

2739006

Registered provider: Solace Care East Ltd

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This privately run children's home provides care for up to five children with social and emotional difficulties.

There were two children living at the home at the time of this inspection.

The home was registered with Ofsted in October 2023. The registered manager post has been vacant since 5 June 2025. A new manager has been appointed; they are yet to submit an application to register with Ofsted.

Inspection dates: 28 and 29 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	good
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The children's home provides effective services that meet the requirements for good.

Date of last inspection: 24 April 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
24/04/2024	Full	Requires improvement to be good

Inspection judgements

Overall experiences and progress of children and young people: good

Children who live in the home are making good progress from their starting points. The wraparound approach to care planning is effective; the manager ensures that staff follow the local authority care plan and this is incorporated into the children's plans in the home. However, the manager does not consider all aspects of care when completing suitability assessments for a child's admission to the home, such as assessing the ability of the staff team to meet the needs of the child.

Children are supported to engage in a wide range of activities. A rewards system is in place to enable children to 'earn' more expensive activities. Children like this system and have goals to work towards.

Children are supported to access online education. The manager has advocated for the children's education but arrangements to ensure suitable education provisions for the children to access in September are not fully implemented.

Children have many opportunities to learn about themselves and to access additional support from external agencies. Key-work sessions explore a range of subjects and support children to understand their experiences and their behaviour.

When incidents occur, staff help the children to learn how to make better choices, by using restorative consequences. This means that children have opportunities to understand how their behaviour affects others.

Children are valued and listened to. Staff hold one-to-one key-work sessions with children. The children are also supported and encouraged to attend house meetings, where they share ideas about the home and what activities they would like to participate in.

Children are making progress in the social aspects of their lives and are learning to develop safe, caring relationships; this is evidenced through their behaviour and engagement with staff.

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

Staff have created clear plans to manage risk, and these plans are shared with other professionals. All staff in the home follow the protocols for missing children, and records are accurately maintained. This supports the manager's analysis of information for sharing at multi-agency meetings and also helps staff to understand contextual safeguarding and how to safeguard the children living in the home.

The manager takes prompt action to manage risk, for example for children who have been identified as at risk of criminal exploitation, raising concerns with other agencies as appropriate.

Staff attend all mandatory training and this is generally up to date. The manager is proactive in identifying specialist courses, for example regarding county lines and children going missing, to enable staff to understand how to support children in these circumstances.

Staff apply a therapeutic and restorative approach to managing any serious incidents that occur inside or outside the home. Staff have shown a great deal of resilience in managing some complex and aggressive behaviours; this is evidence of a strong team whose members care about keeping children and each other safe.

The effectiveness of leaders and managers: good

Senior leaders have a good understanding of the children's needs. They provide clear guidance and direction to the staff team, to ensure that children receive a good level of care and support.

Senior leaders have high aspirations for the children and staff. They are working on some innovative approaches to developing the home and the model of care.

Senior leaders value staff feedback and reflections and take account of these in the home's development plan.

The manager uses an approach of high challenge, high support. They provide staff and children with clear expectations and boundaries.

Staff are supported to grow and develop. Staff receive regular, good-quality supervision. Supervision is reflective and captures learning through the application of training and day-to-day experiences.

Safer recruitment and employment practices help to ensure the suitability of staff, so that children at the home are protected.

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 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; support each child's learning and development, including helping the child to develop independent study skills and, where appropriate, helping the child to complete independent study; help each child to understand the importance and value of education, learning, training and employment; help a child who is excluded from school, or who is of compulsory school age but not attending school, to access educational and training support throughout the period of exclusion or non-attendance and to return to school as soon as possible. (Regulation 8 (1) (2)(a)(i)(ii)(iv)(viii)) In particular, the manager must ensure that children are supported to engage in education.	22 September 2025

Recommendation

- The registered person should only accept placements for children where they are satisfied that the home can respond effectively to the child's assessed needs as recorded in the child's relevant plans and where they have fully considered the impact that the placement will have on the existing group of children. ('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: 2739006

Provision sub-type: Children's home

Registered provider: Solace Care East Ltd

Registered provider address: Solace Care Group, Unit 2a, 420 Eastern Avenue, Ilford IG2 6NQ

Responsible individual: Sophia Bounia

Registered manager: Post vacant

Inspector

Helen Daniel, Social Care Inspector

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