

SC024808

Registered provider: Keys Education Ltd

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

A private company owns this home. It is registered to provide care for up to four children who have had adverse childhood experiences that have led to associated trauma and presenting complex behaviours.

The manager registered with Ofsted in April 2023.

Inspection dates: 4 and 5 February 2025

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	good
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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: 15 August 2023

Overall judgement at last inspection: outstanding

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
15/08/2023	Full	Outstanding
29/11/2022	Full	Good
15/09/2021	Full	Good
29/10/2019	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: outstanding

Three children were living at the home at the time of this inspection. Since the last inspection, one child has moved out and one child has moved in. Moves in and out of the home are exceptionally well planned, considering the needs, wishes and feelings of children. This has led to children experiencing positive moves.

Children make exceptional and sustained progress because of the high-quality care that staff provide. Staff share close and trusting relationships with children and provide consistent support that enhances children's lives. One child has significantly increased in confidence in all aspects of their life, and they are now able to independently access their school, community and family.

The registered manager has created an inspiring 'wellness room' in the home. The room is full of children's books, specifically to ones to support their therapeutic needs and literature for staff to further their learning. The room also has practical resources such as balance balls, sensory items and foot pressure pads, to support children to regulate and understand their emotions. This is supporting children to better understand and manage their emotions and feelings.

Staff ensure that children's health needs are met extremely well. One child who came to live in the home had many outstanding health appointments, which have now been attended or booked. This has ensured that previously unmet health needs are now met, and further specialist appointments have been arranged. The registered manager and staff have excellent working relationships with health professionals to ensure swift responses and that children's needs are met to a high standard.

Two children attend specialist education provision. The headteacher at one of the children's schools said the support the child receives from staff is 'outstanding' and, 'Fantastic communication between the home and school ensures children are ready for school and safe.' One child is not currently in education. However, the registered manager and staff are working proactively with relevant agencies and professionals to ensure that the right education provision is secured. As an interim measure, staff are providing high-quality educational sessions and trips which are individual to the needs of the child. This is helping the child to be ready to start their new education provision once this is in place.

Staff provide excellent support to enable children to spend time with people who are important to them. They advocate strongly for children in line with their wishes and feelings and also challenge professionals when needed. The registered manager advocated for one child to see someone significant to them when they moved into the home, recognising the importance of this for the child. The child is having regular and positive time with this individual.

Children are supported exceptionally well in preparing for independence. Staff promote independence in multiple and creative ways. One child struggled to leave the house on their own and to access the community. Staff have worked diligently with them, at their pace, to build their confidence and self-esteem. The child is now travelling to school, shops and family time alone on public transport. The child said that as a result, they now feel ready to start preparing for moving out of the home.

Children access a wide range community activities. Staff also encourage children to give back to their community. This has included collecting food for food banks and attending charity events to raise money. One child has also been part of the youth panel for a local authority recruitment process. This has helped children develop and improve their social skills and to become valued members of their local community.

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

Staff help children to create their own age-appropriate safety plans, helping them have a better understanding of risks. Plans clearly identify the risks children face and provide clear guidance for staff to manage these.

Staff adopt a therapeutic and restorative approach to managing children's behaviour. Therapeutic research is clearly understood by staff and underpins their practice. As well as training staff in trauma-informed practice, the therapy team provides consultations on an ongoing basis to ensure that therapeutic support remains effective and of a high standard. The therapy team also provides one-to-one therapy sessions for children. This supports children to understand their own behaviours and reactions and helps them develop better coping mechanisms.

Staff responses when children go missing from home are robust. They make every effort, alongside other agencies, to locate and return children home safely. Management oversight of these incidents is good and risk assessments and protocols are updated, with children being involved.

The registered manager uses the organisation's specialist advisers when children need specific support. A specialist in self-injurious behaviour is supporting staff and children in understanding these behaviours and how to reduce risk. The registered manager also uses external agencies and professionals to provide extra support for children. This has included the services of a child sexual exploitation team, drug and alcohol support team and child and adolescent mental health services to support children.

Concerns raised by children about staff practice are acted on swiftly and diligently by the manager. Any learning is discussed with staff and children and any changes needed are implemented. This increases children's confidence that managers are acting in their best interests.

When incidents occur, the oversight by managers is of a high standard. Debriefs with children and staff happen promptly and managers provide a detailed reflective evaluation

and ensure that any follow-up actions are completed. The therapy team also has oversight of incidents and provides support to children and staff.

There was one incident when a staff member did not follow safeguarding protocols, which led to a significant incident. The registered manager completed a robust and extensive investigation which led to disciplinary action. The registered manager responds diligently to any staff practice issues and ensures that ways to improve children's care are identified and implemented as a result.

The effectiveness of leaders and managers: outstanding

The manager is highly ambitious for children and passionate about ensuring that staff provide high-quality care to enable the best possible outcomes for children. She has committed deputy managers working with her, and the responsible individual also provides a high level of support. As a result, children receive high-quality care and make exceptional progress.

Staff are incredibly positive about the support they receive from managers. Supervision sessions are regular and of high quality. They help staff generate ideas and reflect on their own practice. The manager also undertakes research in consultation with the therapy team and uses this as part of single-subject sessions to further upskill staff. In addition, leaders use an 'employee of the month' system to reward staff and keep them motivated.

Staff are well trained, and most are qualified to level 3. Those who are yet to gain the qualification are enrolled on it. Training is wide ranging and specifically identified to meet the children's individual needs. The therapy team also disseminates training and research to the team. Staff embed their learning effectively in their practice. As a result, highly skilled and knowledgeable staff meet the needs of children exceptionally well.

Managers have excellent working relationships with external professionals, which further supports progress for their children. One professional said, 'Communication is brilliant. They are able to spot differences in behaviours and let us know so that we can adapt our approach to meet their needs. The level of care and support is high.'

There have been some changes to the staff team since the last inspection. Despite these changes, children have continued to receive consistent care. The impact of staff changes on children has been mitigated effectively by the proactive action taken by managers.

Management oversight and monitoring systems are efficient and highly effective. This oversight ensures that managers know the home's strengths and areas for development well and helps them drive improvements in the care that children receive.

Children's wishes and feelings are at the heart of everything staff and managers do. Children are encouraged to share their views at every opportunity and staff listen and act on them. Children are involved in drawing up their support plans and provide feedback to ensure information and views that they want are included. They have also

commented on how they would like their children's meetings to be conducted and their frequency. Changes were made as a result of children's feedback.

There are no requirements or recommendations.

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: SC024808

Provision sub-type: Children's home

Registered provider: Keys Education Ltd

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

Responsible individual: Gemma Moore

Registered manager: Rebecca Hughes

Inspector

Hayley Booth, Social Care Inspector

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