

2808734

Registered provider: Care2Rise Ltd

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This privately run home provides care for up to four children with social and emotional difficulties.

The home and the manager registered with Ofsted on 21 January 2025.

At the time of the inspection, one child was living in the home.

Inspection dates: 20 and 21 May 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

The child has established positive relationships with staff. Over time, the child has begun to trust staff and responds well to their consistent advice, guidance and care provided. Staff are proactive and ensure that the child continues to learn, develop and thrive. Staff use a therapeutic model of care and have a highly nurturing approach to caring for children. This helps the child to feel safe, which enables them to make good progress.

The child has made good progress in many areas of their life. The child is more settled, their social skills have improved and they can manage their emotions better. The child has also developed their independent living skills and started home school education.

The child benefits from a structured routine. They know when they have home school education, appointments, visits to see family or planned leisure activities. These consistent routines provide the child with a sense of certainty and help them to feel more secure.

The child is encouraged and supported to take part in learning how to look after themselves. They routinely help to clean and tidy their bedroom and participate in cooking and doing their own laundry. This helps the child to develop necessary independent life skills that are appropriate to their age.

The child participates in every aspect of their day-to-day care experiences. Staff are good at gaining the child's wishes and feelings in creative ways. They do this through consulting the child and doing fun activities together. The child's views are considered and swiftly acted on. If the child's wishes cannot be fulfilled, the child is provided with an explanation. As such, the child is heard and feels part of the decision-making process.

Staff support the child with their health needs. For the child, this has resulted in a significant improvement in their health. In another setting, the child had felt their needs were misunderstood, which impacted on their well-being. Here, the child feels this is much better managed, which has enabled them to enjoy their childhood and social life and have a more varied diet with the extra support provided by staff.

The child is enjoying a variety of activities, both in the home and the community. Activities are tailored to the child's interests and include dining out, cooking, bowling, swimming and visiting local public attractions. These activities enable the child and staff to enjoy time together and encourage social interaction. Staff capture significant events and milestones and celebrate success in a memory book for the child.

Leaders and managers have identified that they need to improve their initial assessment of children's needs before they move into the home. For example, their initial assessment did not identify that the child was subject to a restrictive order. As a result, the assessment failed to fully explore the child's needs and how the staff would work in line with the order.

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

Staff understand their safeguarding roles and responsibilities. They have an empathetic approach, irrespective of behaviours that may present as a challenge to them. This helps the child to develop trust in the staff and their ability to keep them safe. The child feels safe to talk about their life experiences. This helps staff to support and manage current risks.

Staff complete safeguarding training and regularly discuss safeguarding issues in team meetings. This is a reflective space to consider risk management. The registered manager has developed relationships with a range of local safeguarding teams and professionals to enhance safeguarding practice in the home.

Risk assessments and safety plans are thoroughly written and used. The risks and vulnerabilities of the child are very well known. The registered manager has effective and robust risk management plans in place, which are understood by staff. They are updated after each incident and amended where necessary. The updates are reviewed by the staff team to embed awareness and consistency in keeping the child safe.

Staff are consistent in their approach to maintaining boundaries with the child. This sets the standard for acceptable and safe behaviour, and the child is clear on what is expected of them. When consequences are required, staff ensure that these are proportionate and restorative, with a focus on helping the child to understand the effect of their actions.

All staff are trained in de-escalation and intervention techniques. Leaders and managers ensure that the staff team knows the child well and has an individualised response for each de-escalation technique. The child has comprehensive 'positive handling plans' that help staff to understand each child's triggers and methods of mitigating challenging behaviours. The plans advocate for early observations and de-escalation skills.

Staff support the child immediately after incidents to ensure that they are safe, and they check on their well-being. Staff take the time to revisit incidents with the child during key-work sessions, encouraging them to talk through what happened and what could be done differently next time. This reflective practice has led to fewer incidents and helps the child to improve their ability to think about the consequences of their actions.

Staff engage the child in meaningful key-work sessions in line with child's needs and care plans. Planned and ad-hoc sessions are tailored to the child's age and

understanding to address existing and emerging issues, addressing their specific risks and vulnerabilities. This supports the child to develop skills and strategies to help keep themselves safer.

Safe recruitment is not robust. There is a lack of evidence to show that all staff have been safely recruited. For example, some staff files had gaps in employment histories, which was not fully scrutinised and explored, and the latest references have not been obtained. Leaders and managers understand that safer recruitment needs to be robust and said they would address these shortfalls.

The effectiveness of leaders and managers: good

The home is managed by a committed and experienced registered manager. This has provided consistency and stability throughout the workforce. The registered manager is supported by an equally dedicated deputy manager and responsible individual, who know the staff and child well. Leaders and managers are good role models and lead by example. The staff team feels well supported, and staff speak highly of the registered manager and deputy manager.

The registered manager shows an impressive vision for the home. Staff are encouraged to be child centred with a strong focus on safeguarding practice. In addition, the manager fosters good working relationships with professionals, who support the team with knowledge and insights into the needs of the child.

Staff complete a comprehensive induction programme. There is a mix of online and face-to-face further training, which ensures that staff remain up to date with good practice and the child's evolving needs. There are strong relationships and engagement with external agencies, which has enabled staff to have specialist training in key areas such as deprivation of liberty orders, exploitation, emotional conflict and attention deficit hyperactivity disorder and areas of practice such as trauma, challenging behaviour and de-escalation training.

Staff receive regular supervision. Supervision covers a range of relevant areas such as staff well-being, updates on policies and procedures and staff development. This provides them with opportunities to reflect on their personal development and to discuss the needs of the children. Safeguarding scenarios are also discussed in these sessions to support individual learning and practice development.

Team meetings are held monthly, and they are well attended by staff. Meetings are focused and staff use this opportunity to review the progress that children make, the development of the home and staff training. Recruitment of staff is ongoing, and currently, the home uses a minimal number of bank staff who are regular, well known and well-liked by the child.

Leaders and managers have a detailed knowledge and understanding of the child's needs. They ensure that care and support are tailored to meet the child's individual

needs and consider the child's experience of trauma. This informs the development of the child-centred plan that helps staff to provide effectively structured support that is adapted to the child's unique way of learning. The child's care plan has also been written from the child's perspective, which gives it more meaning and brings it to life.

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 registered person must recruit staff using recruitment procedures that are designed to ensure children's safety. The requirements are that— full and satisfactory information is available in relation to the individual in respect of each of the matters in Schedule 2. (Regulation 32 (1) (3)(d)) In particular, leaders and managers must ensure that they obtain staff's full employment history and the latest references.	24 June 2025

Recommendation

- The registered person should only accept placements for children where they are satisfied that the home can respond effectively to the child's assessed needs as recorded in the child's relevant plans. The registered person should have fully considered the needs of the child moving into the home by carrying out a suitability assessment. ('Guide to the Children's Homes Regulations, including the quality standards', page 56, paragraph 11.4)

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: 2808734

Provision sub-type: Children's home

Registered provider: Care2Rise Ltd

Registered provider address: 118a Barking Road, Royal Victoria Docks, London E16 1EN

Responsible individual: Samuel Tumba

Registered manager: Daniella Prempeh

Inspector

Sadia Akhtar, Social Care Inspector

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