

2802652

Registered provider: Budwood Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home was registered on 2 October 2024 and is operated by a private provider. An experienced manager is in post who is registered for two homes run by the provider group. The home provides care for one child who may have social and emotional needs.

Inspection dates: 15 and 16 April 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	requires improvement to be good
---	---------------------------------

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

At the time of the inspection, there was one child living in the home, who spoke with the inspector. They moved in shortly after the home was registered. They are making progress and enjoying positive experiences and fun activities. They are involved in the planning for a holiday abroad.

The child's chatter and excitement fills the home. They feel confident in their home and have developed trust in the manager and staff, knowing that they will respond to their needs and give them time and conversation. The manager and staff deliver therapeutic care responses combining calmness and nurture, which are well balanced to the child's energy, pace and humour. The nurturing care provided by staff is helping the child to develop positive relationships.

The manager and staff take pride in maintaining a cosy, well-decorated home. However, office-style whiteboards in communal areas with information about the child's care detract from the homeliness and compromise privacy. The child has personalised their bedroom with their belongings but it has yet to be painted in their chosen colours. A painting by the child is in the lounge and is representative of the pride and celebration of the child's achievement.

The manager and staff have created a memory book for the child, but it lacks detail and does not fully capture their journey in the home. The child has not participated in its creation, and the manager recognises a missed opportunity for a more creative and collaborative approach.

The manager and staff actively support the child's education, with aspirations for them to fulfil their potential. They helped to secure a tutor and advocated for formal assessments to ensure access to a suitable, individualised education. After previously being out of school, the child now participates in full-time education. Equine studies, which is a recognised passion of the child, is integrated into their educational week, with the manager sourcing the programme and securing funding.

The manager and staff actively participate in partnership meetings, demonstrating strong advocacy, communication and engagement. Their support and actions have drawn overwhelmingly positive feedback from external professionals.

The child's move to the home was not child focused. The manager recognises that distance and time factors meant the child did not meet staff before moving in. Staff met the child at a mid-way location from their previous home. This arrangement, although not presenting any issues at the time, does not provide a positive narrative of an ending or start to their time at their new home for the child.

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

The manager and staff are proactive to support the child's behaviour. They used reward-based incentives to support the child to make positive choices. This practice is in line with the home's ethos and statement of purpose. There has been no use of physical restraint with the child and they have not gone missing from the home. Staff understand potential risks for the child. The home's policies support and guide staff action.

The manager and staff ensure the child's health needs are met through access to both routine and specialist care. Prescribed medication is managed effectively, and the team approach has improved consistency in the child's treatment. The manager responded appropriately to the child bringing over-the-counter painkillers into the home, reinforcing the need for staff to oversee all medication in the home and to understand how to develop independence safely.

The manager and staff support the child in experiencing a positive time with their family, balancing risks with supportive strategies. The approach also strengthens the child's connections with the child's wider family in their community, builds trust. This aligns with their independence plan and gives opportunities to educate the child on potential risks when in the community.

Managers and leaders adhere to safer recruitment practices. There has been one concern raised about staff practice. This was taken seriously and a referral was made to the relevant safeguarding authority.

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

The manager is experienced and compassionate and has ambition for the home and the child. They and the responsible individual display collaborative management objectives and are confident to challenge and advocate for the child.

The manager identifies the home's strengths well, including the therapeutic and nurturing care by staff, behaviour being supported through incentives, development of positive relationships with the child by staff and the developing positive open culture. However, the manager has not identified some weaknesses in practice, including those related to the planning, narrative and recording of the child's move into the home.

The manager has ensured staff are supported to care for the child, with access to plans that support them in their roles and set out the individual needs of the child. However, the quality of plans and records is variable. Some plans have details missing or include outdated information. Key documents about the child's care are not obtained from the local authority in a suitable period. Furthermore, there is not consistent management oversight of records.

The staff receive support and training to understand trauma-informed care. The manager recognises the need to continue to model good practice and mentor staff to further develop and consolidate their skills, especially for those new to the role.

The staff feel well supported. They receive regular supervision and attendance at team meetings is prioritised. Staff have joint meetings with the team from the manager's other home. These meetings effectively support staff, fostering learning and stronger relationships across homes. While the minutes are informative, unclear separation of information creates confusion in some sections.

The manager and responsible individual have reflected on the impact on the manager of the increased responsibility and the demands resulting from overseeing two homes. The support required from leaders and areas where work can be delegated to support the manager is now a focus for the responsible individual, together with the manager.

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 leadership and management standard is that the registered person enables, inspires and leads a culture in relation to the children's home that— helps children aspire to fulfil their potential; and promotes their welfare. In particular, the standard in paragraph (1) requires the registered person to— understand the impact that the quality of care provided in the home is having on the progress and experiences of each child and use this understanding to inform the development of the quality of care provided in the home; use monitoring and review systems to make continuous improvements in the quality of care provided in the home. (Regulation 13 (1)(a)(b) (2)(f)(h)) In particular, ensure they have sufficient capacity and support, including assistance from senior managers, to effectively manage their dual home responsibilities of maintaining oversight and monitoring to the required standards. They must also ensure that, when children move into the home, they receive copies of relevant plans to inform their care practices, escalating the issue if critical documents are not provided.	15 July 2025
The quality and purpose of care standard is that children receive care from staff who— understand the children's home's overall aims and the outcomes it seeks to achieve for children; use this understanding to deliver care that meets children's needs and supports them to fulfil their potential.	15 July 2025

In particular, the standard in paragraph (1) requires the registered person to—

ensure that staff—

provide personalised care that meets each child's needs, as recorded in the child's relevant plans, taking account of the child's background

(Regulation 6 (1)(a)(b) (2)(b)(iv))

In particular, ensure that care plans are reviewed and updated regularly, providing staff with the necessary information to meet the child's individual needs. Additionally, oversight should ensure consistent application of boundaries and adherence to the care outlined in these plans.

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: 2802652

Provision sub-type: Children's home

Registered provider: Budwood Limited

Registered provider address: Malvern View, Hanbury Road, Stoke Prior, Bromsgrove, Worcestershire B60 4AD

Responsible individual: Neil Gray

Registered manager: Kelly Stroud

Inspector

Ashley Arkless, 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