

2765520

Registered provider: Care Perspectives Ltd

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This is a privately owned children's home that provides care for up to 3 children with learning disabilities.

The home has been registered with Ofsted since 30 April 2024. The manager registered with Ofsted in September 2025. He is suitably experienced and qualified.

At the time of the inspection, 3 children were living in the home. Two children were present in the home during the inspection, and 2 children spoke with the inspectors.

Inspection dates: 19 and 20 May 2026

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: 11 June 2025

Overall judgement at last inspection: good

Enforcement action since last inspection: not applicable

Recent inspection history

Inspection date	Inspection type	Inspection judgement
11/06/2025	Full	Good
17/02/2025	Full	Requires improvement to be good

Summary of findings

Children are making consistent progress in all areas of their lives. Children enjoy living in the home and have positive relationships with the adults who care for them. Children are being safeguarded effectively, and the team is led by proactive managers who drive continuous improvements.

Inspection judgements

Overall experiences and progress of children and young people: good

The team provides children with an extremely welcoming, warm and nurturing home environment. Children's bedrooms and the living areas of the home resonate with a sense of individuality, achievement and special interests. The views of the children were considered in choosing the decor for the home. Furthermore, children are able to personalise their own bedrooms and, in doing so, are able to express their individuality. This supports children in developing a sense of belonging to the home. This, in turn, helps children to feel at home and settled. One child's bedroom contained an item of broken furniture and their belongings were being stored on the floor. The manager did take swift action to address this during the inspection and new furniture was purchased.

Staff want the best for the children who live there. Relationships between staff and children are warm and affectionate. Their positive relationships are clear to see. Children like spending time with staff and enjoy living in the home. One child scored the home 9 out of 10 and told the inspectors, 'The best thing about living here is the staff and the activities I get to do. The staff care about me and help me when I am upset.'

The health needs of children are promoted. All health appointments are up to date, and children are able to access specialist services where required. The staff have a good understanding of meeting health needs. Children are supported in discussing their emotional, social and psychological wellbeing. This is underpinned by regular and detailed key work and life-story work. Staff draw on the knowledge and expertise of external professionals and the organisation's therapy team. This means that children are cared for by staff who are supported by therapeutic input where required. This is reflected in the progress that children are making with regards to their emotions.

The manager and therapy team adapt learning from theoretical models to share with staff. This gives staff greater understanding of children's emotional needs and supports staff to deliver consistent and individualised care. Training in therapeutic approaches and an understanding of attachment theory underpin staff practice. This is embedded in practice. Regular therapeutic consultations, care planning meetings and reflective discussions are used well and are effective in improving staff practice. This enables staff to better understand the reasons behind some of the children's behaviours and provide a nurturing environment in which children thrive.

The education needs of children are promoted in the home. Where one child has had some barriers to attending a new setting, staff have worked creatively to undertake activities with aspects of learning connected to the child's interests. This has enabled the child to continue to undertake education in a way that suits their needs. The manager works closely with external agencies and contributes to planning, ensuring children's views are reflected.

Staff help children to maintain regular contact with their families when this is safe and appropriate. They provide practical and emotional support to maintain and develop these relationships. This means that children are not isolated from those who are important to them. One family member said, 'I want my child to remain there as long as possible. I have comfort that they are looking after my child. My child adores them and I can see that the feelings from staff are reciprocated.'

Children are supported with developing some independence skills at a pace that suits their needs and abilities. One child's pathway plan from the local authority is significantly out of date. There has been a lack of action to escalate concerns with the local authority, despite plans in place for this child to transition out of the home in the next couple of months. This does not enable children to take on appropriate levels of responsibility to develop life skills for the future, or to have a well-planned transition out of the home in line with their age, needs and understanding.

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

Relationships between staff and children are affectionate and loving. Staff provide a culture of respect, nurture and safety. Staff are enormously committed to children. Staff are continually curious about, and reflect on, how they can help children grow in all areas of their development. This helps children to build trust and to feel safer and relaxed in their surroundings.

Keeping children safe is seen as paramount. The manager now has highly effective system in place for recording, reporting and monitoring safeguarding concerns. Communication with professionals, such as the local authority designated officer and social workers, is effective. The manager shares information with them swiftly to avoid delay and ensures that children are protected from harm. The manager takes guidance from these professionals, and they work together to ensure that children are safe. Safeguarding records are comprehensive.

