-on-Trent, Staffordshire ST4 6NW

Responsible individual: Kalvinder Bains

Registered manager: Emma Nelson

Inspectors

Bethany Riley, Social Care Inspector
Simon Jones, Social Care Inspector

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