

2741543

Registered provider: Gravity Red Inspires CIC

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is privately owned and provides care for up to 2 children who may experience social and emotional difficulties.

At the time of the inspection, 2 children were living at the home. Both were spoken to during the inspection.

The manager has been registered with Ofsted since October 2023.

Inspection dates: 2 and 3 June 2026

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

requires improvement to be good

How well children and young people are helped and protected

requires improvement to be good

The effectiveness of leaders and managers

requires improvement to be good

The children's home is not yet delivering good help and care for children and young people. However, there are no serious or widespread failures that result in their welfare not being safeguarded or promoted.

Date of last inspection: 11 November 2025

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
11/11/2025	Full	Good
30/07/2024	Full	Good

Summary of findings

Staff provide a stable and consistent environment, helping children to feel settled and build trusting relationships. Children make progress with their social and emotional development. Staff respond appropriately to incidents to keep children safe. However, staff recording and reflection lack sufficient detail and analysis, limiting opportunities to learn and improve practice. Processes for managing complaints and allegations are not consistently robust, which may affect children's sense of safety and trust. Staff are not always clear about leadership roles and responsibilities, and managerial oversight is inconsistent. This reduces accountability and limits staff reflection and learning.

Inspection judgements

Overall experiences and progress of children and young people: requires improvement to be good

Staff carry out a range of key-work sessions with children that explore their feelings and emotions. However, staff do not consistently record clear follow-up actions or demonstrate reflective practice following significant discussions. In addition, key-work sessions are not routinely allocated to specific staff, resulting in inconsistency. This limits continuity for children and reduces the effectiveness of key working in supporting their progress and emotional development.

Children receive general support around their independence skills. However, independent living plans are not yet fully embedded, meaning that progress for children in relation to their independence is difficult to gauge.

Staff keep the laundry room door locked without a clear rationale for this. This practice unnecessarily restricts children's access in their own home and limits opportunities for them to develop independence skills. As a result, children must rely on staff to unlock the room, which does not promote a nurturing and therapeutic environment. Following discussion, the manager has acknowledged this and agreed that the door will remain unlocked to better support children's independence.

Children say that they feel safe and speak positively about their relationships with staff. They say they feel comfortable sharing their feelings and emotions, which reflects the trusting relationships that staff have established. This sense of trust supports children's emotional wellbeing and openness. One child described the home as the 'best place' they have lived in, highlighting the positive impact staff have on children's experiences and sense of security.

Staff promote children's exploration of their culture and identity. Care plans clearly share children's preferences on how they identify and how they are addressed and treated. One child's cultural identity is meaningfully promoted through supporting them to buy and prepare dishes from their country of birth. Children feel valued, understood and connected to their heritage, contributing to their overall wellbeing and sense of self.

Children are supported to achieve and make progress in their education. Both children have successfully completed exams and progressed to post-16 education. Although they have experienced some challenges in maintaining these arrangements, staff have provided consistent support to help ensure they access settings that meet their needs and enable them to learn and develop.

How well children and young people are helped and protected: requires improvement to be good

Significant safeguarding incidents are not consistently reported to appropriate agencies. On one occasion, a child made a serious allegation against a staff member, which was not referred to the local authority designated officer. There is no clear record of an investigation or evidence of learning from this, and the outcome has also not been clearly communicated to the child.

Staff and leaders do not consistently ensure that safeguarding information is clearly recorded or appropriately shared. Records do not always identify who has completed them, and inconsistent recording approaches mean that incidents are not always fully analysed or given sufficient attention.

When one child went missing from the home, staff acted promptly to take appropriate action to safeguard them. However, staff did not ensure that the child's views were captured following their return, and a return interview was not arranged. This limits opportunities to understand the reasons why the child went missing and to reduce the risk of further incidents.

Senior leaders do not consistently provide oversight or quality assurance of records. As a result, opportunities to learn from incidents, update plans and improve support for children are missed, which may impact the effectiveness of safeguarding and care provided.