The strength and consistency of the safe relationships that children have with the staff make children feel secure. Staff are clear about their responsibilities and know how to respond to safeguarding concerns. Comprehensive training, regular supervision and team meetings provide staff with the knowledge and skills they need to inform their practice and safely care for children.

Incidents of restraint have significantly reduced from children's starting points. Staff physically intervene when children become unsettled and show behaviours that place

themselves or others at risk of harm. Staff's wide-ranging behaviour strategies are cohesive and successful in de-escalating situations. Staff have an empathetic approach, irrespective of behaviours that may present as a challenge to them. This helps children to develop trust in the staff and their ability to keep them safe. Leadership, management and staff cohesion are clear strengths and ensure the safety and welfare of children. Strategic reviews of all incidents in the home provide constant evaluation of staff practice and highlight children's changing needs. As a result, children are treated fairly and stay safe.

When children go missing from the home, staff talk to them to ascertain the cause of this and the support they need so that it does not happen again. Robust protocols provide staff with clear direction about what to do if a child goes missing. Staff search for children and liaise with the local police until they are found. Because of the positive relationships with children, staff feel comfortable to express their concerns and worries to children when they have been missing, which shows a very real and nurturing response. An independent person always comes to talk to the children when they return home.

There are now comprehensive written plans for each child. These are updated regularly, and changes are discussed in team meetings, ensuring that staff have up-to-date guidance on how to care for children, mitigate risk and keep children safe. Staff's knowledge of the children is embedded in their day-to-day work, which reduces and minimises the risks for children effectively.

The effectiveness of leaders and managers: good

The home is managed by an extremely dedicated and conscientious manager. He is supported by an enthusiastic deputy manager and a supportive responsible individual. Together, they have built an excellent leadership team, and all have high aspirations for the children in their care. The manager shows great ambition for the home and where it aims to be. This ethos is shared with the staff and children, resulting in high-quality care.

The manager is passionate about the service and advocating for children's views. Managers and staff have a great knowledge of the children's starting points and what they have accomplished since living at the home.

The manager now maintains constant oversight of the home, using a range of review and monitoring systems. These effective systems provide a clear understanding of the strengths and developmental areas of the home. This means that the manager can quickly address issues and plan developments and improvements across the home.

All staff have received training that is pertinent to children's needs. The staff's responses to incidents are innovative. Staff are flexible and always eager to develop their understanding of the children's emerging needs. Although there have been periods of unsettlement, staff continue to remain committed to the children and have shown great resilience and perseverance. In addition, team meetings and supervision sessions take

place monthly and are used as a place for reflection and learning. Important issues are tracked and discussed, and children are at the centre of all practice.

External professionals have provided unanimous positive feedback and said that the manager and staff go over and above for the children. The manager's and staff's dedication has contributed to good progress for the children. One social worker told the inspectors, 'My child has made huge progress, she has now settled and coming out of her shell. This is down to the team caring for her. The relationships with staff and the children are amazing.'

Staff morale is good. Staff speak positively about working at the home. There is effective support and challenge, and the manager ensures that all actions are reviewed. This means that poor practice is addressed effectively, and that good practice is promoted. One staff member said, 'The manager has been so supportive to us all. We have all worked so hard. The home is in such a different position to your last visit in December, this is what our children deserve and we will continue to make progress for them.'

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 care planning standard is that children— receive effectively planned care in or through the children's home; and have a positive experience of arriving at or moving on from the home. In particular, the standard in paragraph (1) requires the registered person to ensure— that arrangements are in place to— plan for, and help, each child to prepare to leave the home or to move into adult care in a way that is consistent with arrangements agreed with the child's placing authority. In particular, the standard in paragraph (1) requires the registered person to ensure— that the child's placing authority is contacted, and a review of that child's relevant plans is requested. (Regulation 14 (1)(a)(b) (2)(b)(iii)(e)(i)) The registered person must ensure that children's local authority plans are up to date and that children are supported with their independence skills and transitions out of the home.	7 June 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: 2765520

Provision sub-type: Children's home

Registered provider: Care Perspectives Ltd

Registered provider address: The Mansfield Group, 47 Morris Road, Leicester LE2 6BR

Responsible individual: Patricia Bogle

Registered manager: Orette King

Inspectors

Marianne Grandfield, Social Care Inspector
Fran Dallow, Social Care Inspector

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