

2821248

Registered provider: Young Horizons Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home registered with Ofsted in February 2025 and is privately owned. It provides care for up to three children who experience social and emotional difficulties.

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

The manager registered with Ofsted in February 2025. He is suitably qualified.

Inspection dates: 24 and 25 June 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 inspector spoke with the child living at the home.

The child has settled in well and is making steady progress. They have started to develop trusting relationships with staff, which has contributed to their sense of safety and security. The child is now more willing to engage in conversations and take part in activities. As a result, the child is beginning to build confidence and develop positive attachments with the adults who care for them.

The child benefits from a range of enjoyable experiences that reflect their individual interests. Staff are attentive to the child's needs and consistently look for opportunities that promote their engagement, learning, and emotional well-being. The child has enjoyed visits to museums, laser tag, the zoo, and shopping, all of which contribute to a positive daily experience. In response to the child's interest in boxing, staff are arranging for them to meet a former professional boxer and mentor. These experiences help the child to develop new interests and build confidence.

The child's wishes and feelings are actively sought and valued. Staff use a range of planned and informal opportunities to gather the child's views. These discussions cover various topics, such as activities, meal choices and cultural celebrations, as well as any other matters the child wishes to raise. As a result, the child feels heard and is meaningfully involved in decisions that affect their daily life and care. This helps to promote the child's sense of belonging and emotional well-being.

The child is encouraged to make positive choices through a structured system of rewards and incentives that recognise their individual efforts and achievements. These include monetary rewards, as well as access to preferred activities and outings. Staff consistently offer praise and encouragement, which helps the child feel valued and motivated.

Education is prioritised at the home. Staff are working closely with professionals to identify a suitable school that can meet the child's needs. Although the child is not currently attending formal education, staff are working with professionals to ensure that the child is engaged in structured educational activities that support their learning and provide routine. The child remains motivated to learn and continues to make educational progress while awaiting a school placement.

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

Staff clearly understand the child's risks and manage these effectively. Risk assessments are detailed, regularly updated, and shared with staff through handovers and signed updates. As a result, incidents have reduced, and the child is responding positively to this consistent safeguarding approach.

Consequences are used proportionately and are generally linked to the child's experiences. Staff aim to ensure that responses are restorative or reflect natural consequences, helping the child to understand the impact of their actions. This helps the child to reflect on their behaviour, take responsibility, and understand the real-life consequences of their actions. As a result, the child is beginning to show greater awareness of boundaries and is developing more positive ways of managing their emotions.

Staff are proactive in identifying and responding to emerging risks. For example, when staff noticed that the child might be self-harming, they acted swiftly to assess and minimise the risk. The child was offered access to appropriate support services and guidance to help them manage their emotions safely. This responsive approach reduces risk and helps the child to feel supported and protected.

Overall, staff manage many significant incidents with children well. However, on some occasions, staff have not consistently used effective de-escalation strategies, and their responses have increased the child's anxiety rather than helped to calm the situation. When the child is distressed, staff can struggle to demonstrate empathy and often focus on consequences at times when the child is not emotionally ready to engage. This approach does not help the child to regulate their emotions or feel understood.

Staff follow agreed protocols when the child goes missing. They work closely with the police, social workers and family members. Staff respond appropriately to locate the child, and they work closely with the professional network to prioritise the child's safety and well-being. However, despite the significance of these incidents, the manager has not notified Ofsted. Furthermore, management oversight regarding the need for such notifications is weak. This lack of timely reporting undermines effective safeguarding practice and limits external scrutiny of serious incidents.

Staff generally set appropriate boundaries for the child. They help to promote structure and emotional safety. However, there are some inconsistencies in how boundaries are applied, particularly around the child's use of a mobile phone. While some staff negotiate limits based on the child's presentation, others take a firmer approach. This variation can occasionally lead to confusion and contribute to challenges. The manager is aware of this and is working towards a more consistent approach to ensure that the child receives clear and predictable responses.

The effectiveness of leaders and managers: good

The home is led by a committed and child-focused manager. He is working towards embedding a therapeutic and reflective approach throughout the home.

Staff report feeling well supported by the management team. Supervision is regular and provides a safe and reflective space for staff to explore all aspects of their role. Consistent team meetings keep staff well informed about the child's needs and the expectations of their practice. Feedback from staff and external professionals is

consistently positive, highlighting the strength of leadership and the collaborative working culture in the home.

Safer recruitment practices are robust. As a result, children are cared for by staff who have been appropriately vetted and are safe and suitable to work with them.

Staff benefit from a comprehensive training programme. This helps them meet the child's individual needs. Recent training around a therapeutic model is beginning to positively influence staff practice and the way they respond to the child. However, this approach is not yet fully embedded across the team and requires development.

The management team has oversight of the home and uses a range of auditing systems to monitor children's care and staff practice. Leadership is good, with a clear commitment to improving outcomes for children. However, even though there is oversight, it does not always identify shortfalls in staff practice.

A strength of the registered manager is his ability to establish good working relationships with a range of agencies and professionals. He is confident in advocating for children and holding professionals to account. One professional said, 'The manager and staff are very good at sharing information, and we are usually in daily contact.'

However, on one occasion, staff did not demonstrate a collaborative approach in their communication with the child's family member following an incident. For example, after the child became distressed during a phone call to family, staff failed to keep the family member informed about how the child was doing. This lack of communication hinders the positive relationships the staff aspire to have with the child's family.

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— ensure that staff have the experience, training and skills to meet the needs of each child; and 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)(c)(f)) In particular, the registered person should ensure that staff enhance their skills in de-escalating incidents involving children and are encouraged to use a more reflective and therapeutic approach with them. The registered person should ensure that staff are consistent with the boundaries they set for children. The manager should also ensure that there is strong reflective oversight of all incidents to inform the development of staff practice.	1 August 2025
The registered person must notify HMCI and each other relevant person without delay if—	1 August 2025

there is any incident relating to a child which the registered person considers to be serious. (Regulation 40 (4)(e))

This specifically relates to ensuring that Ofsted is informed of any incidents involving possible harm to children or those considered serious by the manager.

Recommendations

- The registered person should ensure that they are skilled in reviewing incidents and identifying shortfalls. They are responsible for proactively implementing lessons learned and sustaining good staff practice. ('Guide to the Children's Homes Regulations, including quality standards', page 55, paragraph 10.24)
- The registered person should ensure that staff have effective working relationships with each child's family to meet the child's needs and promote positive, trusting relationships. ('Guide to the Children's Homes Regulations, including quality standards', page 52, paragraph 10.3)

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: 2821248

Provision sub-type: Children's home

Registered provider: Young Horizons Limited

Responsible individual: Mohammed Zulfiqar

Registered manager: Mark Christian

Inspector

Menaka De Silva, Social Care Inspector

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