

2769769

Registered provider: The Rubix Care Group Ltd

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is owned and managed by a private provider. It offers care for one child who may experience social and emotional difficulties.

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

The manager registered with Ofsted in April 2024; however, he has not worked at the home since 19 June 2025. A new manager has been appointed who is preparing his application to register with Ofsted.

Inspection date: 10 and 11 July 2025

Overall experiences and progress of children and young people, taking into account	good
---	-------------

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

The effectiveness of leaders and managers	good
---	------

The children's home provides effective services that meet the requirements for good.

Date of last inspection: 6 January 2025

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
06/01/2025	Full	Good
29/01/2024	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: good

The child spoke with the inspector during the inspection.

The child speaks positively about their experience of living at the home. They say that they have good relationships with staff, describing them as 'supportive'. The child says that they feel listened to and understood, which has contributed to their sense of safety and belonging in the home. The child engages in open communication with staff and says that they wish to remain living at the home until they reach independence.

The child is provided with various opportunities that promote their interests. These include regular visits to the gym, which support both their physical health and emotional well-being. The child has also attended football matches and activities such as go-karting. The child says that they have not had these opportunities previously, and they enjoy sharing this experience with the staff team.

Education is well promoted in the home, with staff demonstrating a strong commitment to supporting the child's learning and development. Although the child currently faces challenges that have resulted in a part-time education timetable, staff are actively engaged in supporting their attendance during this time. Staff provide the child with a structured and consistent routine outside of formal education hours, which includes activities to promote educational engagement. Staff maintain close communication with the education setting, allowing them to monitor progress and address any emerging issues. Staff are actively working with the child to ensure that plans are in place to support a gradual return to full-time education when appropriate.

Staff support the child in maintaining contact with those who are important to them, understanding the value of these relationships and how they affect the child's overall well-being. Staff demonstrate a clear understanding of boundaries and safeguarding measures necessary to ensure that arrangements are safe and positive. Appropriate checks are consistently carried out to promote the child's safety during their time with family and friends, with staff remaining vigilant in monitoring these interactions. This careful balance of support and oversight ensures that the child maintains positive connections.

Transitions into and out of the home are managed well, with careful planning and support provided to children. One child recently made a successful move to semi-independent living, which highlights staff's focus on preparing children effectively for the next stage of their lives.

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

Staff have worked hard to develop strong, positive relationships with the child and clearly understand the risks they face. Staff are attuned to the child's behaviours and can

identify when emerging risks are developing. Staff provide meaningful direct-work sessions that are reflective of the child's individual needs. This work has been delivered in a way that actively engages the child and supports their understanding of the associated risks.

Before their move, the child was at high risk of going missing. Since living at the home, there has been a significant reduction in such incidents. This improvement reflects effective strategies and the positive relationships that have developed between staff and the child. When incidents occur, staff respond consistently and proactively, ensuring that immediate action is taken to safeguard the child's welfare. However, independent return home interviews have not consistently taken place, which limits opportunities to fully understand and address the reasons behind the child's absence.

Risk assessments and care plans are subject to regular review, and updated information has been added to reflect the child's current circumstances. However, these reviews do not always consider all available information, and some outdated details remain in the documents, which can be contradictory. A more thorough and comprehensive review process is required to ensure that all information is accurate and up to date.

Staff have carried out direct work with the child in relation to the risks associated with vaping. Despite this, the child continues to carry a vaping device, several of which have been observed in their bedroom. There is a lack of clarity around the expectations of staff in addressing this issue and how they are being communicated and reinforced with the child. Clearer guidance and a more consistent approach are needed to help the child reduce this behaviour.

Overall, staff demonstrate appropriate safeguarding responses, ensuring that the child's welfare remains a priority. However, it is noted that one safeguarding incident was not reported to the regulator in a timely manner. This delay identifies an area for improvement to ensure that the home is fully compliant with safeguarding procedures and regulatory expectations.

