

2754736

Registered provider: ADAMAS House CIC

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home is owned by a private provider and offers care for up to two children who experience social and emotional difficulties.

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

Inspection dates: 19 and 20 August 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: 24 September 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
24/09/2024	Full	Requires improvement to be good

Inspection judgements

Overall experiences and progress of children and young people: good

The home is clean and tidy, and it is well furnished throughout. There is a colourful games room for children to use, which includes games, books, a dartboard and a table tennis table. A private space for children to study has been created at the request of one child, which has enhanced their educational experiences.

Staff are aware of the barriers children face in their education. They work creatively with professionals to advocate for a return to full-time education. One child has not attended formal education for a significant period, resulting in limited engagement with their studies. Despite this, they have successfully completed their work experience and recently taken their examinations. The staff have also supported the child in creating a CV and applying for part-time work. As a result, the child now has positive aspirations for their future. However, it is not always clear how staff support the child to maintain a positive daily routine in support of a return to learning. Another child has made good progress with their bespoke education timetable and is due to start back at school full time after the summer holidays.

Independence is encouraged in line with children's age and stage of development. One child has been given access to their own lounge and kitchen space. This is used to support the child with daily life skills, such as meal planning, shopping and cooking, to help prepare them for their future.

Staff understand the children's previous experiences. They are committed to providing children with a sense of permanence and belonging. Staff have developed positive and trusting relationships with children. They have meaningful conversations with them, and children feel supported by the staff.

When they are not spending time with their friends, the children enjoy a range of activities with staff, including go-karting, canoeing and going to the gym. Staff have created photo albums with memories of children's time living at the home. However, children do not always have positive daily routines. One child spends a lot of time in their room, and another frequently misses meals. It is not always clear what action staff take in response.

Children are making progress. Risks have reduced; they have stable friendships and improved relationships with their families. Children are happy living at the home. They have developed a strong sense of identity and belonging, both at the home and in the community.

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

Children say they feel safe at the home and can talk to staff about their worries. They said staff keep them safe by checking on them when they are out and collecting them after they spend time with friends.

Risks to children are understood. Children are supported in accessing specialist provisions, such as substance misuse services. As a result, concerns of substance misuse have continued to reduce. Risk assessments are detailed and offer guidance to address any vulnerabilities and outline the steps staff should take to respond to them and reduce risk. The staff have received additional training in exploitation and online safety to ensure that they are alert to signs of these risks in children.

Staff encourage children to sustain positive peer friendships and promote their access to the community. Appropriate action has been taken to safeguard children in response to any concerns associated with peers. Children do not go missing from the home. When children are late home from spending time with their friends, they maintain contact with staff to confirm their safety. However, there is limited understanding of the potential risks in the areas frequented by children. Records of children's days vary in quality and do not show that staff are consistently curious about what children have been doing.

Incidents have good management oversight and include debriefs and reflection. Any concerns relating to staff practice are reported to the appropriate agencies. Immediate measures are implemented to safeguard children.

Staff support children in having positive time with their families. Any risks associated with this are understood, and concerns are reported and shared in a timely manner. Discussions take place with relevant professionals to ensure that children are safeguarded.

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

The manager demonstrates an ambitious vision for the children, and staff share these views. The manager and staff are committed to providing consistent care to the children. Staff say they feel supported in their roles but are not currently receiving regular, practice-related supervision. The manager acknowledges this shortfall, and the responsible individual is taking steps to ensure that the matter is addressed.

Regular team meetings take place, which are reflective. Staff are encouraged to express their views, and discussions about the care and support for children are robust. Previous records of these meetings do not clearly reflect the discussions or include clear actions.

Staff receive training relevant to their role. The manager works closely with the team to identify any additional learning. Training identified through the review of records is planned to be delivered to the team. A training matrix exists, but there are no clear plans to demonstrate the workforce's skills and experience or to outline how staff will be supported in developing in their roles.

The manager has good oversight of the home. She continues to consider ways to enhance the systems in place for monitoring and reviewing the quality of care to clearly identify the progress children make. This has included identifying creative ways to capture feedback from children, families and professionals.

Professionals and family members are positive about the communication from the home and the care and support children receive. They attribute this to the progress children are making.

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 standard in paragraph (1) requires the registered person to— 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)(a)(b) (2)(f)(g)(i)(ii)(h)) In particular, the registered person should ensure that there are clear plans in place to demonstrate their understanding of the skills and experience of their workforce as they relate to the needs of children in the home, and how they can support them in developing in line with the ethos and outcomes set out in the home's statement of purpose.	20 October 2025

The registered person must ensure that all employees— receive practice-related supervision by a person with appropriate experience. (Regulation 33 (4)(b)) In particular, the registered person must ensure that all staff receive regular supervision that enables them to reflect on their practice and the care and support for children.	30 August 2025
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Recommendations

- The registered person should take reasonable steps to enable them to make informed professional judgements about the potential risks to children in the areas where they spend time away from the home. ('Guide to Children's Homes Regulations, including the quality standards', page 42, paragraph 9.7)
- The registered person should ensure that when children are not attending full-time education, the staff capture the support provided to each child, enabling the manager to clearly understand their progress and identify any areas needing further development or support. ('Guide to Children's Homes Regulations, including the quality standards', page 26, paragraph 5.2)
- The registered person should ensure that staff provide children with positive daily routines and that they capture their actions to ensure the manager can review and oversee the effectiveness of this. ('Guide to Children's Homes Regulations, including the quality standards', page 15, paragraph 3.7)

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: 2754736

Provision sub-type: Children's home

Registered provider: ADAMAS House CIC

Registered provider address: Unit 1C, Crucible Close, Coleford, Gloucestershire GL16 8RE

Responsible individual: Kevin Oversby

Registered manager: Sarah Dale

Inspector

Carly Parry, Social Care Inspector

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