

2748075

Registered provider: Jamores Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home registered with Ofsted in June 2024 and is privately owned. It provides care for up to four children who may have social and emotional difficulties and learning disabilities.

At the time of the inspection, one child was living at the home.

The manager registered with Ofsted in June 2024 and is suitably qualified.

Inspection dates: 10 and 11 September 2025

Overall experiences and progress of children and young people, taking into account	outstanding
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How well children and young people are helped and protected	outstanding
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The effectiveness of leaders and managers	outstanding
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The children's home provides highly effective services that consistently exceed the standards of good. The actions of the children's home contribute to significantly improved outcomes and positive experiences for children and young people who need help, protection, and care.

Date of last inspection: 12 November 2024

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
12/11/2024	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: outstanding

The home's quality of care is outstanding. An informative and well-written care plan and a 24-hour behaviour plan provide clear guidance on supporting the child and include the child's voice throughout. Staff practice is underpinned by a caring and empathic ethos, and staff consistently provide clear boundaries for children. They are proactive in encouraging positive behaviours using rewards. When consequences are used, they are appropriate, and reflection is encouraged. One parent said, 'I just think staff and [the registered manager] do a fantastic job, and I want to commend them for sticking with [name of child], being consistent and supporting them.' This approach has enabled the child to build secure relationships and to develop stability in their placement.

The child has made significant and sustained progress in the home. Staff are aspirational for the child's education and actively supported tuition arrangements in the home. When the child gained a school place, they were very well prepared by staff for this transition, and consequently, the child had a smooth start to their new school.

The child's wishes and feelings are listened to and respected. Staff actively encourage the child to speak for themselves and express their views on the home's day-to-day decisions. The child's feedback is regularly gathered and reviewed in the 'complaints and compliments' file and at the weekly house meetings, and they have been supported to chair the house meeting. This helps the child to develop trust in the staff and to feel valued.

Staff value the child's relationship with their family, and they are very proactive in supporting family time. When there have been difficulties, staff have been thoughtful and creative at putting strategies in place to restore and maintain relationships.

Staff support the child to explore their interests. They regularly provide a range of activities that are tailored to the child's preferences, which include crafting, board games and trips to the park. All the activities are well documented in photos and reflect the child enjoying their time together with staff.

The home is clean, comfortable, and well maintained, and it reflects the child's choices. The rooms are painted and there are soft furnishings in the child's favourite colour. The child has their own corner of the kitchen equipped with appliances that are also in their favourite colour. Walls are decorated with pictures of the child's favourite animal. This individualised environment feels like the child's home throughout.

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

Safeguarding practice in the home is excellent. Staff provide the child with highly individualised key-work sessions on helpful topics to support their healthy development, positive relationships and understanding of safe boundaries. Records of key-work sessions are child centred and fully capture the child's voice and views, and they are translated using a communication tool to support the child's ongoing learning. This has helped the child to make marked progress in their self-care and has increased their ability to express themselves verbally.

Risk assessments help staff to keep the child safe. They are clearly written, therapeutically informed and provide insight into the child's behaviour and the rationale for strategies to mitigate risk. As a result, staff have a good understanding of the child's risks and how to minimise them.

Staff are skilled in managing incidents. They can de-escalate situations, and when physical restraint is used, it is proportionate and necessary to safeguard the child and others. Incidents are comprehensively recorded, and the manager holds detailed debriefs with the child and staff and encourages them to reflect on what happened. Manager oversight is in place and ensures that learning is taken from every incident to reduce the risk of a recurrence. For example, it was identified that it was difficult for the child when a new staff member started working in the home. This was addressed by supporting the child to produce a checklist and to do their own induction for new staff. This reflective learning and empowering approach have led to a reduction in incidents.

Communication with the child's family and professionals is outstanding. They are kept very regularly informed about the child's well-being and feel that staff listen to them. The social worker said, '[Name of registered manager] and her team are amazing at communication. I always know what [name of child] has been up to and how their behaviour has been progressing. I get monthly newsletters and pictures regularly from the placement.' This approach has cultivated excellent partnership working, with a shared focus on the child's safety and development and how best to help them to achieve their potential.

The effectiveness of leaders and managers: outstanding

The home's leadership is inspirational. The registered manager is a highly competent and compassionate leader and is ambitious for the child's development. She has a deep understanding of the child and develops her own knowledge and understanding of complex needs, sharing her learning with the staff team. She is supported by a very experienced responsible individual, who is a visible presence in the home and knows the child and staff team well.

Staff enjoy working in the home. They take pride in the quality of care that they provide and the progress that the child has made. Staff feel supported and

appreciated by leaders. They share positive working relationships with each other and work well together as a team. As a result, there is strong stability within the workforce, and agency staff are not used. This means that the child is provided with consistent care.

Case recordings are well written, up to date and sensitive in tone. There are many photos of the child, both on their file and in the home's monthly newsletter. This comprehensively captures the child's journey in the home's care and conveys a clear and detailed picture of the child's life in the home.

The registered manager provides regular, good-quality supervision to the staff. She praises and encourages good practice and provides helpful challenge when needed. One worker said, 'The home manager offers consistent guidance through regular supervision sessions and training, which promote reflection, address challenges and deliver constructive feedback.' This inspires trust in the registered manager for her clarity and openness and promotes professionalism within the team.

There is a strong culture of learning and development in the home. This is promoted in the weekly 'nuggets' for staff in all the organisation's homes. Topics covered have included building trusting relationships and using positive language with colleagues at work. Leaders have produced a management academy course to develop staff into future leaders. This means that staff have regular opportunities to share learning and good practice and feel valued by the investment in their professional development.

The home has a current workforce development plan; however, this lacks some information around arrangements for induction, probation, and supervision.

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

Recommendation

- The registered person should have a workforce plan that can fulfil the workforce-related requirements of regulation 16, schedule 1 (paragraphs 19 and 20). The plan should: detail the processes and agreed timescales for staff to achieve induction, probation and any core training (such as safeguarding, health and safety and mandatory qualifications); detail the process for managing and improving poor performance; detail the process and timescales for supervision of practice (see regulation 33 (4)(b)) and keep appropriate records for staff in the home. ('Guide to the Children's Homes Regulations, including the quality standards,' page 53, paragraph 10.8)

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: 2748075

Provision sub-type: Children's home

Registered provider: Jamores Limited

Registered provider address: 2 Thames Innovation Centre, Studio 52, Veridion Way, Erith, England DA18 4AL

Responsible individual: Karen Malcolm

Registered manager: Lisa John

Inspector

Jo Mitchell, Social Care Inspector

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