

SC061878

Registered provider: Headway Adolescent Resources Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home is owned by a private provider and offers care for up to four children who experience social and emotional difficulties, or have additional learning needs.

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

The manager registered with Ofsted in March 2025.

Inspection dates: 8 and 9 July 2025

Overall experiences and progress of children and young people, taking into account	requires improvement to be good
---	--

How well children and young people are helped and protected	requires improvement to be good
---	---------------------------------

The effectiveness of leaders and managers	requires improvement to be good
---	---------------------------------

The children's home is not yet delivering good help and care for children and young people. However, there are no serious or widespread failures that result in their welfare not being safeguarded or promoted.

Date of last inspection: 20 August 2024

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
20/08/2024	Full	Good
01/02/2024	Full	Good
23/03/2023	Full	Good
09/11/2021	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: requires improvement to be good

Both children said they like living in the home and they have good relationships with staff. One child said the home is very calm and chilled, and the other child said they enjoy doing things with staff. For example, the child likes going to the shops and helping around the home.

One child is making progress in the home. The child is learning how to complete daily practical tasks with the support of staff. They can make their own cereal, run a bath, prepare their packed lunch and make themselves a drink. However, there are concerns surrounding the other child, who has not made satisfactory progress.

Not all children currently receive a full-time education. One child is on a reduced timetable but usually has good attendance. However, the other child is not attending school. Online tutoring is available, but their engagement is sporadic. Therefore, the child is not taking part in regular learning activities. Furthermore, the child is spending extended periods of time in their bedroom, has no friends and has a poor sleep pattern. There is a lack of daily structure or opportunity for learning to help the child prepare for the next important stages of their life. The child is at potential risk of isolation, although they do spend time with staff each day.

Staff support children with developing basic independence skills, such as learning how to shop and plan meals. However, staff have not taken effective steps to ensure that older children are prepared for becoming a young adult. One professional said that staff do not help the child build crucial skills, so that they are ready for semi-independent living.

Professionals said there has been a lack of communication when sharing children's information. One example given was that when a child moved into the home, staff did not fully understand the child's needs, so there was no effective planning. However, one professional commented that the registered manager is responsive to queries and explores resources for children.

Staff are caring and warm with children. They speak to children in a warm and kind manner and there is affection and laughter, revealing the positive relationships that staff have built with children.

The conditions in the home have improved since the last inspection and there is significantly less cluttering, so the home is cosy for children. Children's bedrooms are clean, tidy and personalised in line with children's interests. However, the home is tired in places, so this detracts from the homely feel.

How well children and young people are helped and protected: requires improvement to be good

Children use devices with internet access, but there are filtering systems in place and device checks for younger children. However, older children have mobile phones in their bedrooms, meaning they have access to social media and the internet during the night, which staff are not monitoring. Furthermore, staff have not supported children to learn how to keep safe online.

When one child moved into the home, leaders and managers failed to complete a thorough assessment to consider the home dynamics, potential risks and impact on other children in the home. After a brief period living in the home, the child moved on. Furthermore, another child moved into the home without sufficient planning. The registered manager did not have information about the child's specific needs, so there was lack of effective planning for the child. When children move on from the home, the registered manager makes plans so that children visit their new home, to ensure that they feel prepared and comfortable. Staff plan positive endings and keep in touch with children after they move on.

The registered manager identifies concerns about staff practice. However, it is not clear that subsequent internal investigations take place. Ofsted are not always informed when there are concerns about staff practice. One complaint has been made by a child. However, it is not clear that the concerns have been investigated.

Children's plans are very brief and do not fully explore children's needs. They do not highlight effective strategies for staff to use because information in plans is minimal and lacks detail. Conversations with children are not always meaningful. Staff listen to children, but do not give them helpful advice and guidance.

The effectiveness of leaders and managers: requires improvement to be good

Staff spoken to said they like working in the home and enjoy building relationships with children. Views of support were mixed and not all staff felt supervision was adequate or beneficial. Staff commented that requests for additional training were not actioned. One new member of staff did not know what safeguarding training is or whether they have completed it. However, they spoke positively about their induction programme which included shadow shifts.

Several staff have left the home since the last inspection. These positions have been filled, but most staff are relatively new. Despite agency workers not being used recently, up until a few months ago there was a high amount of agency workers in the home. Therefore, there has been a period of instability and inconsistency for children.

All staff, except the registered manager, are out of date with the mandatory training as defined by the provider. The registered manager did not acknowledge his responsibility to ensure staff complete their training.

Leaders and managers recognise the shortfalls and began addressing these and formulating plans during the inspection. They identified support plans that will be implemented with immediate effect and have arranged training for staff so that children's needs are met.

There are no concerns surrounding recruitment and the registered manager ensures that safer recruitment protocols are followed, so children are kept safe.

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 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; ensure that staff work as a team where appropriate; ensure that staff have the experience, qualifications and skills to meet the needs of each child; ensure that the home has sufficient staff to provide care for each child; ensure that the home's workforce provides continuity of care to each child; 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; demonstrate that practice in the home is informed and improved by taking into account and acting on— research and developments in relation to the ways in which the needs of children are best met; and	1 October 2025

