

SC001452

Registered provider: Five Rivers Child Care Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is privately operated. It provides care for up to six children who may experience social and emotional difficulties. It is a therapeutic home that seeks to reintegrate children into the most appropriate living arrangements following their stay.

At the time of the inspection, two children were living at the home.

The children attend an on-site school that holds a separate registration with Ofsted.

The manager registered with Ofsted in January 2025.

Inspection dates: 2 and 3 September 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	outstanding
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The children's home provides effective services that meet the requirements for good.

Date of last inspection: 14 October 2025

Overall judgement at last inspection: inadequate

Enforcement action since last inspection:

Ofsted carried out a monitoring visit on 3 December 2025. At this visit compliance notice under regulation 13 (leadership and management) was met. Significant progress was made leading to a good overall judgement of the home.

Recent inspection history

Inspection date	Inspection type	Inspection judgement
14/10/2024	Full	Inadequate
20/02/2024	Full	Outstanding
25/01/2023	Full	Outstanding
22/03/2022	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: good

During the inspection, the inspector spoke with both children living at the home.

This is a warm and nurturing home. The environment is child focused, with a range of thoughtfully designed play areas, toys, and outdoor spaces, including a mud kitchen in the home's allotment. One social worker commented, 'The home is so child friendly; it feels lovely being there.' The sounds of laughter and play fill the home, demonstrating the children's sense of safety and enjoyment. Staff interact with the children with warmth, patience and attentiveness.

One child has lived at the home since before the last inspection. This has given them stability and a strong sense of security. They have made progress in all areas of their life. They enjoy attending school and are making strides in their education. Their health needs are fully met, and they have developed a deeper understanding of the world.

Thoughtful planning has supported one child's move to the home. Both children were involved in this process. This has helped the child already living at the home to feel included and valued. The children were helped to get to know each other through sharing photos, video calls, play dates and visits to the home. As a result, both children have adjusted well to this significant change in their lives.

Meaningful conversations are held with the children and are carefully recorded. While some newer members of staff are still developing these skills, experienced staff communicate in a child-friendly way that will remain helpful to the children if they choose to revisit these records later in life. These documents help children understand what was happening for them at the time and demonstrate that staff cared for and valued them. It is clear from these records that the staff do what they can to help children learn and develop.

There is clear recognition of the importance of promoting different cultures and helping each child to understand and take pride in their identity. This is embedded naturally in daily life through resources such as books by authors from diverse ethnic backgrounds, dolls with different skin tones, and recognising various faiths. Staff have conversations with children's families to better understand what is important to each child. Managers and staff are committed to further developing these opportunities to ensure that children's cultural identities are fully supported.

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

Children feel safe, whether they have lived in the home for a long time or have recently moved in. This is due to the consistent care and patience shown by staff. Children are not left feeling anxious if they feel they have done something wrong. Instead, they are

supported in working through difficult situations in ways they can understand. This helps children to develop a sense of safety and belonging.

Children are open about their feelings and often seek support from staff to help make sense of their emotions. Staff respond with empathy, providing a safe space for children to express themselves. Children are helped to manage strong emotions through consistent support and simple coping strategies. This helps them build emotional resilience and better understand their experiences.

Children are learning to get along with one another, and they both benefit from this shared experience. Although children sometimes have disagreements, staff help them to repair their relationship and move on positively. Staff help children learn important skills, such as saying 'sorry'. These skills are essential for children's emotional growth and to help them build stronger friendships.

Restrictive physical intervention is only used when necessary to keep children and others safe. Following incidents, children and staff are spoken with. There is a focus on reflection and learning for all involved. Given their young age, the children appropriately perceive the strategy as a hold rather than a physical intervention. Follow-up conversations help children understand that this is done for their safety and because staff care about their well-being.

Staff know the children well and understand how to keep them safe. Risk assessments are clear and include straightforward strategies for staff to follow. As a result, staff respond confidently and consistently to risks, helping children feel safe and well supported in their daily lives.

The effectiveness of leaders and managers: outstanding

The manager embodies the therapeutic ethos of the home and leads with genuine warmth, passion and love. She speaks about the children with deep affection and a strong sense of responsibility, consistently advocating to ensure that they receive the highest standard of care and support.

The manager acknowledges the importance of investing in staff to maintain and continually improve the quality of care provided to children. Her strong and respectful leadership has created a positive and supportive team culture. Staff are highly committed to the children, the home, and one another. As a result, children benefit from a team of staff who are motivated, consistent, and genuinely happy in their work.

The manager is a driving force in ensuring that children receive the very best care. She understands the importance of children forming positive attachments with the staff who care for them. As part of the recruitment process, she has introduced 'All About Me' books, which staff complete to help children get to know them. She acknowledges that some staff move on or change roles, and these transitions are celebrated with the children. The 'invisible thread' theory is used to help children maintain a sense of connection with staff members who leave the home.

Staff speak positively about the support they receive, describing supervision sessions as 'reflective' and 'helpful'. The manager integrates relevant research and theory into these sessions, ensuring that they are purposeful and focused on professional growth. This approach enables staff to continuously enhance their skills and understanding, which in turn directly benefits the children by improving the support and interactions they receive. Regular supervision sessions for staff also create an open culture where they feel valued, supported and motivated to provide the highest standard of care.

Professionals report that the therapeutic parenting model is well embedded in the home. Clear boundaries, reflection and learning are well balanced throughout the home. Staff consistency in practice is one of the home's greatest strengths, driven by the manager's leadership. One professional commented, 'The manager and staff are so supportive in helping the children reflect. They genuinely help the children in this way; the children are reflective because the manager and staff model this.'

No requirements or recommendations were raised following this inspection.

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: SC001452

Provision sub-type: Children's home

Registered provider: Five Rivers Child Care Limited

Registered provider address: 47 Bedwin Street, Salisbury SP1 3UT

Responsible individual: Victoria Elworthy

Registered manager: Emma Mahon

Inspector

Jo Birtwhistle, Social Care Inspector

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