

2718127

Registered provider: Canary House Care Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This privately owned home provides care for up to 4 children with learning disabilities.

The manager registered with Ofsted in January 2025.

Inspection dates: 6 and 7 January 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: 26 June 2024

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
26/06/2024	Full	Good
22/08/2023	Full	Good
23/05/2023	Full	Inadequate

Inspection judgements

Overall experiences and progress of children and young people: good

The registered manager was not physically present during the inspection. However, they remained actively involved through online discussions. The deputy manager and responsible individual were on site, and they provided the relevant information to support the inspection.

Since the last inspection, 2 children have moved into the home and one child has moved on. The home currently supports 3 children and one young adult. Inspectors spoke with all of the children living in the home. Children spoke positively about living there, and they have trusting relationships with staff.

Children said that they enjoy living in the home and that they feel settled. They told inspectors that they feel safe, cared for and listened to. Children benefit from staff who know them well and understand their individual needs and personalities.

Although the home is large, it feels warm and welcoming. Staff and children have worked together to decorate the home in ways that reflect the children's interests. Children's bedrooms are personalised and private, helping them feel a sense of ownership and belonging. Photos of the children with their families are displayed in different rooms in the home. This helps children maintain important connections and supports their emotional wellbeing.

Children take part in a wide range of activities that reflect their interests and hobbies. Staff make thoughtful efforts to celebrate birthdays and special occasions. They create meaningful experiences and memories for the children. Children are encouraged to share their culture and background, which helps them feel valued and respected.

Children are supported to express their views in everyday life. Staff listen to children when planning routines and activities. One child is non-verbal, and staff use a picture exchange system and other visual communication tools to support him to make choices and express his wishes and feelings. This provides the children with meaningful opportunities to have a voice and influence their day-to-day lives.

Staff advocate and work closely with other professionals to support children and young adults with their different needs. This has resulted in children engaging with education, including those who previously struggled to engage with education for several years. Children are now attending school and enjoying it.

Staff use key-work sessions to support children in developing important life skills and teaching them how to keep themselves safe. Staff also support the children to complete everyday tasks, such as personal care, managing routines and making choices. Children are learning to manage everyday expectations and understand their

emotions more effectively. Staff use positive encouragement and consistent support to help children succeed into adulthood. One child successfully moved into semi-independent provision.

Parents and professionals expressed that they always feel welcome during visits to the home and that the children experience care that is nurturing, consistent and focused on their individual progress. Staff understand children's needs and work hard to help them feel safe, valued and hopeful about their future.

Staff work closely with children and families before they move in. This helps children settle quicker in the home. Assessments are completed; however, they do not consistently consider the impact of a child's move on those already living in the home. In addition, the assessment lacks clear detail regarding the training the staff will undertake in order to be able to support the child's needs.

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

Children are kept safe because staff understand their risks and respond consistently. Staff work closely with the local authority and seek advice when needed. This helps them to put the right safety measures in place. As a result, risks to children have reduced since the last inspection.

Staff know children's individual needs, triggers and coping strategies. They understand what helps children regulate their emotions. Children are settled and stable. The home has a low number of incidents. When incidents occur, staff respond appropriately. Records are clear and reviewed by managers. This ensures that learning is shared and practice improves.

Risk assessments and support plans are detailed and individualised. They clearly guide staff on how to support children safely. These plans link well with behaviour support strategies, including goals and incentives. This helps staff respond consistently and gives children predictable care.

Key-work sessions are used well. Staff use these sessions to help children understand their behaviour and develop safer ways to express themselves. Consequences are used sparingly and proportionately. This approach supports learning.

Staff understand the use of physical intervention and follow guidance. Physical interventions are rarely used and have reduced over time. This is due to children being supported to communicate their worries and frustrations. However, when physical interventions have occurred, staff and children have not had the opportunity to have meaningful conversations afterwards. This limits learning and emotional support.

There have been 3 missing-from-home episodes. Staff managed these well, and children returned safely. However, return home interviews have not been completed

by the local authority, and the staff have not requested these. This means opportunities to understand children's experiences and reduce future risk are missed.

The effectiveness of leaders and managers: good

Leaders and managers have high aspirations for the children. Professionals, families and staff describe the registered manager as supportive and committed. The manager genuinely cares about the children and staff.

Supervision and appraisals take place in line with the home's procedures. Staff describe supervision as helpful and supportive. They feel listened to and guided. This helps staff remain focused on children's needs.

Recruitment is careful and thoughtful. Managers consider staff skills and experience to ensure that children receive safe and appropriate care. Children benefit from a diverse and knowledgeable staff team. Staff complete relevant training, including refresher training when practice falls short. This strengthens safe care.

Written records are generally of a good standard. Documents are clear, child focused and well organised. Managers monitor records regularly and have effective auditing systems in place. This provides oversight and accountability.

Leaders respond appropriately when concerns are raised. They seek advice, including from the local authority designated officer where needed. Managers complete investigations and share learning with staff. This reduces the risk of concerns reoccurring and improves safeguarding practice.

Transitions are handled sensitively. A young person has moved successfully into semi-independent living following a carefully planned and supported transition. Another young person has remained living at the home since turning 18. Leaders have agreed to this so the young person can complete their education, recognising that a move at this stage could be disruptive. Planning is in place to support a gradual transition to their next home when the time is right. This approach reflects thoughtful leadership and a strong focus on stability.

Managers actively seek feedback from professionals to improve practice. However, Regulation 44 reports do not consistently capture children's views. In several reports, there is no evidence of how children have been spoken with or how their wishes and feelings have informed the visitor's findings. Leaders are required to support the independent visitor to gain feedback from professionals as well as children during their monthly visits. Capturing children's voices through these visits is essential as it provides an independent understanding of children's lived experiences.

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
When the independent person is carrying out a visit, the registered person must help the independent person— if they consent, to interview in private such of the children, their parents, relatives and persons working at the home as the independent person requires. (Regulation 44 (2)(a))	31 January 2026

Recommendations

- The registered person should ensure that any child who has been restrained, and any staff using the measure, is given the opportunity to express their feelings about their experience of the restraint. Children and staff should be encouraged to add their views and comments to the record of restraint. ('Guide to the Children's Homes Regulations, including the quality standards', page 50, paragraph 9.60)
- The registered person should ensure that when a child returns to the home after being missing from care or away from the home without permission, the responsible local authority must provide an opportunity for the child to have an independent return home interview. The registered person should evidence they have requested a return home interview. ('Guide to the Children's Homes Regulations, including the quality standards', page 45, paragraph 9.30)
- The registered person should ensure that they have fully considered the impact that any new placements will have on the existing group of children. Assessments should identify staff training to ensure the needs of the children are met. ('Guide to the Children's Homes Regulations, including the quality standards', page 56, paragraph 11.4)

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: 2718127

Provision sub-type: Children's home

Registered provider: Canary House Care Limited

Registered provider address: 36 Glebe Road, London N3 2AX

Responsible individual: Binesh Kappan

Registered manager: Jain Anil

Inspectors

Lexi Mitchell, Social Care Inspector

Thembie Mzila, Social Care Inspector

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