

2716966

Registered provider: Throughhomes Ltd

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home is owned and operated by a private provider. It offers care for up to two children who may experience social and emotional difficulties. At the time of this inspection, two children were living at the home, and their views were considered.

The manager is registered with Ofsted and suitably qualified.

Inspection dates: 5 and 6 May 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: 23 April 2025

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
23/04/2025	Full	Good
16/07/2024	Full	Requires improvement to be good
29/08/2023	Full	Good

Summary of findings

Overall children are making good progress in many areas of their development because of living in this home. Children and staff form good relationships, and this helps staff to support children with education, developing independence skills and becoming more confident. Children are safe and feel safe. The managers and staff ensure that safeguarding procedures are followed, and this keep the children safer. However, some improvements are required in relation to identifying substance use by children, working with other agencies regarding locational risks and keeping key documents up-to-date and accurate so staff have the right information available to them.

Inspection judgements

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

Three children have moved into the home, and two children have left the home since the last inspection. For one child the referral information was limited, and the manager could not gain information from all sources to inform his decision making. As a result, the child's placement was ended due to concerns regarding the risks presented by the child. The manager has raised concerns with the local authority regarding the limited information provided.

Staff demonstrate a strong commitment to getting to know the children very well. They work hard to establish positive, trusting relationships with them. This is particularly evident with the new child, with whom the staff have engaged in conversations to understand their likes and dislikes, fostering a connection that supports the child's integration into the home. One child said that they would rate the home, 'Ten and a half out of ten', and saying just how much they enjoy living at the home.

Staff use these relationships to encourage children to become more confident and to learn appropriate life skills. Staff recognise the progress that children make. They celebrate achievements with the children. For example, one child has made notable progress in developing independence skills, this has included budgeting, independent travel to education and meal preparation. Another child has improved emotional regulation and is now able to talk about their feelings and emotions more openly.

Children are supported well by staff to share their wishes, views and feelings. Individual conversations between staff and children are regular and focus on the needs of children. This provides increased opportunities for children to discuss any worries or concerns they may have. In addition, weekly children's meetings also take place. The manager responds to requests made by children, ensuring the children feel valued and listened to.

Staff work closely with children and education providers. Liaising effectively and breaking down barriers to children attending school. One child's attendance has increased significantly since they moved into the home. Staff advocate for children when attending

education meetings. This helps to ensure that children have consistent access to education and learning.

Children are registered with primary healthcare services and supported to attend appointments. Although, children do not consistently enjoy healthy and well-balanced meals. Although children create a menu each week, this is not consistently followed. Instead, processed and fried food has frequently been provided. This does not support children to have a healthy lifestyle. It also does not help children to understand the impact that an unhealthy diet has on their health and well-being.

Children's time with family members is supported in line with their care plans. When there are safeguarding factors to consider, staff and the child's social worker have created plans to ensure that children can see their family in a safe location

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

Children say they feel safe. Staff talk to children about risks and use research and external resources to inform their practice. This is shared with children and all staff. This helps children to develop their understanding of risks and how to keep themselves safe.

When children go missing from home, staff follow established protocols to return children home quickly and safely. Staff ensure that information is shared with relevant external safeguarding agencies. This means there is a robust multi-agency response when children go missing from home.

Staff provide sensitive, age-appropriate guidance to children about keeping themselves safe in the community and in their personal relationships. For example, one child has benefited from open and honest conversations about sexual health. Staff's relatable and non-judgemental approach has helped the child reflect on advice and make safer, more informed decisions about their wellbeing.

When allegations or complaints are made, the manager refers these promptly with the appropriate external agencies. These matters are handled swiftly and in accordance with statutory guidance. Children are supported and protected throughout the process, with support provided both to the person making the allegation and the individual who is the subject of the allegation. Plans are put in place to ensure that children are helped to feel safe and listened to.

Risk assessments identify key risks for each child and the home. They provide guidance to staff in managing these risks. However, it was identified that not all staff have access to the most up-to-date plans and assessments. Plans also reference a therapeutic model, although this approach is not always explained, which could lead to inconsistencies in staff practice. In addition, a risk assessment has been implemented to allow a fire door to remain open temporarily under supervision. Although, the internal door had left open when the home was unoccupied. As a result, this compromises the fire safety risk assessment.

There are concerns regarding staff vigilance and lessons learnt from incidents being identified and changes made to staff practice as a result. For example, a child has been able to gain access to staff keys on two separate occasions and has then used these as a negotiation tool. This highlights the need for greater staff awareness, as the child's actions suggest they are testing boundaries.

Managers and staff have not demonstrated sufficient professional curiosity regarding the risks associated with substance misuse. During the inspection, inspectors noted a faint smell of cannabis coming from a child's bedroom. Records showed that concerns about smoking and cannabis use had been raised previously. Despite this, room searches had not been carried out for more than six months. Although referrals to substance misuse services had been made, there was limited evidence of professional challenge or escalation when services were not secured.

The location risk assessment provides staff with sufficient information to safeguard children from risks in the community. However, the manager has not consulted relevant people about the appropriateness of the location of the home and any risks associated with the area.

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

The manager registered with Ofsted May 2025 and registered as the manager for the sister home January 2026. A new deputy manager has now been recruited who is experienced and committed to the role. The manager divides his time between the two homes for which he is registered. However, the lack of daily leadership presence in this home has resulted in staff receiving less direct support and guidance.

The manager currently users two separate electronic systems to record children's information. As a result, the manager cannot easily access key information about the children and there is no one place where the information is up to date. As a result, staff do not always have access to the most current information needed to support children's care.

