

2709417

Registered provider: CF Support Services Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This privately run home provides care for up to three children who experience social and emotional difficulties. At the time of this inspection, two children were living at the home.

The manager registered with Ofsted in September 2024.

Inspection dates: 29 and 30 July 2025

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	outstanding
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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 August 2024

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
12/08/2024	Full	Good
23/05/2023	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: good

Since the last inspection, two children have moved into the home and three children have moved on. One child has moved as the staff could not meet their changing needs. Leaders and managers continued to consult with external professionals to ensure that the child's wishes and feelings were considered throughout this time.

The inspector spent time with both of the children during the inspection.

Children's moves into the home are carefully planned. Leaders and managers diligently consider children's needs and try to match staff's skills with children's needs. Staff arranged for one child to enjoy an activity with a child before moving in. This helps children to form meaningful relationships. Staff have created bespoke plans to help children learn about independence and build life skills. The staff have successfully supported two children to move to more independent settings. Children experience positive endings and continue to keep in touch with staff.

Staff adapt their communication to reflect children's understanding and preferences. Staff understand trauma-informed and relationship-based care. Staff use this model to guide their practice. Children help to design daily planners to aid their understanding of day-to-day routines. Children participate fully in their planned daily activities.

Children are making progress with their education. Staff strongly advocate on behalf of children and regularly communicate with education providers to discuss barriers to attendance. This means that the education is tailored specifically to children's needs and abilities.

Staff understand the importance of children maintaining relationships with family and friends. Staff encourage children to invite their loved ones into the home. A family member said that staff involve them in every aspect of their child's care, including cooking family meals at the home. This creates meaningful time spent together. Staff create an inclusive culture. Staff invite family members to the home to celebrate diverse cultural events. Staff regularly practise one child's first language skills. This helps the child maintain their background and identity.

Staff know the children well, listen to them and invest time in creating special memories together. One child has a particular interest in horse riding. Staff organised for the child and the family to visit a riding exhibition in London. Staff found a local boxing club for another child. This helps children to build a sense of community and belonging.

Children's health needs are quickly identified and addressed. Staff help children understand the benefit of engaging with health support. One child who had not previously engaged with health professionals has recently attended appointments.

Children's social workers and families are highly complementary about how well children are cared for by staff and the progress that they have made. Interactions between staff and children are warm, respectful and focused on building strong, supportive relationships.

The staff do not always provide healthy role models. Staff who smoke are not always discreet, which makes children aware of this.

The home is well presented, and children have chosen furnishings throughout. Photos of children, staff and artwork are creatively displayed. However, the garden room is still not a useable space for children. This has not been addressed despite being raised at the last inspection and has been restated.

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

Highly effective planning means that children's risks are very well understood and managed. Staff are inquisitive and curious about the challenges that children face. The staff help them to find alternative ways to manage their emotions. Staff are creative in their approach to educating children about risk. The children's understanding of safety has vastly improved. As a result, the intensity and frequency of incidents have reduced, children feel supported, trusted and safe.

Staff regularly monitor, discuss and review children's management plans. External professionals and therapists devise helpful strategies to support progress. Staff are highly skilled in adapting their approach to ensure that children's needs are met. Children feel understood and appreciate the staff's input. The strategies are extremely thorough, followed by staff and underpinned by research.

Children benefit from an extremely nurturing environment. The staff reinforce children's positive behaviour. Consequences are seldom used by staff. When used, consequences are relevant to the child's behaviour. There is a strong restorative culture. Staff help children to understand how their behaviour affects others and how it could be different. Following some damage to one area of the home, the child worked alongside staff to make repairs. The child is proud of their contribution. Children confidently talk to staff about their feelings and behaviours without fear of judgement.

Reflective conversations to help children to develop healthier coping skills are prioritised by staff. Children who were previously struggling with their emotional well-being and health are supported to access the support they require.

When children go missing from the home, staff take appropriate and timely action and look for them. Staff greet the children warmly when they return and enquire about their whereabouts and who they have been with. Children demonstrate that they feel confident speaking with staff and expressing their concerns. Staff are curious to understand triggers for these episodes. Leaders and managers incorporate learning from return-home interviews to help children understand risks. Staff communicate effectively

with other professionals. This has helped to reduce the frequency of incidents. Children are beginning to use their recreational time safely.

Concerns relating to staff conduct are managed sensitively and quickly. Collaborative work with social workers and the local authority designated officer ensure that children are kept safe. The manager quickly identifies learning points and addresses these with staff.

The effectiveness of leaders and managers: good

The manager is suitably experienced and working toward an appropriate qualification.

The management team has a detailed knowledge and good understanding of the children's needs. External professionals are regularly updated and informed of areas of concern along with children's progress. Communication between managers and professionals is exceptionally good.

Leaders, managers and staff have high aspirations for children and each other. They work collaboratively in providing consistent care for children. One staff member said, '[Colleagues] bring fresh energy, experience and a genuine commitment to therapeutic care.'

Staff benefit from regular and clinical supervision sessions. Staff said that they feel well supported and that managers invest in them. Managers arrange ongoing team-building activities. These activities strengthen staff relationships.

Safer recruitment processes are followed. New staff benefit from good inductions, which include comprehensive training. For existing staff, additional and ongoing training is specific to the needs of the children.

Leaders and managers work effectively with other professionals to ensure that children's needs are met. When professionals have not responded appropriately or quickly, leaders and managers have strongly advocated and raised formal complaints on behalf of children.

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

Recommendations

- The registered person should ensure that the home is a nurturing environment that meets children's needs. In particular, they should ensure the garden room is refurbished. ('Guide to the Children's Homes Regulations, including the quality standards', page 15, paragraph 3.9)
- The registered person should ensure staff act as positive role models for children. ('Guide to the Children's Homes Regulations, including the quality standards', page 39, paragraph 8.11)

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: 2709417

Provision sub-type: Children's home

Registered provider: CF Support Services Limited

Registered provider address: CF Support Services, Three Rivers Business Centre Unit 11, Felixstowe Road, Ipswich IP10 0BF

Responsible individual: Diane O'Connor

Registered manager: Melissa Godfrey

Inspectors

Lexi Mitchell, Social Care Inspector
Priscilla Koroka, Social Care Inspector

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