The effectiveness of leaders and managers: good

The registered manager recently left the service. A senior team member, who has worked at the home and knows the child well, has recently accepted the post as manager. The new manager is demonstrating effective leadership and has begun implementing positive new approaches in the home. The application to register with Ofsted is currently being prepared, although it is yet to be received.

Staff speak positively about the new manager and report feeling well supported in their roles. They describe the manager as approachable and responsive to their needs. This has contributed to a confident and supportive team dynamic.

The new manager has implemented clear boundaries and an incentive-based approach to support positive behaviour. These expectations have been well communicated with the child, which has contributed to a structured and more predictable response. Staff have

spoken positively about these changes, and the approach is welcomed across the team, as it promotes stability and clear guidance for the child.

External professionals speak positively of the care provided by the staff team. The child's social worker said that the child has made progress since living in the home and that this is due to staff 'not being judgemental and being approachable.' An education professional reported positive progress since the child's move to the home regarding their engagement, attendance and emotional regulation. They said that this is due to the 'trusting and respectful relationship between the young person and key staff'.

Supervision sessions and team meetings are reflective and provide valuable opportunities for staff to review their practice, discuss challenges and celebrate successes. These sessions actively encourage staff participation and promote an open and supportive environment where staff feel comfortable sharing their views and contributing ideas. This reflective approach prioritises professional development and ensures that staff remain focused on delivering high-quality care to children.

Staff training is a priority for the new manager, and he has good oversight of staff's professional development. However, two staff members have not attained the required qualification within the expected timescales. Both individuals have made progress, and plans are in place to support them in achieving the qualification as soon as possible.

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 health and well-being standard is that— children are helped to lead healthy lifestyles. In particular, the standard in paragraph (1) requires the registered person to ensure— that staff help each child to— understand the child's health and well-being needs and the options that are available in relation to the child's health and well-being, in a way that is appropriate to the child's age and understanding; understand and develop skills to promote the child's well-being. (Regulation 10 (1)(c) (2)(a)(ii)(iv)) In particular, the registered person must ensure that staff understand the expectations of their roles in supporting children who smoke and vape. The registered person must ensure that clear boundaries are in place in the home that promote children's health.	22 August 2025
The registered person must recruit staff using recruitment procedures that are designed to ensure children's safety. The requirements are that— the individual has the appropriate experience, qualification and skills for the work that the individual is to perform; For the purposes of paragraph (3)(b), an individual who works in the home in a care role has the appropriate qualification if, by the relevant date, the individual has attained— the Level 3 Diploma for Residential Childcare (England) ("the Level 3 Diploma"); or	22 August 2025

a qualification which the registered person considers to be equivalent to the Level 3 Diploma.

The relevant date is—

in the case of an individual who starts working in a care role in a home after 1st April 2014, the date which falls 2 years after the date on which the individual started working in a care role in a home; or

in the case of an individual who was working in a care role in a home on 1st April 2014, 1st April 2016.
(Regulation 32 (1) (3)(b) (4)(a)(b) (5)(a)(b))

In particular, the registered person must ensure that all staff who work at the home in a care role have attained their qualification by the relevant date.

Recommendations

- The registered person should ensure that when children have been missing from home, they receive a return home interview. If this does not occur, they should escalate this with the placing authority. ('Guide to the Children's Homes Regulations, including the quality standards', page 45, paragraph 9.30)
- The registered person should ensure that staff understand the importance of careful, objective and clear recording. Reviewed documents should include accurate and up-to-date information. ('Guide to the Children's Homes Regulations, including the quality standards', page 62, paragraph 14.4)
- The registered person should ensure that there is a system in place so that all serious incidents are reported to the regulator without delay. ('Guide to the Children's Homes Regulations, including the quality standards', page 63, paragraph 14.13)

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: 2769769

Provision sub-type: Children's home

Registered provider: The Rubix Care Group Ltd

Registered provider address: Unit 1, Cottam Lane Business Centre, Cottam Lane, Ashton-on-Ribble, Preston, Lancashire PR2 1JR

Responsible individual: Katie Stephens

Registered manager: Antony Proctor

Inspector

Carrie Mayes, Social Care Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025