

SC003884

Registered provider: One to One Crisis Intervention Ltd

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home provides care for one child who may experience social and emotional difficulties.

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

The registered manager was on leave at the time of the inspection. The responsible individual was present.

Inspection dates: 20 and 21 October 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: 10 February 2025

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
10/02/2025	Full	Good
15/01/2024	Full	Good
09/02/2023	Full	Outstanding
18/08/2021	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: good

The child receives care from a small, consistent and experienced core team. Staff take the time to build open and trusting relationships with them. Staff accept the child for who they are and support them in exploring their identity. The child has developed a sense of stability and belonging in the home. They have developed the ability to recognise risks, distinguish right from wrong, and make friendships.

Staff acknowledge the importance of meeting the child's educational needs. They work closely with education professionals to devise a joint approach to delivering behavioural and emotional support. This has enabled the child to have a more positive learning journey. When the child is not attending education, staff provide them with alternative educational activities, providing them with the routine and stimulation they need.

Staff are motivated to help the child develop independence skills. The child has made progress by travelling to college on the bus and having some free time. Planning considers the child's timescales, risks and individual capabilities, along with the need for them to have more freedom and responsibility. However, targets for the child to meet are not specific, and staff do not always have clear actions to take to support the child.

Staff understand how important relationships are for children. They encourage the child to maintain relationships with those who are important to them. The child is helped to understand difficulties in friendships, relationships and family dynamics. Staff actively promote positive peer relationships, which has led to the child inviting their friends to the home.

Staff carefully monitor the child's health needs. They accompany them to appointments and educate them on their individual needs. Concerns about the child's mental health are promptly addressed. Where there is need, options for more specialist support are researched and discussed with the child before referrals are made. Staff monitor the child's moods and behaviours. They provide sensitive and appropriate guidance when the child is feeling upset, low, or struggling to understand their feelings.

Staff encourage the child to understand the elements of a healthy lifestyle. This has led them to attend the gym, go for walks, and eat a more balanced diet. Staff engage the child in a variety of activities and assist them in attending several different clubs in the community. Written recordings of the child's life capture their day-to-day experiences. Some documents are written in a way that suggests they are written by the child when they are not.

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

Staff understand the unique vulnerabilities of the child and the risks they face. Documents designed to support staff to reduce risks and keep the child safe are

thorough and place emphasis on educating the child to promote behaviour changes. Staff understand that complex factors, such as grief, trauma, and poor mental health, can affect a child's safety and that no two days are the same.

The child speaks positively about their time at the home. They said they have positive relationships with staff and can go to them if they are worried or upset. They rated the home highly and feel happy and safe. They said that staff talk to them about risks such as aggression and unsafe relationships. Staff adapt their practice to the child's needs at the time. Conversations can be fun, educational, sensitive or targeted. Staff allow the child time to talk and express how they are feeling.

Incidents rarely happen in the home. Staff know the child well and intervene early if they are upset or frustrated. They follow the clear and directive safety planning, using different techniques to provide the care and guidance the child needs during difficult and emotive times. Reflective management oversight is present on documents that detail incidents. Following incidents, staff engage the child in thorough reflective conversations about their behaviours and risks.

There have been two recent missing-from-home episodes. Staff have followed detailed protocols to ensure the child's safety and return them home. Staff communicate well with other professionals and the child's social network to gather information. This has led to positive outcomes. Staff request return home interviews and speak to the child about their reasons for, and the risks of, going missing.

Concerns about the development of harmful behaviours are monitored. Clear chronologies of risk and harm provide a thorough overview of concerns. Information is promptly shared with the multi-agency professionals. Imaginative and engaging direct work has given staff a more rounded understanding of the child and their experiences and needs. This has allowed for the completion of robust safety planning and risk assessments, guided by expert information.

Staff regularly review restrictions that are in place. The child is helped to understand the reasons for restrictions and how and when they will be reviewed. Staff work with other professionals to ensure that restrictions are proportionate and necessary.

The effectiveness of leaders and managers: good

Leaders and managers have built positive relationships with the staff team and the child. They involve the staff in decision-making, making the best use of their skills and knowledge. The team is highly reflective and strives to achieve the best outcomes for the child.

Leaders and managers have good oversight of the home, what is going on for the child and staff practice. Care planning sets out the child's needs, and the manager collates information about the child. However, there is no guidance that sets out how the child's needs should be met and how this will be reviewed. The overall quality of work carried out with the child is not reviewed to determine whether practice has been effective or needs to be revised. This limits the learning opportunities for staff in relation to their practice.

Two staff members spoke positively about the home and the support they receive from leaders and managers. There is a clear emphasis on teamwork for the benefit of the child. While staff work alone, they ensure that they share information to allow them to provide the child with the consistency and boundaries they need. Staff receive regular, reflective and child-focused supervision sessions. However, safeguarding concerns and incidents that take place are not always fully explored, which is a missed opportunity to enhance practice.

Staff attend regular team meetings. Written recordings show general points of conversation and a team approach to the running of the home. However, there is a lack of focus on safeguarding and risk management. Managers have identified how evidence-based practice will support the team, improve practice, and promote positive outcomes for the child. However, there is no evidence that this has been embedded in practice.

Concerns about practice are promptly addressed. An internal investigation into staff practice was thorough and led to appropriate, child-focused outcomes. Managers robustly challenge concerns about external professionals.

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 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 arrangements are in place to— manage and review the placement of each child in the home. (Regulation 14 (1)(a) (2)(b)(ii)) In particular, the registered person must ensure that planning to meet the needs of the child includes clear direction for staff to follow. In addition, the registered person must ensure that planning for a child's independence includes clear, specific and achievable targets.	22 December 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;	22 December 2025

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;

use monitoring and review systems to make continuous improvements in the quality of care provided in the home. (Regulation 13 (1)(a)(b) (2)(a)(f)(h))

In particular, the registered person must ensure that they monitor and review staff practice.

The registered person must ensure that they evaluate the progress that children make to allow for effective, clear planning.

In addition, the registered person must ensure that there is a clear focus on reflecting on and learning about safeguarding.

Recommendation

- The registered person should ensure that staff understand the importance of careful, objective and clear recording. Information about the child must always be recorded in a way that will be helpful to the child. This specifically relates to ensuring that information is not recorded in the first-person narrative if it is not the child's actual words. ('Guide to the Children's Homes Regulations, including the quality standards', page 62, paragraph 14.4)

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: SC003884

Provision sub-type: Children's home

Registered provider: One to One Crisis Intervention Ltd

Registered provider address: 5 Newton Road, Kingsteignton, Newton Abbot, Devon TQ12 3AL

Responsible individual: Carys Flain

Registered manager: Matthew Hockley

Inspector

Carla Simkiss, Social Care Inspector

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