

2819483

Registered provider: Little Feet Ltd

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home is registered to provide care for up to four children who experience social and emotional difficulties. At the time of the inspection there were three children living in the home.

The home and the manager have been registered with Ofsted since 27 March 2025. This is the first inspection after registration.

Inspection dates: 8 and 9 July 2025

Overall experiences and progress of children and young people, taking into account

requires improvement to be good

How well children and young people are helped and protected

requires improvement to be good

The effectiveness of leaders and managers

requires improvement to be good

The children's home is not yet delivering good help and care for children and young people. However, there are no serious or widespread failures that result in their welfare not being safeguarded or promoted.

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: requires improvement to be good

Three children moved into the home in a very short space of time, including two children moving in within two days of each other. The decision to move children in in this way was not child-centred, and although children are beginning to form positive relationships with staff, children have not been allowed sufficient time to settle before more children arrive. The impact of this that children have yet to make positive progress from their starting points and staff have struggled to engage children in consistent routines that will support them to thrive.

The current culture in the home does not provide children with structure and boundaries that will support them to have fulfilling lives. As none of the children had existing educational arrangements before moving to the home, it has been very difficult for staff to promote positive peer role-modelling. This means that staff have struggled to help children make positive choices and children have frequently adopted a nocturnal routine, remaining in their bedrooms during the day and staying awake throughout much of the night. This has a negative impact on children's experiences of living in the home.

All three children have additional educational needs which means that their respective placing authorities will need to determine their educational provision through formal consultation processes linked to their education and health care plans. Although staff are trying their best to engage children in meaningful learning opportunities, there is too much reliance on statutory processes, and managers have not demonstrated sufficient challenge to advocate that children are supported to access education as soon as possible, or to progress interim education provision.

Staff communicate well with children and children feel confident to seek support and advice from staff. Since moving into the home, children have benefited from a range of positive activities and experiences. Staff encourage children to attend their respective health appointments and have tried to engage local services to support children, although this has only had limited success.

Staff have worked well to support contact for maintain and develop relationships with their families. Since moving to the home, one child has been able to engage in several social engagements with their family, something that had not been possible previously due to the geographical location of their last home. Staff have worked well with another child's preferred adult and despite some difficult incidents, staff have been committed to enabling the child to improve this relationship and mediate when conflicts have emerged.

How well children and young people are helped and protected: requires improvement to be good

The fundamental principles of good safeguarding practice are not yet in place. One child has felt unsafe living in the home, and staff members share the child's concerns. Following a difficult incident, the registered manager insisted that this child locked themselves in their room. This was insensitive and potentially retraumatising for the child, demonstrating a lack of insight into their previous exposure to unsafe individuals. Following unpredictable risks presented by one child, the registered manager also instructed staff to lock themselves in the office. This was not an appropriate behaviour management strategy and undermines children's expectations on staff to keep them safe.

There have been a high number of behavioural incidents in the home, fundamentally linked to the staff team not having sufficient time to adapt following the decision to move three children into the home very quickly. This means that approaches to supporting children's behavioural needs are frequently reactive, and some consequences implemented by the registered manager have been punitive and do not encourage children to learn. For example, following theft of alcohol from a local shop, one child's internet was blocked, they lost free-time privileges and were also prevented from accessing their martial arts club until they could build trust.

One child has presented with substantial behavioural risks since moving to the home, and has made serious threats towards staff safety, particularly the registered manager. The registered manager has needed to be selective about when they visit the home due to the risk presented to them by the child. This created a sense of unease and uncertainty about the child's risks. During the inspection, managers held productive conversations with the placing authority and the child will subsequently move to a pre-identified home in a matter of days. This reduces the presenting risks for the registered manager, as well staff and other children.

During an unauthorised absence away from the home, one child has been physically and verbally aggressive to staff and, following further threats, the management team could not support staff routinely following this child, as it would place them at risk of significant harm. Whilst the needs of staff and the child were carefully balanced, this meant that staff were unable to safely respond to this child's presenting needs, potentially increasing unknown risks to them whilst they were in the community.

The physical environment has been made as safe as possible, and children are being supported to increasingly personalise their bedrooms and develop a sense of belonging. However, due to risks presented by one child, several adaptations have been required to restrict access to items that could be used to harm staff, such as cutlery and crockery. This has had a negative impact on other children. In one example, a child was prevented from accessing a common household item, despite no known risks from them, leading to a preventable incident.

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

The foundations of good leadership are not yet in place, the decision to move three children into the home over such a short period has impacted on the progress that children have been able to make, whilst also providing very limited time for the newly developed staff team to familiarise themselves with children's underlying needs. Although the staff team have tried their best to adapt to this, it has been particularly challenging for some staff.

The registered manager has taken primary responsibility for responding to children's behavioural needs and does not consistently delegate some of this responsibility to staff, which may support learning and development across the wider team. Many behaviour support strategies following incidents, demonstrate a lack of insight into natural consequences and undermine children's opportunity to learn. The registered manager cannot evidence how they have considered the effectiveness of any behaviour management strategies, as no formal records are kept.

