

SC062074

Registered provider: Keys Education Ltd

Full inspection

Inspected under the Social Care Common Inspection Framework

Information about this children's home

This home is owned by a private provider. It offers care for up to 4 children who experience social and emotional difficulties.

At the time of this inspection, 4 children were living at the home. The inspector spoke with the children.

The manager registered with Ofsted in December 2017.

The inspector was aware during this inspection that serious child protection allegations were being investigated by the appropriate authorities. While Ofsted does not have the power to investigate allegations of this kind, actions taken by the setting in response to the allegations were considered (where appropriate) alongside other evidence available at the time of the inspection to inform the inspector's judgements.

Inspection dates: 19 and 20 May 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: 24 June 2025

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
24/06/2025	Full	Good
24/09/2024	Full	Good
31/01/2024	Full	Good
27/02/2023	Full	Good

Summary of findings

Children receive good-quality care in the home. Staff demonstrate a clear understanding of children's needs and provide care that is consistent, nurturing and responsive. Relationships between staff and children are positive and supportive, helping children feel safe, valued and heard. Staff and leaders provide a stable and caring environment where children are supported to make progress.

Inspection judgements

Overall experiences and progress of children and young people: good

Children live in a warm, welcoming and nurturing home. The environment is personalised with photos and displays that celebrate children's achievements. Children are encouraged to make choices about their home, and their contributions are listened to and acted on. As a result, children feel valued and develop a strong sense of belonging.

Children develop warm, trusting relationships with staff, who know them well and understand their individual needs. Staff provide consistent, nurturing care that supports children's emotional and practical needs effectively. Staff also work closely with children's families and professionals involved in their care to promote their safety and wellbeing. This helps children feel secure and settled in their home.

Staff prioritise children's education. Managers and staff advocate effectively to ensure that children access appropriate educational provision, taking account of their views. As a result, children are making sustained progress in their attendance and learning. When a child experiences difficulties engaging in education, staff respond sensitively. They work with the child and relevant professionals to explore alternative arrangements and ensure that the child continues to receive suitable educational support at home.

Children are supported to develop their independence skills. Staff have a good understanding of each child's strengths and areas for development. They provide tailored support that helps children make steady progress. Staff work with professionals to plan for children's futures effectively. As a result, children are suitably prepared and become increasingly confident as they move towards independence.

Children benefit from well-planned and thorough preparation before moving into the home. The manager carries out detailed assessments and works with professionals and families to plan children's moves, ensuring that appropriate support is in place. This approach helps children experience positive transitions into the home and settle well.

Children receive individualised care that is underpinned by the home's therapeutic approach. Staff have a good understanding of children's needs and how best to support them. As a result, children receive consistent, well-informed care and make good, personalised progress. However, children's views, wishes and feelings are not

consistently recorded in their care plans, which limits the extent to which they fully inform how their needs are met.

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

Staff have a strong understanding of children's vulnerabilities and respond with a caring, consistent and well-informed approach. Children's plans are regularly reviewed and updated to reflect their changing needs. This ensures that staff have clear, up-to-date strategies to help keep children safe.

Physical restraint is used as a last resort and is appropriate and proportionate. Staff use a wide range of creative strategies to help prevent incidents. The registered manager has good oversight of incidents and ensures that any learning is promptly embedded into staff practice. Discussions with children and staff are thoughtful and help children to explore their emotions and develop improved coping strategies.

When children go missing from the home, staff follow their plans and work with safeguarding partners to promote their safe return. Staff maintain effective communication and take appropriate action to reduce the likelihood of further incidents. As a result, incidents of children going missing from the home have reduced.

When children raise concerns about staff, these are responded to swiftly, and children are safeguarded. The manager works with safeguarding partners to ensure that thorough investigations take place and any learning identified is acted on. As a result, children are kept safe and feel heard.

Children receive consistent support to understand their individual risks and how to keep themselves safe. This work has contributed to a reduction in the number of incidents. However, staff do not consistently reflect on the effectiveness of this work to ensure that it achieves the intended impact and remains appropriate.

The effectiveness of leaders and managers: good

The registered manager is skilled and committed to providing good-quality care for children. She is well supported by deputy managers and senior leaders, and together they promote a strong ethos. This helps to ensure that children receive consistent care from a well-trained, experienced staff team. Staff report feeling valued by managers and well supported in meeting children's needs and keeping them safe.

The registered manager has positive and effective relationships with professionals and the important people in children's lives. This collaborative approach helps children make good progress. Feedback from professionals highlights the strength of these working relationships and how they meet children's needs.

The registered manager has effective oversight of children's care, staff practice and the day-to-day running of the home. This helps to ensure that children receive safe and consistent care. When practice falls short, the manager responds promptly and provides

appropriate support and guidance to help staff develop their skills. This approach is effective in improving staff practice.

Staff receive regular, reflective supervision that supports their development and promotes good-quality care. Team meetings provide staff with opportunities to reflect on their practice collectively and ensure that children receive good, consistent and therapeutic care.

The manager has a clear understanding of the home's strengths and areas for development and is focused on continuous improvement. Children's views and ideas are consistently considered in these plans. This has a positive impact on their experiences and the progress they make.

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

Recommendation

- The registered person should ensure that staff are familiar with the home's policies on record-keeping and understand the importance of careful, objective and clear recording. In particular, direct work with children should be clearly recorded and include reflection, to help children understand the benefit of the work undertaken. ('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: SC062074

Provision sub-type: Children's home

Registered provider: Keys Education Ltd

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

Responsible individual: Karla Dovey

Registered manager: Danielle Pearson

Inspector

Hayley Booth, Social Care Inspector

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