feedback on the experiences of children, including complaints received; and 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)(b)(c)(d)(e)(f)(g)(i)(ii)(h)) In particular, the registered person should ensure that records are up to date and have clear strategies within them, so that staff understand how to support children. Also, the registered manager should have oversight of incidents and key documents. In particular, the registered manager must ensure that all staff complete mandatory training in preparation for supporting children and so that staff have the skills to meet children's needs. This includes all staff completing emergency first-aid training, so at least one person on each shift is qualified in first aid. Furthermore, leaders and managers should ensure that they use effective monitoring and review systems, to help them understand where improvements can be made and so standards are raised, so that children experience a good level of care in the home.	
The education standard is that children make measurable progress towards achieving their educational potential and are helped to do so. In particular, the standard in paragraph (1) requires the registered person to ensure— that staff— help each child to achieve the child's education and training targets, as recorded in the child's relevant plans; support each child's learning and development, including helping the child to develop independent study skills and, where appropriate, helping the child to complete independent study; understand the barriers to learning that each child may face and take appropriate action to help the child to overcome any such barriers; help each child to understand the importance and value of education, learning, training and employment;	1 October 2025

promote opportunities for each child to learn informally; maintain regular contact with each child's education and training provider, including engaging with the provider and the placing authority to support the child's education and training and to maximise the child's achievement; raise any need for further assessment or specialist provision in relation to a child with the child's education or training provider and the child's placing authority; help a child who is excluded from school, or who is of compulsory school age but not attending school, to access educational and training support throughout the period of exclusion or non-attendance and to return to school as soon as possible; help each child who is above compulsory school age to participate in further education, training or employment and to prepare for future care, education or employment; help each child to attend education or training in accordance with the expectations in the child's relevant plans; and that each child has access to appropriate equipment, facilities and resources to support the child's learning. (Regulation 8 (1) (2)(a)(i)(ii)(iii)(iv)(v)(vi)(vii)(viii)(ix)(x)(b)) In particular, the registered person should support staff to provide care to children that promotes their educational attendance and achievement. When children are not attending full-time education, staff should engage children in suitable structured activities that promote their learning and development. This should also support children to build their confidence and help them to reintegrate into formal education.	
The care planning standard is that children— receive effectively planned care in or through the children's home; and have a positive experience of arriving at or moving on from the home. In particular, the standard in paragraph (1) requires the registered person to ensure—	1 October 2025

that children are admitted to the home only if their needs are within the range of needs of children for whom it is intended that the home is to provide care and accommodation, as set out in the home's statement of purpose;

that arrangements are in place to—

ensure the effective induction of each child into the home;

manage and review the placement of each child in the home;
and

plan for, and help, each child to prepare to leave the home or to move into adult care in a way that is consistent with arrangements agreed with the child's placing authority;

that each child's relevant plans are followed;

that the child's placing authority is contacted, and a review of that child's relevant plans is requested, if—

the registered person considers that the child is at risk of harm or has concerns that the care provided for the child is inadequate to meet the child's needs.

(Regulation 14 (1)(a)(b) (2)(a)(b)(i)(ii)(iii)(c)(e)(i))

In particular, the registered person should ensure that when children move into the home, he completes a thorough assessment to consider the home dynamics, risks surrounding each child, and the impact of children moving into the home on all children living in the home. Furthermore, the registered manager should ensure that he has information from the local authority, so that sufficient planning is completed to prepare for a child moving in and so that staff understand the child's needs.

The quality and purpose of care standard is that children receive care from staff who—

understand the children's home's overall aims and the outcomes it seeks to achieve for children;

use this understanding to deliver care that meets children's needs and supports them to fulfil their potential.

In particular, the standard in paragraph (1) requires the registered person to—

1 October 2025

understand and apply the home's statement of purpose; ensure that staff— understand and apply the home's statement of purpose; protect and promote each child's welfare; provide personalised care that meets each child's needs, as recorded in the child's relevant plans, taking account of the child's background; help each child to develop resilience and skills that prepare the child to return home, to live in a new placement or to live independently as an adult; make decisions about the day-to-day arrangements for each child, in accordance with the child's relevant plans, which give the child an appropriate degree of freedom and choice. (Regulation 6 (1)(a)(b) (2)(a)(b)(i)(ii)(iv)(vi)(ix)) In particular, the registered person should ensure that children are supported by staff to learn and develop skills for independence.	
The protection of children standard is that children are protected from harm and enabled to keep themselves safe. In particular, the standard in paragraph (1) requires the registered person to ensure— that staff— assess whether each child is at risk of harm, taking into account information in the child's relevant plans, and, if necessary, make arrangements to reduce the risk of any harm to the child; help each child to understand how to keep safe; have the skills to identify and act upon signs that a child is at risk of harm; understand the roles and responsibilities in relation to protecting children that are assigned to them by the registered person;	1 October 2025

take effective action whenever there is a serious concern about a child's welfare; and are familiar with, and act in accordance with, the home's child protection policies; that the home's day-to-day care is arranged and delivered so as to keep each child safe and to protect each child effectively from harm. (Regulation 12 (1) (2)(a)(i)(ii)(iii)(v)(vi)(vii)(b)) In particular, the registered person should ensure that children are supported to understand online risks and how to keep themselves safe online. Also, that staff have the knowledge and skills to understand online safety risks so they can monitor and protect children when using devices with internet access.	
The registered person must notify HMCI and each other relevant person without delay if— there is an allegation of abuse against the home or a person working there; there is any other incident relating to a child which the registered person considers to be serious. (Regulation 40 (4)(c)(e))	1 August 2025
The registered person must ensure that a record is made of any complaint, the action taken in response, and the outcome of any investigation. (Regulation 39 (3))	1 October 2025

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: SC061878

Provision sub-type: Children's home

Registered provider: Headway Adolescent Resources Limited

Registered provider address: Headway, Malvern View, Saxon Business Park, Hanbury Road, Stoke Prior, Bromsgrove B60 4AD

Responsible individual: Neil Gray

Registered manager: Darren Williams

Inspector

Emma Fryer, Social Care Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025