There has continued to be frequent incidents involving children within the local community, and this has led to complaints from neighbours, placing further pressure on the staff and registered manager, as they try to help children settle. The registered manager is working to encourage one child to engage in some community activities undertaking small jobs and tasks for neighbours, as a way of improving community relations with the home and promoting a sense of responsibility and achievement for this child.

The management team have been too reliant on statutory processes regarding children's educational provision and have not demonstrated sufficient advocacy and challenge to placing authorities; to help children benefit from individualised educational support. Although staff have provided educational opportunities for children, and there are some examples of good practice, this has had limited impact, and children are not yet consistently engaging with this support.

The registered manager has not maintained sufficient oversight of staff training needs. Several staff have not completed their mandatory training, including safeguarding training. This potentially means that not all staff fully understand their safeguarding responsibilities, and this increases children's vulnerability to harm, as well as the ability and knowledge in the staff team to respond to this. Staff supervision records routinely do not demonstrate that effective action is being taken to encourage staff to complete their training within reasonable timescales.

Staff value the support and advice they receive from the registered manager. One member of staff did not feel safe coming to the home and following reassurance and solution-focused advice by the registered manager, they increased their confidence and resolved this. In another example, the registered manager provided positive mediation between a child and staff member, following a difficult incident. This promotes

confidence within the staff team in the registered manager's leadership and the sense of responsibility they have for the staff team.

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; 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 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; (Regulation 12 (1) (2)(a)(i)(iii)(iv)(v)(vi)(b)) In particular the registered person must ensure that the safety and welfare of all children and staff is prioritised at all times. The registered person must ensure that effective action is taken to manage any presenting risks from children, and that any safety plans or agreed strategies do not expose children or staff to continued risk of harm.	11 August 2025

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— lead and manage the home in a way that is consistent with the approach and ethos, and delivers the outcomes, set out in the home's statement of purpose; ensure that staff have the experience, qualifications and skills to meet the needs of each child; 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. (Regulation 13 (1)(a)(b) (2)(a)(c)(f)) In particular the registered person must ensure that all staff complete mandatory and induction training in accordance with the home's internal policies. This should include relevant safeguarding training before any staff are allowed to work directly with children.	11 August 2025
The care planning standard is that children— receive effectively planned care in or through the children's home. In particular, the standard in paragraph (1) requires the registered person to ensure— that children are admitted to the home only if their needs are within the range of needs of children for whom it is intended that the home is to provide care and accommodation, as set out in the home's statement of purpose; that arrangements are in place to—	11 August 2025

manage and review the placement of each child in the home; and 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) (2)(a)(b)(ii)(e)(i))	
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; understand the barriers to learning that each child may face and take appropriate action to help the child to overcome any such barriers; 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; that each child has access to appropriate equipment, facilities and resources to support the child's learning. (Regulation 8 (1) (2)(a)(i)(iii)(vi)(viii)(b)) In particular the registered person must engage with the placing authority, including their respective virtual schools and special	11 August 2025

educational needs teams, to advocate that children are supported to attend school as soon as possible, and in the interim period help children to benefit from an individualised educational support whilst these arrangements are formalised.	
The registered person must prepare and implement a policy ("the behaviour management policy") which sets out— how appropriate behaviour is to be promoted in the children's home; and the measures of control, discipline and restraint which may be used in relation to children in the home. The registered person must ensure that— within 24 hours of the use of a measure of control, discipline or restraint in relation to a child in the home, a record is made which includes— the name of the child; details of the child's behaviour leading to the use of the measure; the date, time and location of the use of the measure; a description of the measure and its duration; details of any methods used or steps taken to avoid the need to use the measure; the name of the person who used the measure ("the user"), and of any other person present when the measure was used; the effectiveness and any consequences of the use of the measure; and a description of any injury to the child or any other person, and any medical treatment administered, as a result of the measure; within 48 hours of the use of the measure, the registered person, or a person who is authorised by the registered person to do so ("the authorised person")— has spoken to the user about the measure; and	11 August 2025

has signed the record to confirm it is accurate; and

within 5 days of the use of the measure, the registered person or the authorised person adds to the record confirmation that they have spoken to the child about the measure.

(Regulation 35 (1)(a)(b)
(3)(a)(i)(ii)(iii)(iv)(v)(vi)(vii)(viii)(b)(i)(ii)(c))

In particular the registered person must ensure that any use of sanctions reflect natural consequences and are not punitive or disproportionately harsh on children.

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: 2819483

Provision sub-type: Children's home

Registered provider: Little Feet Ltd

Registered provider address: Office 101, 46 Station Road, North Harrow, Harrow
HA2 7SE

Responsible individual: Errol Edwards

Registered manager: Marwan Maxamed

Inspector

Ashley Edwards, Social Care Regulatory Inspector

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