Monitoring and review systems are not yet fully embedded. The manager's oversight of records is inconsistent, and some documents are unclear or lack evidence of management review. For example, not all incidents have been evaluated by the manager, limiting the identification and sharing of lessons learned. The manager had not identified inaccuracies within a staff reference. In addition, a child's name was spelled in several different ways across their records, highlighting weaknesses in quality assurance.

Leaders and managers have failed alert Ofsted on two separate occasions when serious incidents have occurred as required by regulation. This impairs the regulator's oversight in reviewing notifications and taking necessary action to ensure the children's safety. This shortfall was identified at the last inspection and has been reinstated.

Staff benefit from regular, reflective and purposeful team meetings. These meetings cover a wide range of topics relevant including helpful opportunities to share updates and consider children's plans and provide an important forum for communication, idea-sharing, and constructive challenge. This supports staff to develop professionally and maintain good quality practice.

Supervision for staff is conducted on a monthly basis, with sessions being clearly recorded. These supervision sessions are structured, with actions and targets being set for each staff member. The manager recognises the emotional impact of the work and ensures that staff well-being is actively supported. Supervision also serves as an opportunity to identify staff development, as well as to provide constructive feedback on performance.

Staff attend a wide variety of training courses. However, the manager and staff have not completed physical intervention refresher training. This is over a year out of date. This hampers the manager in being able to oversee and guide staff with managing children's behaviour. The manager was able to evidence this training is now scheduled for the end of the month. There are also two staff that are out of timescale for completing the required qualification. A plan has been implemented to support both staff in achieving this in the next three months.

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
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— assess whether each child is at risk of harm, taking into account information in the child's relevant plans, and, if necessary, make arrangements to reduce the risk of any harm to the child; have the skills to identify and act upon signs that a child is at risk of harm; understand the roles and responsibilities in relation to protecting children that are assigned to them by the registered person; that the home's day-to-day care is arranged and delivered so as to keep each child safe and to protect each child effectively from harm (Regulation 12 (1)(2)(a)(i)(iii)(v)(b)(d)) This specifically relates to the manager ensuring that staff have access to the most up to date plans and assessments for children. It also relates to managers ensuring staff remain vigilant and use professional curiosity to ensure children are effectively safeguarded. Furthermore, the manager is to ensure that staff adhere to the homes risk assessment.	15 June 2026
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.	15 June 2026

In particular, the standard in paragraph (1) requires the registered person to— ensure that staff have the experience, qualifications and skills to meet the needs of each child; use monitoring and review systems to make continuous improvements in the quality of care provided in the home. (Regulation 13 (1)(a)(b)(2)(c)(h)) This specifically relates to the manager ensuring that reviews of incident records identify learning and that they also identify when language in records is unclear or inaccurate. The manager must keep staff training under review to ensure they have the skills to meet children's needs.	
The registered person must notify HMCI and each other relevant person without delay if— a child is involved in or subject to, or is suspected of being involved in or subject to, sexual exploitation; an incident requiring police involvement occurs in relation to a child which the registered person considers to be serious; there is an allegation of abuse against the home or a person working there; a child protection enquiry involving a child — is instigated; or concludes (in which case, the notification must include the outcome of the child protection enquiry); or there is any other incident relating to a child which the registered person considers to be serious. (Regulation 40 (4)(a)(b)(c)(d)(i)(ii) and (e))	15 June 2026
The health and well-being standard is that— the health and well-being needs of children are met; children receive advice, services and support in relation to their health and well-being; and children are helped to lead healthy lifestyles.	15 June 2026

In particular, the standard in paragraph (1) requires the registered person to ensure— that staff help each child to— achieve the health and well-being outcomes that are recorded in the child's relevant plans; understand the child's health and well-being needs and the options that are available in relation to the child's health and well-being, in a way that is appropriate to the child's age and understanding; understand and develop skills to promote the child's well being. (Regulation 10 (1)(a)(b)(c)(2)(a)(i)(ii)(iv)) This specifically relates to ensuring children are provided with healthy and nutritious meals.	
For the purposes of paragraph (3)(b), an individual who works in the home in a care role has the appropriate qualification if, by the relevant date, the individual has attained— the Level 3 Diploma for Residential Childcare (England) ("the Level 3 Diploma"); or a qualification which the registered person considers to be equivalent to the Level 3 Diploma. The relevant date is— in the case of an individual who starts working in a care role in a home after 1st April 2014, the date which falls 2 years after the date on which the individual started working in a care role in a home; or in the case of an individual who was working in a care role in a home on 1st April 2014, 1st April 2016. The registered person may defer the relevant date if the individual— does not work, or has not worked, in a care role in a home for a prolonged period; or works, or has worked, in a care role in a home on a part-time basis. (Regulation 32 (4)(a)(b)(5)(a)(b) and (6)(a)(b))	01 August 2026

Recommendations

- The registered person should ensure that the recruitment process safeguards children and minimises potential risks to them. ('Guide to the Children's Homes Regulations, including the quality standards', page 61, paragraph 13.1)
- The registered person should ensure that they consult with relevant professional when they conduct the annual review of premises ('Guide to the Children's Homes Regulations including the quality standards', page 64, paragraph 15.1)
- The registered person should ensure that staff encourage children to share any concerns about their care or other matters as soon as they arise. Children must be able to take up issues or make a complaint with support and without any fear that this will result in any adverse consequences ('Guide to the Children's Homes Regulations including the quality standards', page 22, paragraph 4.13)

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: 2716966

Provision sub-type: Children's home

Registered provider: Throughhomes Ltd

Registered provider address: 11 Westgreen Avenue, Allenton, Derby DE24 9AP

Responsible individual: Sean Dunne

Registered manager: Olabode David

Inspector

Zoey Lee, social care inspector

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