

2724536

Registered provider: Jasper Education and Support Services Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home is owned and managed by a private organisation. It provides care for up to 4 children who experience social and emotional difficulties and have gone through trauma.

At the time of this inspection, 2 children were living at the home.

The manager registered with Ofsted in December 2024.

Inspection dates: 27 and 28 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: 29 October 2024

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
29/10/2024	Full	Good
18/10/2023	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: good

Since the last inspection, one child has moved into the home. The home functions as 2 separate solo placements in one provision. The building is divided into 2 separate living areas, each with its own facilities. The children live independently of one another and do not share any communal spaces.

Children's views influence their day-to-day experiences in the home. Staff routinely seek children's wishes and feelings through sessions the staff have developed. These sessions are structured one-to-one discussions about children's care, daily lives and wellbeing. Key-work sessions and regular feedback about the home further support this practice. Children choose activities and help plan their weekly routine. They make decisions about their bedrooms, supporting their sense of ownership and belonging. One child has requested new furniture, which has been ordered. This demonstrates that children's views lead to practical changes. Children also contribute to plans, helping them to understand their needs and participate in their progress. As a result, children feel heard and valued.

Children experience warm, trusting relationships with staff, which provide them with stability. Staff know the children well and invest time in building consistent, positive connections. Children spend meaningful time with staff through shared activities, which strengthens bonds and promotes their wellbeing. Interactions between staff and children are warm and respectful. One child spoke positively about their relationships with staff and the shared interests they enjoy together. Another child expressed their feelings through a written poem reflecting the support they receive and the progress they have made. As a result, children develop trust in staff and experience care that supports their confidence and emotional security.

Staff encourage children to maintain relationships that are important to them. Staff support one child in spending time with a family member, helping them maintain a meaningful connection with someone significant in their life. Leaders and managers have advocated for another child to have sleepovers with friends. This helps children enjoy experiences that are typical for their peers. As a result, children sustain positive relationships and develop a stronger sense of identity and belonging.

Staff consistently apply a therapeutic model to care for children. The home's in-house therapist oversees and reviews this approach. Staff receive training and regular clinical supervision to support reflective practice. Children have access to regular therapy sessions and therapy horses, which form part of their planned care. This ensures that children receive support that is reflective of their emotional and developmental needs. As a result, children experience care that promotes their wellbeing and emotional growth.

Children experience safe and carefully planned moves into the home. For one child, admission took place at short notice. A detailed assessment was carried out to inform

safe care. This assessment considered known vulnerabilities and likely behaviours, as well as the actions staff would need to take. It also explored any potential overlap in risk between the children and what actions staff would need to take. Staff visited the child before their move to begin building relationships and help them feel prepared. Staff made the home and bedroom welcoming to help the child feel comfortable and secure.

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

Children's emotional needs are addressed in ways that reduce risk and promote their safety. Staff encourage children to engage with therapeutic services, including sessions with the in-house therapist and external specialists. Since receiving this support, there has been a decrease in self-harming behaviours and extended periods of emotional stability. This shows that children receive timely assistance in managing distress and unsafe behaviours. Children are better protected from harm and helped to develop safer coping strategies.

Regular key-work sessions help children learn about known risks and how to make safe choices. Staff set clear goals using structured 'road maps', reviewing and updating them as children progress. These plans give children a clear sense of direction and achievement. For example, one child successfully reduced risks over time and no longer required a deprivation of liberty order. As a result, children develop greater awareness of risks and increased ability to make positive and safe decisions.

Staff support children in managing their behaviour in ways that promote safety and learning. Consequences are used as part of behaviour support and are generally natural and restorative in approach. Staff hold debrief discussions with children to help them understand what has happened and consider positive choices for the future. Physical intervention is rarely required; however, when used, it is proportionate and necessary to keep children safe. Incidents are well recorded and include debriefs with staff and children. As a result, behaviour is consistently managed in a way that supports children's understanding and safety.

Safeguarding incidents are managed promptly and appropriately. Staff take action to de-escalate situations and reduce risk when concerns arise. Children's risk assessments reflect the children's needs well and are mostly up to date. When issues in practice have occurred, such as a medication error, leaders and managers have taken suitable follow-up actions to address these and strengthen procedures. When children raise concerns about staff practice, they are taken seriously and acted on without delay. Information is shared with relevant professionals, and learning is communicated to the wider team. This supports consistent safe practice. As a result, children know their concerns are taken seriously and feel confident that action will be taken to keep them safe.

Since the last inspection, there has been one incident of a child going missing from the home. When this happened, staff followed procedures, acted promptly to try and locate the child and worked closely with the police. This coordinated response reduced risk and resulted in the child returning home safely. The child received a warm and supportive

welcome home, reinforcing their sense of safety and care. This helps reduce risks to children while they are missing and supports their safe return.

The effectiveness of leaders and managers: good

The home is led by a suitably qualified and experienced manager. The manager is supported by a deputy manager, the responsible individual and the wider leadership team. The manager is proud of the achievements of staff and children.

Leaders and managers promote staff wellbeing and development. Staff receive regular debriefs and supervision sessions, and they have access to clinical supervision. This helps them reflect on their work and manage the emotional demands of the role. Staff speak positively about opportunities to develop. Some staff have progressed into promoted roles. This investment helps build a skilled and motivated staff team and supports retention. As a result, children benefit from consistent relationships and reliable care.

Staff feedback about working at the home is very positive. They feel listened to and supported by leaders and managers. Staff describe a 'supportive' team environment and discuss children's progress with pride. An open-door culture encourages communication between staff and leaders. This enables leaders and managers to remain well informed about practice.

Staff supervision sessions are regular and in line with policies. The sessions include reflective discussions about practice, giving staff opportunities to raise any concerns and receive constructive feedback. Staff also benefit from monthly clinical supervision sessions. During these sessions, staff and therapists explore incidents, children's behaviours and appropriate responses. This reflective approach strengthens staff's understanding of children's needs and supports consistent practice. As a result, children receive care that is thoughtful, informed and responsive to risks.

Regular team meetings support communication and shared understanding across the staff team. Leaders and managers use these meetings to communicate key messages and address any emerging practice issues. This ensures that practice remains consistent.

Staff have received relevant mandatory training and undertake additional learning that reflects the children's individual needs. The clinical lead delivers training in the home's therapeutic approach. This supports staff's understanding of the principles that underpin care. Leaders and managers also share key resources to support day-to-day practice. This ensures that staff have the knowledge required to respond appropriately to children's needs. As a result, children are cared for by staff who are informed and prepared in their roles.

Leaders and managers advocate appropriately to promote children's best interests. They maintain regular communication with external professionals and provide clear information about children's needs. When required, leaders offer professional challenge to ensure that plans and decisions reflect children's circumstances. This approach helps

keep children's needs central in multi-agency planning. As a result, children's views and experiences are more accurately represented in decision-making.

External professionals provide positive feedback about the home's practice. They describe staff as 'child centred, consistent and clear in their communication'. Professionals say that children's wishes and feelings are considered and that staff work cooperatively with the multi-agency network. As a result, staff maintain constructive working relationships that support coordinated care for children.

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

Recommendation

- The registered person should ensure that all children's case records, in particular risk assessments are kept up to date. ('Guide to the Children's Homes Regulations, including the quality standards', page 62, paragraph 14.4)

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: 2724536

Provision sub-type: Children's home

Registered provider: Jasper Education and Support Services Limited

Registered provider address: 303 Goring Road, Goring-by-Sea, Worthing BN12 4NX

Responsible individual: Catherine Russell

Registered manager: Curtis Ford

Inspector

Emilja Myers, Social Care Inspector

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