

2791528

Registered provider: GAC Family Services Ltd

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home was registered in June 2024 and is owned and managed by a private provider.

It provides care for three children who may experience social and emotional difficulties.

At the time of this inspection, three children were living at the home. All three children were spoken to as part of the inspection.

The manager registered with Ofsted in January 2025.

Inspection dates: 19 and 20 August 2025

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: 14 August 2024

Overall judgement at last inspection: requires improvement to be good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
14/08/2024	Full	Requires improvement to be good

Inspection judgements

Overall experiences and progress of children and young people: good

Children receive a warm and welcoming transition into the home. Staff plan introductory visits to build relationships and understand each child's interests, routines and current needs. They collaborate with parents and professionals to ensure continuity of care and emotional stability. When children feel anxious, staff respond with patience and sensitivity, helping them settle at their own pace. Children actively participate in choosing their own furniture and decorating their bedrooms. Welcome meals are organised, which reinforce a sense of belonging with the staff and their peers.

Children consistently identify trusted adults within the home. One child affectionately refers to their key worker as 'mama [redacted]', reflecting the depth of connection and emotional safety they feel. Children describe the home as 'feeling like family' and report that their experience has positively transformed their perception of being in care.

Children are supported to understand their emotions and safely manage their behaviour. Children are helped to explore incidents when they are ready to talk, helping them reflect and identify better ways to manage future similar issues. The staff challenge poor behaviour constructively and use tailored strategies to reinforce positive behaviour and self-awareness.

Children take part in activities that promote inclusion and challenge discrimination. They take part in peer mentoring and community-based events, such as football, where they play with others from diverse backgrounds. This experience has led to greater confidence in children, acceptance of other cultures and greater engagement in local sports teams.

Children do not experience meaningful progress in their education. There are brief periods of attendance at school or college, often on significantly reduced timetables. Children have missed exams or faced permanent exclusion, which further impacts on children's motivation to re-engage in formal education.

Children who are approaching adulthood are not prepared effectively to live independently. Despite living in the home since the age of 16, staff have not delivered effective support to develop a child's independence skills. The independent living plan lacks any meaningful progress, with no structured work completed around financial literacy or budgeting. The child continues receiving money that is spent impulsively on social outings, takeaways and clothing. This means the child is at risk of entering adulthood without the practical tools or confidence needed to live successfully on her own.

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

When allegations are received, the manager acts quickly to protect children from harm. Concerns are reported and escalated in line with the home's safeguarding procedure. The manager listens to the child to understand their views and completes timely fact-finding investigations. The appropriate agencies are informed promptly, and managers maintain effective liaison with them to support the process. Children are informed throughout the process, and plans are reviewed to reflect any lessons learned or concerns that have been identified.

Staff are proactive in supporting and protecting children who may be at risk of self-harm. They ensure that children are collected and returned home when out late in the community, offer consistent emotional support and implement strategies to reduce the likelihood of future incidents. The staff remain professionally curious, identifying patterns of behaviour that may indicate increasing risks. The staff use this information to update the child's plans and how staff respond in the future.

The staff are familiar with the children's individual plans and what to do in the event of a safeguarding incident. There have been no missing episodes since the last inspection, but staff are aware of the steps to take if a child fails to return and the appropriate action needed to mitigate the risks.

There are risks within the home environment that require urgent attention. Two televisions, previously wall mounted, have been placed precariously on children's drawers, creating a hazard. An electrical extension lead runs under drawers that are sharp in a child's bedroom, posing a potential electrical risk. In addition, the fire risk assessment identifies a high-risk concern relating to the kitchen ceiling. This issue has not been addressed within the recommended time frame, and there is no evidence that the area has been made safe.

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

The manager does not seek the views of children, their families or others when reviewing the quality of care. As a result, the manager lacks crucial insight into how children perceive their care and what changes those closest to them believe would improve their experience. This limits the manager's response to improve the care that children receive.

The home is not sufficiently resourced with staff who possess the necessary qualifications and experience to support children effectively. Only one staff member, excluding the manager and deputy, holds the relevant qualification and prior experience in working with children in a similar setting. While mandatory training and induction are provided, staff frequently demonstrate uncertainty when managing challenging behaviours. This impacts on their ability to establish effective structure, routine and boundaries.

