

SC063814

Registered provider: Break Charity

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is owned by a registered charity. It provides care for up to four children who have experienced neglect, abuse and trauma, along with family and placement breakdowns.

The registered manager has been in post since December 2019.

Inspection dates: 19 and 20 August 2025

Overall experiences and progress of children and young people, taking into account	good
---	-------------

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

The effectiveness of leaders and managers	good
---	------

The children's home provides effective services that meet the requirements for good.

Date of last inspection: 10 July 2024

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
10/07/2024	Full	Good
08/08/2023	Full	Good
25/10/2022	Full	Good
19/10/2021	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: good

At the time of this inspection, four children were living at the home. Three children had moved in since the last inspection. Staff supported one child to move back to the care of their parents. During the inspection, the inspector saw and spoke with two of the children.

Staff have warm and nurturing relationships with the children, which promotes a sense of stability. Staff provide clear routines and genuinely care for the children. Children report feeling cared for and describe building trusting relationships with staff. An independent reviewing officer commented, 'Staff are attuned to the child's needs, providing them with stability and a sense of being cared for.' This stability enables children to achieve positive outcomes in other areas of their lives.

The children are making educational progress from their starting points. Staff encourage and support good school attendance. For example, one child who had struggled prior to moving in is now attending school full time. Staff also supported another child to successfully achieve their GCSEs and progress on to a level 2 course at college. Leaders and managers work closely with the virtual school to ensure that children access bespoke learning packages tailored to their individual needs.

The staff actively promote children's future career aspirations. For example, one child, who wishes to be a criminal lawyer or a forensic scientist, has been supported to enrol on a level 3 course in criminology and forensic science.

Staff listen to children and involve them in decisions about their day-to-day care. Staff provide the children with a wide range of experiences, such as piano lessons, holidays abroad, and visits to theme parks and the seaside.

The staff support the children to prepare for their futures. They help them to learn independence skills, such as cooking, budgeting, laundry, using public transport and keeping safe online. One child has been supported to use a smart phone and social media safely through a carefully planned, gradual approach. Leaders and managers also work closely with local authorities to help prepare the children for leaving care.

Staff actively support the children to maintain positive family relationships. They facilitate regular time with parents, brothers and sisters. Staff also provide children with emotional support to help them manage the complex feelings that may arise from these relationships.

The home is spacious, well maintained and decorated. Children's rooms are decorated to suite each child's preferences.

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

Staff understand children's risks and vulnerabilities. They take account of their traumatic backgrounds in how they support and care for them. Staff are guided by an internally employed therapeutic worker through both individual and group sessions. This enables staff to reflect on their practice, enhance their understanding of children's needs and develop strategies to support them. For example, one child is supported to attend therapeutic life-story work sessions to help them make sense of their experiences and understand their journey.

Staff support positive interaction among children and help them to understand how to keep themselves safe. They consistently promote good behaviour and supportively challenge children when they are unkind to one another. Staff have regular conversations with children about online safety and associated risks. Any consequences used are restorative. However, on occasion, management oversight has not been recorded promptly.

Staff use trauma-informed strategies to help children manage their emotions. Consequently, the number of physical interventions used is low. Any use of physical restraint has been necessary and proportionate. Leaders and managers hold conversations with children and staff to learn from incidents. However, these conversations have not been consistently recorded promptly.

Children rarely go missing. When they do, staff know what to do and follow clear protocols. They immediately search for the child in the local area and notify relevant professionals, such as the police and social workers. Staff facilitate opportunities for children to speak to independent professionals on their return. However, there is no system to request that the child's local authority conduct an independent return home interview, and therefore these do not always happen. This is a missed opportunity to understand factors that may help keep the child safer.

Staff have clear rationale for any room searches and remove items that pose a risk to children. Staff include children in the process whenever possible and follow up with conversations to check on children's well-being and understanding of safety.

The effectiveness of leaders and managers: good

The suitably experienced registered manager holds a relevant level 5 diploma. She is supported by a deputy manager. The registered manager has met one requirement and two recommendations from the last inspection.

Leaders and managers are ambitious for children, speak passionately about them and recognise each child's uniqueness. Every child has an individualised plan that reflects their specific needs and incorporates the local authority care plan. Leaders and managers place children at the centre of planning, and the children's voices are listened to and valued. For example, one child expressed a wish to remain living in the home after

turning 18. Leaders and managers are working closely with the local authority to plan for this child's long-term future.

Leaders and managers work effectively with other professionals. One social worker said, 'We are working closely with the manager. Recently, two children moved into the home; we were fully involved in assessments. There has been a great deal of thoughtfulness throughout the process.' When other professionals do not respond promptly to children's needs, the manager challenges them and advocates on children's behalf. For example, one child was supported to make a complaint against the local authority and request funding for a therapeutic intervention. As a result, this child is now accessing therapeutic life-story work to help meet their emotional needs.

Staff benefit from regular and effective supervision. The registered manager also accesses clinical supervision and is routinely supervised, ensuring consistent oversight of, and reflection on, practice. In addition, staff receive further practice guidance through team meetings, when children also contribute to the agenda. A therapeutic worker attends team meetings to provide staff with additional guidance and insight into children's needs. This approach helps staff to maintain consistent focus on meeting the children's particular needs.

The home has a permanent and stable core workforce. However, recent staff sickness has led to an increased reliance on agency and bank staff. Staff report mixed experiences, while some staff describe management as supportive, others highlight low morale and a perceived divide between staff and management.

Staff use therapeutically-informed practice and record-keeping, ensuring that language in children's records is sensitive and non-judgemental. Staff write directly to the child. This promotes a child-centred approach and helps children feel respected and understood. However, some records contain gaps, and are not consistently dated or signed off, which reduces the overall quality of recording.

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.

Recommendations

- The registered person should ensure that when a child returns to the home after being missing, they request that the responsible local authority provides an opportunity for the child to have an independent return home interview. ('Guide to the Children's Homes Regulations, including the quality standards', page 45, paragraph 9.30)
- The registered person should lead a team which provides high-quality care for all children living in the home. They must lead and manage the home in a way that delivers the ethos, outcomes and approach set out in the home's Statement of Purpose. In particular, the registered manager should ensure that staff work as a team where appropriate. ('Guide to the Children's Homes Regulations, including the quality standards', page 52, paragraph 10.4)
- 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. ('Guide to the Children's Homes Regulations, including the quality standards', page 62, paragraph 14.4)

Information about this inspection

The inspector has 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: SC063814

Provision sub-type: Children's home

Registered provider: Break Charity

Registered provider address: Break, Schofield House, Spar Road, Norwich NR6 6BX

Responsible individual: Gemma Sharpe

Registered manager: Anne-Marie Rankin

Inspector

Priscilla Koroka, 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