

SC008268

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

A large private provider operates this home. The home is registered to provide care for up to 2 children who have experienced childhood instability, resulting in trauma and associated complex behaviours.

The manager registered with Ofsted in September 2024. He holds the relevant level 5 qualification.

One child is living at the home, who was present and spoken to. Two children have left the home since the last inspection.

Inspection dates: 17 and 18 February 2026

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: 4 February 2025

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
04/02/2025	Full	Good
07/02/2024	Full	Good
25/01/2023	Full	Good
16/08/2021	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: good

Children's moves into and out of the home are carefully planned and child focused. When children need to move quickly, staff ensure that children's views, wishes and feelings are central to the process. This approach helps children to feel heard, respected and supported during periods of change, reducing anxiety and promoting a sense of stability. One child has kept in touch with staff since leaving the home.

Children make progress from their starting points. One social worker said, 'The progress [name of child] has made is significant. The skilled and committed staff that he has around him have enabled [name of child] to articulate how he feels. The respectful way the staff interact with his family has helped them invest in the home. The staff have built trusting, secure and stable relationships.'

Children receive the support they need to stay healthy and engage in education. The manager has advocated well for one child who has struggled to attend education due to their past trauma. Life skills and independence are promoted. One child has made significant progress in managing their personal hygiene and is beginning to take responsibility for household tasks. This growing independence reflects the consistent support and encouragement provided by staff and helps prepare children for the future.

Children are encouraged to maintain meaningful connections with those people who matter most to them. One child has experienced significant progress in the quality of their family time because of staff's sustained efforts to build relationships with family members. Another child was supported to travel a significant distance to maintain relationships with their family. These efforts help children preserve important relationships and stay connected to their personal histories.

Children are actively involved in their care. One child has been supported to attend meetings about their education and the review of their care plan. This involvement helps the child to understand decisions being made about their life and ensure their views, wishes and feelings remain central. There is a range of formats to ensure children have the opportunity to share their views. However, these are not always tailored to children's individual needs. This can limit meaningful engagement.

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

Children benefit from clear and consistent boundaries and positive relationships with staff. This helps them to feel safer, understand expectations and develop consistent routines. This supportive culture helps children to share their worries and concerns. One child has been able to explore their worries about bullying and peer relationships.

Children experience safe restraint practice that is only used as a last resort. After incidents, children are helped to reflect on what happened. Group reflective discussions are offered; however, individual reflection is not always provided to staff immediately following the incidents. Group discussions limit opportunities for staff to speak openly and explore their individual experiences without pressure or influence from others.

Incidents of children going missing from the home are rare. When incidents do occur, staff respond promptly and follow children's individual plans. They maintain effective communication with external agencies and take appropriate action to ensure children's safe return. Children are provided with opportunities to reflect on circumstances that led to them going missing, helping them to explore and reflect on their feelings. As a result, one child's risk of going missing has significantly reduced since moving into the home.

Children feel safe to speak to staff about their online networks. Staff have open conversations with children and use curiosity to explore their digital interests. This approach helps staff support children to navigate their online space safely and responsibly.

The manager and staff have a good understanding of the children's risks and vulnerabilities. However, written plans are not consistently updated to reflect how risks evolve and change over time or to evidence the rationale behind important decisions. This limits the manager's ability to demonstrate how children's safety planning changes in response to evolving risk.

The effectiveness of leaders and managers: good

The home is managed by a dedicated and conscientious registered manager. He has a good knowledge of the children's starting points and what they have accomplished since living at the home. He is committed to advocating for children and strives to ensure their experiences remain positive even through challenging times.

The stability of the staff team is a strength of the home. Since the last inspection, staff have completed the required qualification and are now being supported to further their professional development in other ways. They know the children well and understand their individual differences. Staff receive regular supervision from managers as well as additional support through monthly team meetings. This provides an opportunity for reflective discussions about the care and experiences of children.

The manager uses a range of internal monitoring systems. This helps him track the strengths and weaknesses of the service and identify and respond to shortfalls at the earliest opportunity. Reflective practice plays a role in strengthening the quality of care children receive. The introduction of a new framework has provided a structured and measured way to evaluate children's experiences and progress. The manager is

supporting the staff team to reflect on the model and consistently embed this into its practice.

The manager works effectively and in partnership with a range of professionals. Professionals are positive about the care and support that children receive and the communication they have with the manager and staff. Professionals and family members said they could see that the child is making progress from their starting points.

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

Recommendations

- The registered person should ensure that when children are consulted about their views, due consideration is given to the child's cognitive ability in the development and implementation of any consultation processes. This specifically relates to ensuring consultation processes are adapted to meet the individual needs of children. ('Guide to the Children's Homes Regulations, including the quality standards', page 22, paragraph 4.11)
- The registered person should ensure that all incidents of control, discipline and restraint are subject to systems of regular scrutiny. This specifically relates to ensuring that staff are provided with the opportunity to reflect in a private and safe space following the use of restraint. ('Guide to the Children's Homes Regulations, including the quality standards', page 46, paragraph 9.36)
- The registered person should ensure that staff continually and actively assess the risks to children and the arrangements in place to protect them. Where there are safeguarding concerns for a child, their placement plan, agreed between the home and their placing authority, must include details of the steps the staff will take to manage any assessed risks on a day-to-day basis. This specifically relates to ensuring that all agreed risk management plans are included in children's plans. ('Guide to the Children's Homes Regulations, including the quality standards', page 42, paragraph 9.5)

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: SC008268

Provision sub-type: Children's home

Registered provider address: 2nd Floor, Lansdowne House, 85 Buxton Road,
Stockport, Cheshire SK2 6LR

Registered manager: Shaun Mannion

Inspector

Natasha Skinner, Social Care Inspector

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