

2738393

Registered provider: Park Blue Homes Ltd

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is owned by a private organisation. It is registered to provide care for up to three children who may have emotional and behavioural difficulties and/or children with learning disabilities. At the time of this inspection, three children were living at the home, two who are siblings. The inspector was able to see and speak with two of the children. One child was in the process of moving on during the inspection.

Since April 2024, the home has experienced a period of change in its leadership. The previous registered manager left in April 2024. A new manager was appointed in August 2024. However, she did not complete the registration process with Ofsted and subsequently left the role. A second manager was then appointed but withdrew his application to register. A third manager has now been appointed and intends to apply to register.

Inspection dates: 2 and 3 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	good
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The effectiveness of leaders and managers	requires improvement to be good
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The children's home provides effective services that meet the requirements for good.

Date of last inspection: 3 September 2024

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
03/09/2024	Full	Good
14/11/2023	Full	Requires improvement to be good

Inspection judgements

Overall experiences and progress of children and young people: good

Staff interactions with children are kind, caring and warm. Positive, good-humoured conversations help to build trusting relationships early. However, as some staff are still new and developing their confidence, children do not yet benefit from the consistent, stable relationships that are essential for them to feel fully emotionally secure and settled.

Children are encouraged to take part in a wide range of activities, including trips to the beach, shopping and cinema outings. They are also supported to join local groups, such as kick-boxing, that reflect their individual interests. These experiences help children build friendships, develop social skills and gain confidence, all of which support their preparation for adulthood.

Family time is supported well by staff, helping children maintain important relationships with parents and siblings. Feedback from family members and professionals is largely positive. However, some concerns were raised about inconsistent communication. A plan is now in place to improve this and ensure more effective partnership working.

Staff have supported one child to engage with child and adolescent mental health services, and a referral has been made for another. While referrals are made appropriately, the emotional support provided while children wait for this input is not always well considered. As a result, children can feel emotionally vulnerable and unsupported during times when they are most in need of reassurance, which can impact their ability to manage feelings and feel emotionally safe.

One child's school attendance has been low and they are on a part-time timetable. Staff are working with education providers to support re-engagement. Another child was not provided with an education placement when she moved into the home. The manager did not challenge this strongly enough, which may have contributed to a breakdown in relationships and the child needing to move on.

The home provides a positive and welcoming environment for children. Communal areas, including the kitchen and living room, are clean, well maintained, and homely, helping children feel comfortable and relaxed. The use of a weekly meal planner contributes to a sense of structure and routine, which reduces anxiety around mealtimes and helps children feel more in control of their day. Children's bedrooms are personalised, although one was untidy. Staff confirmed that the room is cleaned and tidied daily by adults. Leaders and managers have plans to enhance the environment further, including making the office space more homely by adding sofas to encourage positive, informal interactions between children and staff.

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

One child said they feel safe and well supported and they have trusted adults they can talk to and know who to turn to when they need help. More experienced staff use calm and considered de-escalation techniques that help children to understand and manage their emotions.

Staff continue to reinforce online safety and are working to ensure consistent boundaries around technology use. This proactive approach has had a positive impact. For example, one child informed school staff when they received an inappropriate message online. This demonstrates that children are developing the confidence and awareness to keep themselves safe.

Physical intervention is used rarely and only when necessary to keep children and adults safe. Since the last inspection, it has been used with two children. Interventions were proportionate and used as a last resort, in line with the home's behaviour support policy. Records are clear and demonstrate appropriate management oversight.

Incidents of children going missing are infrequent. When they do occur, staff follow a clear and well-understood protocol, ensuring a timely and coordinated response that prioritises children's safety.

Recruitment processes are robust, and safer recruitment practices are consistently applied. However, the home has experienced difficulties in retaining staff, which has contributed to the lack of continuity for children. Leaders recognise this and are taking steps to improve staff stability and team cohesion.

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

The home has experienced a period of instability due to staff turnover and not having a permanent registered manager. This has affected the consistency of care and the overall stability of the home. Senior leaders are aware of these challenges and have implemented both short-term and long-term plans to address them.

A new manager has recently been brought in to support the home. They are described by staff as knowledgeable, supportive and capable of bringing much-needed stability. Staff feel supported by both managers and are open to learning and improving their practice.

Leaders and managers are viewed by staff as committed and approachable. However, the manager recognises the need for stronger oversight, clearer delegation, and more strategic planning to improve the overall effectiveness of the home. Previously, disorganised documentation and gaps in daily logs and checks meant that important information about children's care and experiences was not always recorded or monitored effectively. Improvements are now under way, supported by increased input from senior leaders.

There are gaps in staff skills and upskilling the staff team is a clear priority from the senior leadership team. A training plan is in place, and additional learning opportunities are being introduced to strengthen staff knowledge and confidence. Reflective supervision are now being embedded and are helping staff to better understand children's behaviours and emotional needs, contributing to more thoughtful care.

The manager has a developing understanding of the home's strengths and areas for improvement. However, gaps in oversight and planning have, at times, limited the ability to respond swiftly and effectively to children's changing needs. When responses from external agencies are delayed, a lack of persistent advocacy has meant that children have not always received timely support. Inconsistent communication with external partners, particularly education providers, has also affected the quality of joint planning. As a result, children have not consistently experienced the coordinated care and support they need to make sustained progress.

Despite recent challenges, the home is regaining stability, and children are forming strong relationships with the core staff team.

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 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. In particular, the registered person should ensure- that staff have the necessary skills to deliver individualised care to children, as outlined in the home's statement of purpose. Specifically, staff should be supported to develop a sound understanding of therapeutic parenting and the importance of nurturing care for children. Additionally, the registered person should ensure records are up to date and include clear strategies, so staff understand how to support children, and the manager is required to have the skills, knowledge and understanding to manage the home effectively. (Regulation 13 (1)(a)(b)(2)(c)(f)(h))	1 August 2025
The education standard is that children make measurable progress towards achieving their educational potential and are helped to do so. In particular, the standard in paragraph (1) requires the registered person to ensure— that staff— help each child to achieve the child's education and training targets, as recorded in the child's relevant plans;	7 July 2025

understand the barriers to learning that each child may face and take appropriate action to help the child to overcome any such barriers. Additionally, the registered person should ensure that when children are not in full-time education, staff work closely with the placing authority so that children are supported and enabled to resume full-time education as soon as possible. When children are not in full-time education, they should be supported to sustain or regain their confidence in education and be engaged in suitable structured activities. (Regulation 8 (1) (2)(a)(i)(iii))	
The registered provider must appoint a person to manage the children's home if— there is no registered manager in respect of the home; and the registered provider— is an organisation or a partnership; does not satisfy regulation 28; or is not, or does not intend to be, in day-to-day charge of the home. (Regulation 27 (1)(a)(b)(i)(ii)(iii))	1 September 2025

Recommendations

- The registered person should monitor and review the patterns and trends of staff turnover. This should be used to help leaders and managers to identify and address any negative trends. ('Guide to the Children's Homes Regulations, including the quality standards', page 54, paragraph 10.19)
- The registered person should ensure that they proactively advocate for a child and are forceful in their challenge to the relevant person so that the child's voice is heard in relation to education and care planning. ('Guide to the Children's Homes Regulations, including the quality standards', page 11, paragraph 2.4)

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: 2738393

Provision sub-type: Children's home

Registered provider: Park Blue Homes Ltd

Registered provider address: 38 Freemans Way, Harrogate HG3 1DH

Responsible individual: Frances Forbes

Registered manager: Post vacant

Inspector

Karen Hallam, Social Care Inspector

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