

2726013

Registered provider: Next Generation Care Essex Ltd

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home and manager registered with Ofsted in November 2023.

The home is owned by a small private organisation. Care is provided for up to three children who experience social and emotional difficulties.

Inspection dates: 12 and 13 August 2025

Overall experiences and progress of children and young people, taking into account	good
---	-------------

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

The effectiveness of leaders and managers	good
---	------

The children's home provides effective services that meet the requirements for good.

Date of last inspection: 8 May 2024

Overall judgement at last inspection: requires improvement to be good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
08/05/2024	Full	Requires improvement to be good

Inspection judgements

Overall experiences and progress of children and young people: good

Since the last inspection, one child has moved into the home. Two children are currently living at the home, and both spoke with the inspector.

Children's moves into the home are carefully planned. Leaders and managers complete comprehensive assessments for the new child, taking into account the needs of the child already living at the home. An independent reviewing officer said: 'The manager was not in a hurry to admit another child to ensure the child already living there was settled.' Staff supported both children to meet before living together.

Children are making progress compared with their starting points. The manager plans support sensitively, tailoring it to each child's needs. For example, staff successfully supported one child to end their court-ordered restrictions through gradual incremental steps. Staff also encourage the children to take age-appropriate risks; for instance, children who previously required high levels of supervision are now spending time independently in the community.

The manager works jointly with the local authority virtual school to ensure children access bespoke learning packages tailored to their needs. Staff actively support children to engage with home tuition. For example, one child successfully completed their functional skills qualification and is now progressing to college. In addition, staff provide further learning opportunities in the home, helping children to strengthen their literacy and arithmetic skills.

Staff support the children to develop age-appropriate independence and essential life skills. They guide the children in practical tasks such as cooking, doing laundry and managing their finances. Staff promote life skills through online learning, with children achieving recognition in areas such as nutrition, managing emotions, bullying, stress and diversity.

Staff listen to children's wishes and feelings. They consult with children about their preferences for activities. Children participate in varied activities, such as horse riding, ice skating and go-karting, which they enjoy. Staff provide guidance, encouragement and opportunities that enable children to explore their career aspirations and work towards them. For example, staff have helped one child who aspires to become a police officer to enrol on the relevant course at college. When children make complaints, managers listen to them, take their concerns seriously and ensure their concerns are resolved quickly.

Staff understand the importance of promoting family time and develop good relationships with families. They facilitate time between children and their families, welcome family visits to the home and involve families in life-story work. This supports children to maintain a positive sense of identity.

Staff support children to plan their week. Consequently, children are aware of their daily routines and have a clear understanding of upcoming activities and appointments. This helps to reduce children's anxiety and build trust with staff.

The home is well decorated and furnished, with the outdoor space well maintained. Children are given a voice in how their home is decorated. For example, one child worked with staff to paint a mural on their bedroom wall. This helps ensure that children feel ownership of, and pride in, their home.

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

Staff develop positive relationships with the children. This enables the children to share their views and worries openly. For example, one child is now able to express their feelings and share with staff their urges to self-harm. This allows staff to take proactive action to keep the child safe. Staff engage the children in conversations to help them understand their emotions. They support them to develop positive coping strategies when distressed, such as colouring and journaling.

Children rarely go missing. Staff follow clear protocols if a child leaves the home without permission. When incidents occur, staff respond promptly, following the child to try to ensure their quick and safe return. Staff notify relevant professionals, such as the police and children's social workers. Staff also ensure that children have the opportunity to speak to independent professionals following such incidents.

Staff have a clear understanding of children's strengths, vulnerabilities and risks. They recognise that children's behaviour is linked to their past trauma and use a therapeutically informed approach. Children are involved in developing the risk assessments in place to support them. This enables staff to better understand risk and to provide individualised support and care. For example, children share how they want to be supported and identify times of the year that may be emotionally difficult, which allows staff to offer enhanced support in line with their experiences.

Managers respond quickly to any concerns about staff practice. They share information with external professionals and internal investigations are completed promptly. Managers identify learning from these incidents and discuss this with staff members involved and during team meetings to improve practice.

Staff support children to calm when distressed and physical restraint is used as a last resort. When used, staff ensure the holds used are proportionate and the least restrictive. The manager evaluates the suitability of the intervention used and speaks to children about the event. However, staff members are not spoken to following incidents. This limits opportunities to learn from incidents.

The effectiveness of leaders and managers: good

The suitably experienced registered manager holds a relevant qualification. She is supported by two deputy managers and maintains good oversight of children's progress and staff practice. The manager has met one recommendation from the last inspection, while one requirement is restated.

Staff are suitably experienced and qualified. Most have achieved the level 3 diploma in residential childcare. Those that are not yet qualified are working towards completion. In addition, staff receive training that enables them to respond effectively to children's needs.

The manager works effectively with other professionals and families, and feedback from both is positive. She meets regularly with professionals to discuss how children's emerging needs can be supported and advocates on the children's behalf. For example, she has challenged education professionals to ensure that children receive bespoke learning packages.

Staff report positive morale and feel well supported by leaders and managers. The manager provides day-to-day guidance and coaching. Staff are well supported through effective supervision and team meetings focused on their well-being, personal development and children's needs. This helps staff to build confidence in their ability to support children. However, agency staff members regularly working in the home do not benefit from the same support and are not routinely supervised. This limits the ability to understand and develop their practice and support needs.

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 registered person must ensure that— within 48 hours of the use of the measure, the registered person, or a person who is authorised by the registered person to do so ("the authorised person")— has spoken to the user about the measure; and has signed the record to confirm it is accurate. (Regulation 35 (3)(b)(i)(ii))	12 September 2025

Recommendation

- The registered person should ensure that suitable systems are in place so that all staff, including regularly used agency staff, receive supervision of their practice from an appropriately qualified and experienced professional, which allows them to reflect on their practice and the needs of the children assigned to their care. ('Guide to the Children's Homes Regulations, including the quality standards', page 60, paragraph 13.2)

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: 2726013

Provision sub-type: Children's home

Registered provider: Next Generation Care Essex Ltd

Registered provider address: 1 Newlands End, Laindon, Essex SS15 6DU

Responsible individual: Andrea Dowd

Registered manager: Tesha Small

Inspector

Priscilla Koroka, Social Care Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025