Staff ensure that children's health needs are met. Children attend appointments and staff act promptly to access medical support and advice for children. Staff are proactive in supporting children to get support for their mental health. Staff have arranged private care for children's emotional wellbeing when they have not been able to access universal services in good time.

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

Some staff lack confidence in raising concerns due to perceived close personal relationships within the leadership team. Although leaders have begun to take steps to improve staff morale, this lack of openness potentially limits opportunities for concerns to be shared and addressed. As a result, potential safeguarding issues may not be identified or acted on promptly, which could impact children's safety.

Leaders do not ensure that supervision is consistently detailed or reflective. As a result, staff are not always supported to develop their practice or improve outcomes for children. Children are not routinely discussed, and clear actions for staff are not set, leading to missed opportunities to plan effective care.

Senior leaders do not provide clear structure or consistency in their involvement with children. Staff and children are unclear about roles and responsibilities, which has led to miscommunication. On one occasion, leaders were unaware of an allegation between staff, and it was not addressed. This failure to act may compromise children's safety and confidence in staff.

Most staff feel supported by managers and enjoy their roles. The manager knows the children well and understands their respective needs and backgrounds. The manager and staff have aspirations for children and speak proudly about their progress.

The manager and responsible individual have a strong working relationship. The manager feels well supported by the responsible individual, and as a team they are open to constructive feedback and considering development points for the home.

Professionals give positive feedback about the home, describing it as having a nurturing ethos that focuses on helping children make progress from their starting points.

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 protection of children standard is that children are protected from harm and enabled to keep themselves safe. In particular, the standard in paragraph (1) requires the registered person to ensure— that staff— assess whether each child is at risk of harm, taking into account information in the child's relevant plans, and, if necessary, make arrangements to reduce the risk of any harm to the child; help each child to understand how to keep safe; have the skills to identify and act upon signs that a child is at risk of harm; manage relationships between children to prevent them from harming each other; understand the roles and responsibilities in relation to protecting children that are assigned to them by the registered person; take effective action whenever there is a serious concern about a child's welfare; and are familiar with, and act in accordance with, the home's child protection policies; that the home's day-to-day care is arranged and delivered so as to keep each child safe and to protect each child effectively from harm. (Regulation 12 (1) (2)(a)(i)(ii)(iii)(iv)(v)(vi)(vii)(b)) In particular, ensure that allegations and complaints made by children are listened to and acted on, and safeguarding	31 August 2026

incidents are notified to the relevant agencies in an appropriate time frame.	
The leadership and management standard is that the registered person enables, inspires and leads a culture in relation to the children's home that— lead and manage the home in a way that is consistent with the approach and ethos, and delivers the outcomes, set out in the home's statement of purpose; ensure that staff work as a team where appropriate; understand the impact that the quality of care provided in the home is having on the progress and experiences of each child and use this understanding to inform the development of the quality of care provided in the home; demonstrate that practice in the home is informed and improved by taking into account and acting on— research and developments in relation to the ways in which the needs of children are best met; and feedback on the experiences of children, including complaints received; and use monitoring and review systems to make continuous improvements in the quality of care provided in the home. (Regulation 13 (1) (2)(a)(b)(f)(g)(i)(ii)(h)) In particular, ensure that staff receive good-quality supervision which considers the progress and wellbeing of children and staff, and that the staffing structure and recording systems are set up in a way which supports children's development.	31 August 2026
The registered person must ensure that— children can access all appropriate areas of the children's home's premises. (Regulation 21 (1)(b))	31 July 2026

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: 2741543

Provision sub-type: Children's home

Registered provider: Gravity Red Inspires CIC

Registered provider address: 10 Africa Close, Grimsby DN34 5QP

Responsible individual: Peter Fuller

Registered manager: Maria Williamson

Inspectors

Patrick Rowell, Social Care Inspector

Sarah Wilkins, Social Care Inspector

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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

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