

2788296

Registered provider: Woodleigh Healthcare Children Services Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home registered with Ofsted in May 2024 and is privately operated. It provides care for up to 2 children with learning disabilities.

Inspection dates: 2 and 3 June 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	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: 13 May 2025

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
13/05/2025	Full	Good
19/02/2025	Full	Inadequate

Summary of findings

At the time of the inspection, there was one child living at the home. The inspector was able to spend some time with the child. There was a warm and friendly atmosphere, with fun and laughter shared between the child and staff team.

There have been significant changes to the leadership and management of the home since the last inspection. The previous manager recently left the company. A new manager has been appointed, who was already overseeing the home due to previous challenges and changes. This appointment provides consistency to the child and staff, as the new manager already has a good understanding of the home and care provided. She plans to submit her application to register with Ofsted soon.

Inspection judgements

Overall experiences and progress of children and young people: good

The child experiences predictable routines and structure, as well as kindness and playfulness from staff. The staff demonstrate acceptance and appreciation for the child's individuality, creating a culture where the child feels valued and understood. This helps to provide consistent and supportive care for the child.

The child is encouraged to participate in various enjoyable activities. This includes taking age-appropriate and well-managed risks. Staff confidently support the child in accessing community facilities and having new experiences. This helps the child progress in all areas of development, boosts their self-confidence in their abilities and enhances their life skills, both at the home and out in the community.

The child has a variety of opportunities to express their views, wishes and feelings, using different communication methods. These are captured, for example by using social stories, and they have their own individual communication tablet. However, the child does not have access to an independent advocate. This could further facilitate their voice being heard and help in making decisions that affect them.

The child is actively supported to understand their cultural identity and background. The staff, along with the child's family, promote a strong sense of belonging, stability and identity. For example, the child is now attending church and beginning to eat a variety of foods. The child's contact with their family is encouraged and supported. The family visit and spend time with them at the home. On occasions, the family also go on activities with them. This supports the child to develop a positive and secure sense of identity.

The child is encouraged to engage with their in-house education with staff support. The staff work to facilitate and motivate them to learn with a variety of educational activities. They have established what the child already knows and have created an individual

learning plan based on their needs and interests. This supports the child to make progress with their learning.

When children move into the home, the manager and staff ensure they have effective plans ready before the child moves in. This provides clarity for the staff to meet the child's individual needs effectively. Children could benefit from a guide to the home when moving in, to help support them to settle. The manager has a plan to ensure this is put in place.

The child's environment is homely and welcoming and the home is well furnished. This supports the child to develop a sense of belonging and stability. The garden needs further upkeep and development so that the child can gain the most from this space.

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

The child enjoys the trusting relationships that are being built with the staff who care for them. These relationships are built on consistency and continuity and provide a strong routine, which the child benefits from. The child does experience anxiety; however, it is evident that the staff know and understand the child and are able to give nurturing and calm care. This supports the child to feel safe and secure.

The child's complex needs mean that there are times of upset, distress and behaviour that is challenging. The staff are skilled at promoting positive behaviour and are embedding a consistent response on these occasions. When incidents occur, these are managed effectively, and the records of these incidents are completed. For example, post-incident information, learning and discussions are completed following such incidents. However, the child is not supported to share any concerns or make a complaint. The manager has identified this as an action to be taken forward.

Staff undertake mandatory safeguarding training and have a good working knowledge of their roles and responsibilities. They also receive bespoke training that is tailored to the needs of the child. Staff discuss safeguarding issues during team meetings. This further enhances their understanding of their safeguarding roles and responsibilities. Safeguarding incidents are rare. When they occur, staff know how to report the concerns and how to respond and keep children safe.

There is a strong and shared understanding that safeguarding is everyone's responsibility. Safeguarding practice in the home extends beyond the children in the staff's immediate care. For example, staff take proactive steps and positive risks to safeguard the child when going out into the community. This enhances the child's experiences and opportunities.

Care plans and records are detailed and provide a thorough narrative, which ensures good transparency. Plans are effective, reviewed regularly and robustly monitored to minimise risks inside the home and outside in the community. Risk assessments provide detailed information about the child's historical and current risks. They offer detailed

guidance to staff regarding the use of de-escalation techniques and methods that are helpful to the child.

