

2787998

Registered provider: 360 Children's Residential Services Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is owned by a private provider. It can provide care for 3 children who may have emotional or social difficulties.

At the time of inspection, one child was living in the home. They were involved with the inspection.

The manager registered with Ofsted in January 2026.

Inspection dates: 5 and 6 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: 22 July 2025

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
22/07/2025	Full	Good

Summary of findings

One child has lived in this home for over a year. No other children have moved in or out of the home during this time. The child is settled and well cared for by a nurturing staff team. Staff have built positive relationships with the child and support them to have safe and meaningful relationships with their family. The child has made great progress from their starting point. External professionals and a parent spoke of the home being 'the best place' for the child. They described how happy and settled the child is living there. There are some areas for development, but these do not detract from the child's overall positive experiences.

Inspection judgements

Overall experiences and progress of children and young people: good

The child has close relationships with some of the team. Since the previous inspection there are notable positive differences in how the child interacts with the team. Their facial expressions, body language and eye contact are noticeably different when they are with staff. The child is now speaking confidently and in full sentences. Throughout the inspection the child could be heard talking and laughing throughout the home. This child has a sense of belonging at the home. This is their home and that is reflected throughout by photos and belongings of the child being on display.

Staff support the child to express their views, taking time to listen to them. The child is encouraged to share their views with their advocate and other professionals so that their voice is heard in meetings about their care. The child is making excellent personal and social progress. Professionals described how much more the child engages with them. The child can express how they are feeling and recognises when they need space which is echoed by professionals and a parent.

There have been challenges with education and at times the child's attendance at school has declined. This has been in response to a serious incident at school. School and external professionals report that the staff team from the home have worked closely with them to keep children safe. A consequence of this has been a disruption in the child's friendships with their peers. Staff have worked hard to support the child to build friendships outside of school and establish other connections. The child regularly attends a trampolining club and local skateparks. When the child is not able to be in school, they are encouraged to do educational activities. They make fun quizzes, research online, read and create science experiments as well as going out to places of interest. Staff maintain a good balance of making the learning fun but not rewarding the time out of school.

The child is supported to be healthy and active. They enjoy lots of trips to the park for scootering and bike rides. Staff encourage the child to brush their teeth with daily incentives. Health appointments are encouraged. When the child has struggled to attend

health appointments, staff consider ways to make these more interesting. There have been clear improvements to the child's daily routines and sleep.

Time with family is supported well with staff ensuring this is prioritised. Family members have been included in important celebrations for the child. They have spent time at the home during these occasions. The child has lots of fun with daily trips out and a caravan holiday. Memories are captured well and kept up to date for the child so that they can look back on these easily.

The staff team ensure that the home provides a safe, physical environment for children. It is clean and well-presented. The carpets upstairs are heavily stained and detract from the otherwise well-maintained, family feel of the home. However, these are due to be replaced shortly.

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

The child has said that they feel safe at the home they have been supported to express how safe they feel to staff and professionals outside of the home. Professionals and a parent spoke confidently about the team knowing how to keep the child safe. Lots of nurturing conversations have taken place with the child about risks. Staff help the child to understand these risks and their own emotions.

Staff have worked closely with professionals to support the child and to help keep them safe. They understand the risks. However, at times, staff have not followed guidance to ensure children's safety. Although this has not had any direct impact on the child, it has placed the child at risk. For example, staff had not followed the guidance about other children travelling in the car with the child. Staff supervised the time the children were in the car together and both children were kept safe. However, this was not in-line with the agreed plans. When this happened, leaders and managers ensured that concerns about practice were thoroughly investigated. Actions have been identified to improve practice. Some actions have been slow to be put into place. For example, training in understanding professional boundaries was identified as a need but this has not yet been completed by all staff.

There have been periods where physical interventions have been used. Incidents often involve multiple holds being used. Practice is safe and holds are appropriately used to keep the child safe. Conversations take place with the child about their feelings afterwards with an adult who was not directly involved in the incident. The manager carefully considers what has been happening for the child and whether the holds were necessary. However, there is a lack of focus on what staff could have done differently or could have done at an earlier stage to prevent the intervention.

Significant incidents in the home where the home has been damaged or physical interventions have been used are reducing. There were no incidents last month.

Staff have worked hard to help the child to understand their emotions. The child is now able to recognise when they are angry. There have been points when the child has been

able to recognise their need for space, which is praised by staff. Staff have supported the child to have a settled and predictable routine; this helps the child to know what to expect. Positive behaviour is rewarded in a way that the child understands.

The manager is working closely with other professionals to support the child with the move to secondary school. This will reduce the risks to the child and support the child to move in a well-planned way.

The effectiveness of leaders and managers: good

The home is run by a suitable manager who is on track with their required level 5 qualification. Leaders and managers have high ambitions for the child. They consistently strive to promote best outcomes for the child.

There have been difficulties with staffing over the last year with a relatively high number of staff leaving. Leaders and managers have sought to learn from this and explored the reasons for this. Throughout, a certain level of consistency has been in place with at least one core member of the team being available for the child. Use of agency staff has been minimal.

Staff have supported the child to understand when staff leave. A visual display of handprints has been used to support the child to understand who is around in the home and who is not. Staff have nurturing conversations with the child to help them to understand leaving processes.

The manager has a good level of understanding of the standard of care in the home. When there have been shortfalls in practice, these have been considered thoroughly. The child and staff have been spoken to and records have been reviewed. The manager has sought to understand the situation fully. Patterns and trends are identified so that the manager can make changes to staffing or routines. For example, physical interventions have reduced. There has been a strong focus on what has happened for the child but not enough attention to what staff could have done differently. Staff say they have been supported well and supervision takes place. However, systems for understanding supervision whether supervision has happened are unclear. Some members of the team had not had supervision as often as they should. Staff are up to date with mandatory training and specific training has taken place to support this child. This means that staff have the skills to meet the child's needs.

Close working relationships exist with other professionals and family members to support the child. Professionals spoke of 'good communication' and a parent described how well the home can their child's needs.

What does the children's home need to do to improve?

Recommendations

- The registered person should ensure that incidents of restraint are reviewed to identify effective practice and respond promptly where any issues or trends of concern emerge. The review should provide the opportunity for amending practice to ensure it meets the needs of every child. ('Guide to the Children's Homes Regulations, including the quality standards', page 49, paragraph 9.59)
- The registered person should oversee the welfare of children in their care through observations and engagement with the home's staff. Where actions are identified to improve practice, these need to be acted upon quickly. ('Guide to the Children's Homes Regulations, including the quality standards', page 54, paragraph 10.23)
- The registered person should lead a team which provides high quality care for all children living in the home. Specific guidance on the care a child needs should be made clear to all staff. ('Guide to the Children's Homes Regulations, including the quality standards', page 52, paragraph 10.4)
- The registered person should have systems in place so that all staff, including the manager, receive supervision of their practice from an appropriately qualified and experienced professional, which allows them to reflect on their practice and the needs of the children in their care. ('Guide to the Children's Homes Regulations, including the quality standards', page 61, paragraph 13.2)

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: 2787998

Provision sub-type: Children's home

Registered provider: 360 Children's Residential Services Limited

Registered provider address: 4 Minster Court, Tuscam Way, Camberley, Surrey GU15 3YY

Responsible individual: Richard Ellis-Tole

Registered manager: Amanda Robins

Inspector:

Nickie Doney, Social Care Inspector

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