

2749314

Registered provider: Invested Childcare Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home is run by a private provider. It offers care for up to three children who may experience social and emotional difficulties.

At the time of the inspection, three children were living at the home.

The manager registered with Ofsted in October 2024.

Inspection dates: 1 and 2 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	outstanding
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The children's home provides effective services that meet the requirements for good.

Date of last inspection: 11 September 2024

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
11/09/2024	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: good

The home is spacious, bright and colourful. There is a warm atmosphere that is enriched with photos of the children around the home. The children's bedrooms are personalised to their liking, giving them a sense of belonging. Children view this as their home, and they are happy.

Children are making good progress in all aspects of their lives. Managers lead a child-focused culture that is underpinned by strong and established relationships between staff and children. Staff invest their time listening to the children's wishes and feelings. Professionals are aware of the effect this has on children. One professional said, '[Name of child] is making good progress. Staff keep him central in their thoughts, and they have been influential in his journey so far.'

The manager and staff have worked alongside other professionals to ensure that children have access to education settings that can meet their needs. When children are preparing to start new schools, the manager encourages the creation of videos about the school and teachers to help prepare them for the change. This helps to reduce the children's worries. Furthermore, staff know children well and work sensitively with them to help them process the change. As a result, all children engage in education.

The children's health needs are being met. Staff help children to attend health appointments. They discuss the children's choices that may have a detrimental impact on their health, including the risks associated with vaping. Additionally, regular counselling sessions are available to support children's emotional health as needed.

Children spend meaningful time with family members. Staff ensure that children get to enjoy this time by facilitating activities that they can all enjoy together. When one child's parent was unwell, staff delivered food to them as a gesture of goodwill. This demonstrates to children that the staff care about the people who are important to them.

Staff are therapeutic in their approach. They are skilled and well trained in how to deliver the provider's model of care. Staff spend constructive time with a clinical psychologist. This collaborative working relationship informs care planning and enhances the children's experiences, helping them to make progress.

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

Risks for children are reducing. Strategies identified in risk assessments are effective in managing and disrupting unsafe behaviours. When risks reduce, strategies also decrease in recognition of this progress.

Staff are professionally curious about who children spend time with, and information is shared with police when there are concerns. Consequently, the police take appropriate action against any unsafe adults who target children. Furthermore, staff attend local forums to ensure that they are aware of the risks that may be posed to the children in the local and surrounding areas. This helps staff to manage the risk of child exploitation effectively.

Staff work in collaboration with other professionals to enable interventions around risk and concerns for the children's safety. Staff assist these professionals in building trusting relationships with children, which in turn helps children to engage more effectively. Staff reinforce the message of making safe choices through conversations and child-friendly videos.

Staff use physical intervention to ensure the safety of children. Staff are reflective after incidents. They have debriefs with a trained professional to help them learn from the incident. Any new triggers identified are written into children's plans and shared with the team, so all staff are up to date on how to help children when coping with difficult emotions. The manager informs the child about what they have learned from the event. This demonstrates to children that the staff are accountable, and it helps them feel listened to.

Positive behaviour is reinforced using praise and consequences. Consequences are restorative in nature and help children understand how their behaviour affects them and others. Daily praise for the children's achievements helps reinforce positive outcomes from better choices. As a result, children have developed more socially acceptable behaviours.

Children rarely go missing from home. When incidents occur, staff are effective in helping children return home safely. Their actions demonstrate their commitment to keeping children safe.

The effectiveness of leaders and managers: outstanding

The manager is a strong and aspirational leader for the team. He is highly motivated and committed to ensuring that children have the best experiences and opportunities while living at the home. The manager is immersed in his role, working tirelessly to maintain trusting relationships with the children. The deputy manager and the rest of the team demonstrate equal commitment to the children. As a result, children feel valued and important.

The team of staff are experienced and skilled. The manager is aware of the team's strengths and areas for development. He helps the staff understand the children's needs and guides their knowledge and practice to ensure that care remains responsive to them.

Staff feel exceptionally well supported by inspirational leaders and managers, and staff morale is high. Managers lead by example, and staff look up to them. One staff member

said, '[Name of managers] are always approachable and were great role models when I was progressing in my role.' In addition, staff receive meaningful and high-quality practice-related reflective supervision. One staff member said, 'My supervision lasts for hours; they are informative and a massive support to me.'

The manager's quality assurance systems ensure that he has a comprehensive oversight of the home. He analyses staff practice and has a remarkably deep understanding of the children's needs and behaviours. When shortfalls are identified, the manager appropriately challenges staff to help them reflect and improve. The manager consistently pushes for development in the team and his own practice. He accesses a leadership programme that helps him to inspire, motivate and engage staff. As a result, the team's confidence grows.

Professionals hold leaders and managers in high regard, in recognition of their commitment to the children. One professional said, 'I cannot sing their praises enough. The communication is superb, and they show time and time again that they really understand [name of child]'s needs. They are an integral part to his education.'

Children's transition plans are structured and individualised, offering them the opportunity to meet all the staff and other children before they move into the home. One child was visited by the manager at his home and education setting. The child was then invited to visit the home and enjoy activities with different members of staff. Furthermore, the manager scrutinises behaviour during children's settling-in periods. His analysis of these events helps him to understand the changing dynamics of the group while children get to know one another. This attention to detail helps children settle in well.

Records completed by staff are clear, and child-friendly language is used throughout. This will support children when they reflect on their time living at the home.

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: 2749314

Provision sub-type: Children's home

Registered provider: Invested Childcare Limited

Registered provider address: Acklam Hall, Hall Gardens, Middlesbrough TS5 7BJ

Responsible individual: David Lambert

Registered manager: Connor Doak

Inspector

Laura Roberts, Social Care Inspector

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