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

The home had a period of instability following the last inspection. The new manager is dedicated and committed to the child and is clearly child focused. The manager has already invested significant time and energy into the home. She has a renewed vision for the home and its progression but recognises this is a work in progress and changes take time. She is clear about the strengths and required areas for improvement and what is needed to address these.

The manager is experienced and has begun to build solid foundations and strong leadership in the home. Along with fostering an environment of respect and attentiveness, she has created a solid foundation for positive outcomes. The emphasis on learning and growth not only benefits the staff and the child but also sets a tone for continuous improvement.

The manager is building a stable and diverse team of staff who are committed to their roles. The staff speak with pride about the home and enjoy their work. They express pleasure in spending time with the child and enhancing the child's experiences. Staff report feeling heard and receiving excellent support and opportunities for development. Staff are beginning to incorporate a culture of positive outcomes, reflection and aspiration into their practice.

Staff morale and team cohesiveness are evident and provide a safe and structured environment for the child. Team and one-to-one meetings are held regularly, and they are reflective and learning forums. Staff could benefit from further discussion on safeguarding issues in their one-to-one meetings, which would allow them to reflect on their practice and the wider needs and external risks of children assigned to their care.

The manager has begun to embed new systems in place to monitor the quality of care. This ensures good management oversight of how the child is being cared for. The child's development and progress are regularly communicated to external professionals, such as social workers, who receive updates and reports. This supports the progression and achievement of the child's goals for the future.

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
A person may only manage a children's home if— the person is of integrity and good character; having regard to the size of the home, its statement of purpose, and the number and needs (including any needs arising from any disability) of the children— the person has the appropriate experience, qualification and skills to manage the home effectively and lead the care of children; and the person is physically and mentally fit to manage the home; and full and satisfactory information is available in relation to the person in respect of each of the matters in Schedule 2. For the purposes of paragraph (1)(b)(i), a person has the appropriate experience and qualification if the person has— within the last 5 years, worked for at least 2 years in a position relevant to the residential care of children; worked for at least one year in a role requiring the supervision and management of staff working in a care role; and by the relevant date, attained— the Level 5 Diploma in Leadership and Management for Residential Childcare (England) ("the Level 5 Diploma"); or a qualification which the registered provider considers to be equivalent to the Level 5 Diploma. (Regulation 28 (1)(a)(b)(i)(ii)(c) (2)(a)(b)(c)(i)(ii))	5 August 2026

Recommendations

- The registered person should ensure that all children have access to appropriate advocacy support, and where possible, this should be provided by a person that the child chooses. Looked-after children are entitled to an independent advocate to advise them and ensure they have the support they need to express their views, wishes and feelings about their care and lives. ('Guide to the Children's Homes Regulations, including the quality standards', page 23, paragraph 4.16)
- The registered person should ensure that the content and outcomes of one-to-one meetings reflect discussion on safeguarding issues which allows staff to reflect on their practice and the wider needs and external risks of children assigned to their care. ('Guide to the Children's Homes Regulations, including the quality standards', page 61, paragraph 13.4)
- The registered person should ensure the home is a nurturing environment that meets the needs of their children. This particularly refers to preparing for a child moving into the home. ('Guide to the Children's Homes Regulations, including the quality standards', page 15, paragraph 3.7)
- The registered person should ensure children are able to make a complaint with support. ('Guide to the Children's Homes Regulations, including the quality standards', page 22, paragraph 4.13)
- The registered person should ensure the home is a nurturing and supportive environment that meets the needs of their children. This particularly refers to the external garden areas. ('Guide to the Children's Homes Regulations, including the quality standards', page 15, paragraph 3.9)

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: 2788296

Provision sub-type: Children's home

Registered provider: Woodleigh Healthcare Children Services Limited

Registered provider address: 23 Woodleigh Close, Leicester LE5 2HW

Responsible individual: Rachel Gillott

Registered manager: Post vacant

Inspector

Thirza Smith, Social Care Inspector

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