

2768643

Registered provider: Care2Care Children's Home Ltd

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is operated by a private organisation. The home provides care for up to 3 children with emotional and behavioural difficulties. The home was registered in January 2025.

Inspection dates: 5 and 6 May 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

inadequate

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: 3 June 2025

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
03/06/2025	Full	Good

Summary of findings

The home environment is comfortable and spacious. Children are supported to personalise their bedrooms to reflect their individual tastes. Staff promote children's engagement in education, and most children attend regularly.

However, allegation management is inconsistent and not sufficiently child focused. Staff do not consistently demonstrate the skills and knowledge required to meet children's emotional wellbeing needs. A high turnover of staff has disrupted continuity of care and has limited children's ability to form secure and trusting relationships with the adults who care for them.

Leadership and management have been unsettled since the last inspection. There is currently no registered manager in post. Although a new manager has recently started, this has not yet resulted in the necessary stability or oversight required to address the identified shortfalls.

Inspection judgements

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

At the time of the inspection, one child was living in the home. Inspectors spoke with the child on several occasions. Since the last inspection, no children have moved into or out of the home.

The child is settled and has developed a sense of belonging. They have personalised their bedroom to reflect their interests, and they make good use of communal areas, including playing games such as snooker and spending time with others.

Staff are proactive in supporting the child's engagement with education. Clear daily routines provide structure and help prepare the child for learning. When the child was unable to attend school full-time, staff worked effectively with the wider professional network to secure a suitable alternative provision. This has provided the child with stability and supported continued engagement in learning.

Staff support the child to maintain good physical health through attendance at appointments and by promoting a healthy lifestyle. However, there are significant shortfalls in how staff respond to the child's emotional and mental health needs. The child has experienced several challenging life events while living in the home, and these have not been consistently recognised or responded to. This has resulted in missed opportunities to provide timely and meaningful emotional support.

Staff encourage the child to participate in activities aligned with their interests, such as attending football-related events. These opportunities promote enjoyment and support

the child's social development. However, a high turnover of staff has negatively affected the child's ability to develop consistent, trusting relationships. The child reports that they do not always feel understood or listened to. External professionals have also raised concerns that communication between staff and the child is not consistently child focused and, at times, has been perceived as combative. This undermines the child's sense of being valued, impacts their emotional wellbeing and limits the development of a positive self-view.

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

There have been no incidents of the child going missing from home and no use of physical restraint. However, staff understanding of the impact of children's life experiences on their emotional well-being is limited. This is compounded by a lack of professional curiosity, reducing opportunities to fully understand the child's needs. As a result, care is not consistently emotionally attuned, and the child is not always supported effectively to manage their feelings.

The management of allegations against staff is inconsistent. Investigations do not always follow clear procedures, and the rationale for decision-making is not consistently recorded or transparent. In one example, practice was not sufficiently child focused, and decision-making was influenced by financial considerations. This undermines the integrity of safeguarding processes and reduces confidence that children are fully protected from harm.

Recruitment practices are generally safe. However, gaps in employment histories are not consistently explored. This weakens safeguarding measures and reduces assurance that all staff are suitable to work with vulnerable children.

The effectiveness of leaders and managers: inadequate

The home has not had a registered manager in post since shortly after the last inspection. Although two managers have been appointed, both left within a short period. A new manager started just prior to the inspection and demonstrates commitment and enthusiasm. However, they do not yet have experience of managing a children's home and have not achieved the required qualification. As a result, leadership and management remain fragile, limiting the home's capacity to secure and sustain improvement.

Monitoring and oversight have been significantly compromised by the instability in leadership. This has led to missed opportunities to identify and address shortfalls in practice. For example, there have been delays in notifying Ofsted of serious incidents and in completing the required reviews of the quality of care. These failures undermine regulatory compliance and weaken accountability.

Staffing arrangements have not been consistently sufficient. A high reliance on agency staff has disrupted continuity of care and further limited the child's ability to form secure and trusting relationships. Education professionals have also reported that this inconsistency has been unsettling for the child.

Staff training has not adequately equipped staff to meet the child's specific needs. For example, staff have not received appropriate training to understand and respond to behaviours displayed when the child is distressed. As a result, staff have relied on a behaviour management approach, which does not take sufficient account of the underlying emotional needs driving the behaviour. This practice increases the child's vulnerability, as it leaves them feeling misunderstood and unsupported, negatively impacting their sense of safety and overall wellbeing.

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 children's views, wishes and feelings standard is that children receive care from staff who— develop positive relationships with them; engage with them; and take their views, wishes and feelings into account in relation to matters affecting the children's care and welfare and their lives. In particular, the standard in paragraph (1) requires the registered person to— ensure that staff— ascertain and consider each child's views, wishes and feelings, and balance these against what they judge to be in the child's best interests when making decisions about the child's care and welfare; help each child to express views, wishes and feelings; help each child to understand how the child's views, wishes and feelings have been taken into account and give the child reasons for decisions in relation to the child; regularly consult children, and seek their feedback, about the quality of the home's care; help each child to understand how the child's privacy will be respected and the circumstances when it may have to be limited; and ensure that each child—	31 July 2026

is enabled to provide feedback to, and raise issues with, a relevant person about the support and services that the child receives; has access to the home's children's guide, and the home's complaints procedure, when the child's placement in the home is agreed and throughout the child's stay in the home; and is given appropriate advocacy support; keep the children's guide and the home's complaints procedure under review and seek children's comments before revising either document. (Regulation 7 (1)(a)(b)(c) (2)(a)(i)(ii)(iii)(iv)(v)(b)(i)(ii)(iii)(c))	
The health and well-being standard is that— the health and well-being needs of children are met; children receive advice, services and support in relation to their health and well-being. In particular, the standard in paragraph (1) requires the registered person to ensure— that each child has access to such dental, medical, nursing, psychiatric and psychological advice, treatment and other services as the child may require. (Regulation 10 (1)(a)(b) (2)(c)) This specifically relates to children's psychological health. The manager and staff must ensure that appropriate advice is sought, in a timely manner, to support children's mental health. This may include when a significant event happens to children and ensuring they receive appropriate support for their mental and emotional health.	31 July 2026
The positive relationships standard is that children are helped to develop, and to benefit from, relationships based on— mutual respect and trust; an understanding about acceptable behaviour; and positive responses to other children and adults.	31 July 2026

In particular, the standard in paragraph (1) requires the registered person to ensure— that staff— meet each child’s behavioural and emotional needs, as set out in the child’s relevant plans; strive to gain each child’s respect and trust; understand how children’s previous experiences and present emotions can be communicated through behaviour and have the competence and skills to interpret these and develop positive relationships with children; are provided with supervision and support to enable them to understand and manage their own feelings and responses to the behaviour and emotions of children, and to help children to do the same. (Regulation 11 (1)(a)(b)(c) (2)(a)(i)(viii)(ix)(x))	
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— 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; ensure that staff have the experience, qualifications and skills to meet the needs of each child; ensure that the home has sufficient staff to provide care for each child; ensure that the home’s workforce provides continuity of care to each child;	31 July 2026

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;

use monitoring and review systems to make continuous improvements in the quality of care provided in the home.
(Regulation 13 (1)(a)(b) (2)(a)(b)(c)(d)(e)(f)(g)(i)(ii)(h))

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: 2768643

Provision sub-type: Children's home

Registered provider: Care2Care Children's Home Ltd

Registered provider address: Room 147, 981 Great West Road, Brentford TW8 9DN

Responsible individual:

Registered manager: Post vacant

Inspectors

Becky Rutter, Social Care Inspector
Nus Bibi, Social Care Inspector

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