Leaders and managers do not implement the care arrangements agreed with the local authority. One child's plan specifies two overnight stays per week with family, but they are instead spending up to five nights away from the home. The child returns only to collect money as part of her independence plan, with limited engagement with staff or other children. When present, the child stays in her bedroom without supervision. Similar patterns occur during stays with extended family, yet leaders and managers have not taken effective action to address these concerns. This lack of oversight compromises the child's continuity of care.

Managers use an electronic monitoring tool to identify shortfalls in practice and quality of recording. Daily checks and monthly audits are completed to ensure records are timely and accurate. Where gaps are identified, corrective action is taken before the next monitoring period. As a result, the quality of children's records is maintained and children receive the appropriate support and attend scheduled meetings.

The staff receive regular supervision that provides opportunities to reflect on their work and explore strategies for supporting children's individual needs. Staff report feeling supported by managers and confident that their views are valued. Induction and training are delivered before working directly with children, and staff are encouraged to contribute to care planning and decision-making.

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 must comply within the given timescales.

Requirement	Due date
The registered person must recruit staff using recruitment procedures that are designed to ensure children's safety. The registered person may only— employ an individual to work at the children's home; or if an individual is employed by a person other than the registered person to work at the home in a position in which the individual may have regular contact with children, allow that individual to work at the home, if the individual satisfies the requirements in paragraph (3). The requirements are that— the individual has the appropriate experience, qualification and skills for the work that the individual is to perform. The registered person must take reasonable steps to ensure that any individual who is working at the home and who does not fall within paragraph (2)(a) and (b) is appropriately supervised while carrying out the individual's duties. (Regulation 32 (1) (2)(a)(b) (3)(b) (8))	1 October 2025
The education standard is that children make measurable progress towards achieving their educational potential and are helped to do so. In particular, the standard in paragraph (1) requires the registered person to ensure— that staff— help each child to achieve the child's education and training targets, as recorded in the child's relevant plans;	1 October 2025

understand the barriers to learning that each child may face and take appropriate action to help the child to overcome any such barriers; help each child to understand the importance and value of education, learning, training and employment; maintain regular contact with each child's education and training provider, including engaging with the provider and the placing authority to support the child's education and training and to maximise the child's achievement; help a child who is excluded from school, or who is of compulsory school age but not attending school, to access educational and training support throughout the period of exclusion or non-attendance and to return to school as soon as possible; help each child who is above compulsory school age to participate in further education, training or employment and to prepare for future care, education or employment. (Regulation 8 (1) (2)(a)(i)(iii)(iv)(vi)(viii)(ix))	
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; that each child's relevant plans are followed; that, subject to regulation 22 (contact and access to communications), contact between each child and the child's parents, relatives and friends, is promoted in accordance with the child's relevant plans;	1 October 2025

that the child's placing authority is contacted, and a review of that child's relevant plans is requested, if— the registered person considers that the child is at risk of harm or has concerns that the care provided for the child is inadequate to meet the child's needs. (Regulation 14 (1)(a)(b) (2)(b)(iii)(c)(d)(e)(i))	
The registered person must complete a review of the quality of care provided for children ("a quality of care review") at least once every 6 months. In order to complete a quality of care review the registered person must establish and maintain a system for monitoring, reviewing and evaluating— the quality of care provided for children; the feedback and opinions of children about the children's home, its facilities and the quality of care they receive in it; and any actions that the registered person considers necessary in order to improve or maintain the quality of care provided for children. The system referred to in paragraph (2) must provide for ascertaining and considering the opinions of children, their parents, placing authorities and staff. (Regulation 45 (1) (2)(a)(b)(c) (5))	1 October 2025

Recommendation

- The registered person should comply with relevant health and safety legislation and address concerns raised in the fire risk assessment to provide a nurturing and safe environment for children. ('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: 2791528

Provision sub-type: Children's home

Registered provider: GAC Family Services Ltd

Registered provider address: Unit 29a, The Link, 49 Effra Road, London SW2 1BZ

Responsible individual: Charles Tosan

Registered manager: Jon Brodie

Inspector

Lee Riley, Social Care Inspector

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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

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