

SC001016

Registered provider: Keys Child Care Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is operated by a private company. It provides care for up to 4 children who may experience social and emotional difficulties. At the time of this inspection, 3 children were living in the home, and the inspector spoke with them all.

The manager has been registered with Ofsted since August 2025.

Inspection dates: 3 and 4 February 2026

Overall experiences and progress of children and young people, taking into account	outstanding
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How well children and young people are helped and protected	outstanding
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The effectiveness of leaders and managers	outstanding
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The children's home provides highly effective services that consistently exceed the standards of good. The actions of the children's home contribute to significantly improved outcomes and positive experiences for children and young people who need help, protection and care.

Date of last inspection: 18 March 2025

Overall judgement at last inspection: outstanding

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
18/03/2025	Full	Outstanding
19/03/2024	Full	Outstanding
10/01/2023	Full	Outstanding
07/09/2021	Full	Outstanding

Inspection judgements

Overall experiences and progress of children and young people: outstanding

Children enjoy excellent relationships with staff who know them very well. The staff promote a culture where they celebrate diversity. Children thrive from this approach. The unconditional care helps them to explore their own identity, and for some, this is the first time they have been accepted for who they are. Total acceptance from the staff helps children to significantly improve their self-confidence and self-esteem. One professional said: 'The thoughtful, patient way the team has supported [child's name] in exploring their identity has been exemplary. There has been full acceptance, respect and celebration of the child exactly as they are.'

Children's health has significantly improved. For those with specialist health needs, staff dedicate time to supporting children to understand how to look after themselves. This includes work around keeping fit and having a healthy diet. When children have more specific health needs, the staff work with specialist professionals to ensure that children get the right support.

Education is a priority. Some children who were not in school before living here have made excellent progress and attend school every day. For other children who need a more specialist timetable, the staff work closely with school professionals to facilitate this. Staff act as strong advocates for children to ensure that they receive the right education in the right setting.

The staff promote key values, such as empathy, respect and the importance of helping others. The children carry out a range of charity work, which helps them to recognise the importance of caring for others. The charity work that the children take part in is extensive and includes helping at local food banks and at a local homeless charity. They are also fundraising to help raise money for causes such as building water wells in Africa.

The children enjoy a wide range of exciting activities. Some activities are new experiences that they have tried for the first time. Activities include going on caravan holidays, to boxing clubs, mountain biking, to theme parks, trips to museums, and culture nights.

Children learn a range of skills that will help them in later life. Skills include making meals, doing laundry and going food shopping. In addition, some children try voluntary work in local businesses, such as 'doggy day care'. This helps children to gain valuable experience for future employment.

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

Risk assessments are regularly updated and reflect children's changing needs. They provide clear actions for staff to support children and help them to de-escalate incidents

effectively at an early stage. Therefore, physical intervention is rarely used, always as a last resort and for the shortest time possible to keep children and staff safe.

The children benefit from structure and routine. The staff also use positive boundaries that help children to feel safe. Children like following innovative positive reward schemes where they achieve weekly and monthly prizes for their efforts. Children enjoy celebrating their overall achievements through a 'Star of the Month Award'. One child was proud to show their Star of the Month Award and said: 'I get rewards every day now.'

On the rare occasion when issues arise concerning staff practice, the manager is quick to act. She follows procedures and works with other professionals such as the local authority designated safeguarding officer. She takes a very reflective approach and is always striving to identify any possible learning from events. This learning is taken through reflection sessions and written reflective pieces of work, which analyse practice to help identify any lessons learned.

Children are helped to recognise risks and learn how to stay safe. The children and staff work on a 'Topic of the Month'. The choice of topic is determined by risks that children could face. Extensive research around the risk is carried out by staff, which is then shared and discussed in staff team meetings and with children through individualised sessions and house meetings. Topics includes staying safe online and bullying. This provides the opportunity for children to talk about their learning together. This collaborative learning between children and staff brings the learning to life and children start to identify risks, helping to keep themselves safe.

Newly appointed staff undergo a range of recruitment checks before they start work. The checks ensure that they are safe to work with children. Additional due diligence is carried out by the manager during staff recruitment, but the additional checks and verifications are not clearly documented. This is a recording issue that does not affect the safety of the children.

The effectiveness of leaders and managers: outstanding

The manager is highly enthusiastic and committed to continually improving the service to enhance the care that children receive. She leads the team by example. She has high expectations of the staff, who are motivated to follow her approach. One member of staff said: 'The manager is approachable, supportive, and always willing to listen, making sure everyone's voice is heard. She takes concerns seriously and works hard to create a positive, respectful and supportive working environment where everyone feels valued. She is a true role model.'

Staff receive regular, reflective supervision sessions. Supervision sessions are creative and meaningful. They are split into 2 parts. The first part is held at the start of the month and sets out goals that the staff and children choose together. The second part is at the end of the month and provides time and opportunity for reflection, with a focus on

the children's achievements and progress. This way of working is empowering staff and developing their confidence. In addition, it is very effective in supporting the manager to monitor children's progress.

The staff complete a range of mandatory training and additional training is sourced around children's specific needs. In addition, regular research is carried out by the managers and staff to enhance their knowledge further around children's individual needs, for example the improvement of children's diets. This research is delivered in staff team meetings and discussed in staff supervision sessions to make sure they understand and implement the learning.

The manager builds positive working relationships with all professionals involved in children's lives. They work collaboratively to ensure that children's needs are met and act as a strong advocate, appropriately challenging others to secure the support children need. One professional said: 'I work with a wide range of residential placements across different regions. While I regularly see good practice, it is very rare to come across a home that consistently demonstrates the level of excellence, consistency and genuine care that this team provides.'

The manager has a range of monitoring systems. The systems help her to understand the positive aspects of the service and the areas that she would like to develop. Through monthly audits, observations, reflections and feedback she continually checks the quality of the care being delivered. The manager is continually striving for improvement and are focused on a vision that she reflects in her development plan.

What does the children's home need to do to improve?

Recommendation

- The registered person should ensure that they maintain good employment practice. In particular, they should ensure that the recording of employment checks is clear and detailed. ('Guide to the Children's Homes Regulations, including the quality standards', page 61, paragraph 13.1)

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: SC001016

Provision sub-type: Children's home

Registered provider: Keys Child Care Limited

Registered provider address: Maybrook House, Third Floor, Queensway, Halesowen
B63 4AH

Responsible individual: Joanne Joseph

Registered manager: Stacy Swindells

Inspectors

Jamie Richardson, Social Care Inspector

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