

2798722

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home registered with Ofsted in December 2024 and is run by a private organisation. It provides care for up to six children with learning disabilities.

At the time of this inspection, two children were living at the home.

The manager registered with Ofsted in December 2024.

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

Date of last inspection: not previously inspected

Overall judgement at last inspection: not applicable

Enforcement action since last inspection: not applicable

Inspection judgements

Overall experiences and progress of children and young people: good

Two children have moved into the home since it opened. In one instance, an unpredictable event meant that a child's physical, emotional and behavioural needs significantly exceeded the anticipated level of support. Managers and staff demonstrated a steadfast commitment to keeping the child safe; they worked diligently with the multi-agency group of professionals to arrange a specialised staff team and to create bespoke arrangements for care. As a result, the child now has stability and a secure base from which they are beginning to respond to support and intervention.

Staff are passionate about providing a child-centred environment. They provide calm and consistent support using a warm, playful and nurturing approach. This has enabled children to develop trusting bonds with the people around them. As a result, children have started to settle and achieve positive outcomes.

Children have made progress from their starting points. They are encouraged to develop communication, self-care and social skills at a pace that suits their individual needs. This means that children are learning to be more independent and broaden their horizons. Staff are proud of the children and provide praise and encouragement for all their achievements. This means that children's individual successes are recognised and celebrated with them.

Staff assist children in participating in a wide range of enjoyable and educational activities. They appear happy and relaxed in the home, and they benefit from a garden space that has been newly adapted for them. Staff plan outings designed to help children do their favourite things and learn about being part of the community. If children experience anxiety in busy areas, staff and managers actively seek to understand how to improve the support and preparation provided for them. One child has made significant progress and is now able to spend more time enjoying local parks and beaches.

Staff support children's individual methods of communication. Children receive a consistent response to their daily needs, which means that they have started to positively engage in routines that support their physical and emotional well-being. One child has begun to use more verbal language, while another is engaging more consistently through nonverbal communication. Managers recognise the need to further develop communication tools to ensure that children's voices are heard, their wishes understood, and their participation in daily planning is enhanced.

Children's educational attendance is mixed. One child attends regularly, has a positive experience and is making progress. Suitable provision is being sought for the other child. Managers are advocating strongly for this child to have a bespoke arrangement. In the meantime, they are proactively seeking opportunities for the child to access educational activities in the community.

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

Keeping children safe under difficult circumstances has been made a priority in the home. The stability of the staff team and the strong culture of effective communication mean that they have a good awareness of each child's strengths and vulnerabilities. The care and support provided by managers have enabled staff to continue to respond effectively to children in distress. As a result, children are more settled, able to start building relationships and benefit from day-to-day opportunities without feeling overwhelmed.

Staff understand that behaviour is a form of communication. There is an ongoing drive to understand what might be affecting children and may upset them. Positive behaviour is consistently promoted. Staff use effective de-escalation techniques and are creative in developing strategies that enable the children to better regulate their emotions. Staff actively reflect on incidents and are mindful that they are still learning about the children and the best way to respond to them.

Medication is managed safely. Managers work closely with the professional team to review how medication influences children's health and well-being. There are protocols in place for children who may need emergency medication. This ensures a comprehensive understanding of the effectiveness of medication on children. Medication errors have been robustly managed. When they have occurred, managers have responded quickly and robustly to investigate and make improvements to medication systems.

There have been a high number of incidents where children have been held for their safety. Staff have received relevant training and know when to employ restraint as a final measure to ensure children's safety. The use of restraint is well recorded and reflects the compassion and determination of staff to do their best for children. However, managers do not routinely review and evaluate incidents to understand if they have been effective. This means that interventions have not been assessed for necessity and appropriateness, and there has been a lack of focus on the child's experience.

Managers and the local authority acknowledge that parts of the home are not a suitable environment for children due to extensive areas of damage. However, the manager has worked diligently with the multi-agency group of professionals to secure a refurbishment plan that is now in progress. During the inspection, some areas of damage that could have posed a risk to children were identified. The manager took immediate action to rectify this.

The effectiveness of leaders and managers: good

The registered manager demonstrates a strong and ambitious vision for the children and the service. They reflected on the challenges of operating the home since it opened. They have faced these challenges with a tireless determination to offer children a home

where they are safe and have positive experiences. The manager creates a culture of positivity and has inspired the same ethos in the staff team.

Managers strive to ensure that staff are well supported through robust inductions, supervision sessions, regular meetings, and close collaboration. This approach supports staff resilience, and staffing levels are stable. Managers work proactively with the team, taking a collaborative approach to individual and service development.

Staff consistently report that the strength of the team lies in its cohesion and mutual support. The experience of working together during a challenging start to the home has strengthened team dynamics, fostering a culture of collaboration and resilience. New staff members feel welcomed and quickly integrated, with many describing the team as 'one of the most supportive' they have worked in. Staff feel valued, listened to, and empowered in their roles.

Transition planning is good. Managers speak to professionals and spend time with children to understand if the home will be best suited for them. Managers consider children's needs, and matching assessments are carried out to a high standard. These assessments thoroughly consider the child's vulnerabilities and help staff understand each child's individuality and unique needs. Careful consideration is given to making the child's bedroom welcoming and adapted to support any physical or sensory needs.

The manager works proactively and effectively with external agencies and professionals, offering appropriate challenge to secure the resources and support needed for children. Feedback from external professionals is very positive. There is good communication between professional networks, including regular updates on children's progress. One child's independent reviewing officer reflected on how creative and committed the team has been in advocating for one child, who is now happier and 'like a changed person'.

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 protection of children standard is that children are protected from harm and enabled to keep themselves safe. In particular, the standard in paragraph (1) requires the registered person to ensure— that staff— assess whether each child is at risk of harm, taking into account information in the child's relevant plans, and, if necessary, make arrangements to reduce the risk of any harm to the child; help each child to understand how to keep safe; have the skills to identify and act upon signs that a child is at risk of harm; manage relationships between children to prevent them from harming each other; understand the roles and responsibilities in relation to protecting children that are assigned to them by the registered person; take effective action whenever there is a serious concern about a child's welfare; and are familiar with, and act in accordance with, the home's child protection policies; that the home's day-to-day care is arranged and delivered so as to keep each child safe and to protect each child effectively from harm; that the premises used for the purposes of the home are designed, furnished and maintained so as to protect each child from avoidable hazards to the child's health. (Regulation 12 (1) (2)(a)(i)(ii)(iii)(iv)(v)(vi)(vii)(b)(d))	30 September 2025

In particular, ensure that there is consistent management oversight of incidents to identify any required actions, learning and support needs of staff and children.	
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Recommendations

- The registered person should ensure that each child is provided with support (appropriate to their age and understanding) to communicate their views, wishes and feelings and participate as fully as possible in all aspects of their care planning and daily care. This may include the use of, and support to use, communication aids, equipment and/or any necessary language support. ('Guide to the Children's Homes Regulations, including the quality standards', page 22, paragraph 4.6)
- The registered person should ensure that the home is a safe environment for children, maintenance issues are appropriately escalated, and essential repair work is carried out in a timely manner. ('Guide to the Children's Homes Regulations, including the quality standards', page 33, paragraph 7.3)

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: 2798722

Provision sub-type: Children's home

Responsible individual: Caroline Melia

Registered manager: Matthew Walker

Inspector

Shirin White, Social Care Inspector

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