

SC066250

Registered provider: Headway Adolescent Resources Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is owned by a private provider and offers care for up to three children with social and emotional difficulties or learning disabilities.

At the time of this inspection, three children were living in the home. All were present during inspection. Three children were seen and two were spoken to by the inspector.

The registered manager has been registered with Ofsted since July 2023.

Inspection dates: 8 and 9 April 2025

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: 16 July 2024

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
16/07/2024	Full	Good
09/08/2023	Full	Good
12/04/2022	Full	Good
21/04/2021	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: good

Children said that they feel safe at the home and enjoy living there. They describe positive relationships with staff and that if they feel worried or upset, they can talk openly to staff. Staff show warmth and friendliness towards children. They speak to children in a kind and caring manner and there is laughter and fun, revealing the positive relationships that staff have built with children.

Most children attend school each day or engage in learning and educational activities. However, despite staff efforts, one child has not attended school for two months and is not receiving any learning. As such, they are not progressing in their education or preparing for their forthcoming exams. The child spends extended periods of time in their bedroom, with a lack of daily structure or wider opportunity to help them prepare for the next stages of their life. The child is at risk of isolation due to lengthy periods not engaging in school or with friends, although they spend time with staff and going to the shops.

Staff support children to participate in regular outdoor activities and weekend days out. Children have visited the arcade and funfair, and staff have taken them go-karting and to the seaside, so children enjoy social time together in the community. Staff help children maintain positive relationships and enjoy quality time with family members and people that are important to them.

Children regularly express their views, wishes and feelings. These can be expressed in natural and open conversations with staff within the home or during activities, or in formal sessions. Staff support children to understand a range of topics in a child-friendly and meaningful way.

Professionals said that staff attend all meetings and there is effective communication between school and home, and they have good working relationships. They said that children describe positive relationships with staff and that the registered manager responds to guidance and support from previous carers to ensure that children are provided with the best care.

The home environment is well presented and cosy for children. There are soft furnishings and pictures on the wall, so it feels homely. However, the garden is cluttered and has items which need disposing of, which detracts from the homely feel.

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

Staff use a nurturing approach in the home, and there is no use of restraint. Staff understand the risks around children going missing and support children to recognise these and help them stay safe. Recently, two children have been going missing together.

Staff understand missing protocols and follow them. They search for children and work with external professionals to return children safely to the home.

Children have access to a range of devices with internet access, and there are robust filtering systems in place. Staff have supported children to understand how to keep themselves safe online and the younger children happily hand in their devices at bedtime, reducing the risks overnight. One child said he understands online risks and if a stranger tried to contact him online, he would immediately tell staff.

When children move on from the home, the registered manager ensures there are smooth transitions in place, so children are fully prepared, which helps alleviate any anxiety. Staff support children to go for visits, stay for tea and sleep overnight at new placements to ensure children feel comfortable and are prepared for the move.

There has been one medication error in the home since the last inspection. In response, the registered manager arranged for all staff to complete online training and receive additional face-to-face training in a team meeting. Involved staff also completed competency testing. There have been no further errors reported.

The home's location assessment supports staff to recognise and understand the risks in the local area, while considering the needs of children in the home. It provides an overview of resources and services in the area.

Since the last inspection there have been no concerns raised about staff practice.

The effectiveness of leaders and managers: good

The registered manager is very experienced and has a particularly good understanding of the home and how to ensure children live in an environment where they can flourish. She is enthusiastic about the care provided to children and has supported and guided staff so they can meet children's needs in a trauma-informed way.

Staff said they enjoy working at the home and have built positive relationships with children. Staff share examples of progress, which shows they understand children. Staff said they feel very well supported by leaders and managers and have regular supervision and valuable team meetings. They described an approachable and available registered manager who is always willing to help.

The home is very settled. Most staff have worked in the home for a long time, providing children with stability and consistency. Only one staff member has left the home since the last inspection.

Leaders and managers have high expectations for the home and want to ensure that the nurture, love and strength provided to children continue. They recognise the aspirations that staff have for children and how connected they are to them, which supports good

outcomes. Leaders have anticipated upcoming staffing changes and have a robust interim plan in place, so children receive ongoing stability and consistency in the home.

Leaders and managers have good oversight of the home and provide regular team meetings and supervision for staff. There is also support from a clinical team that offers guidance and advice to staff in each team meeting. This helps staff discuss any concerns or issues so they can ensure that children receive specific support tailored to their needs.

Staff training is comprehensive and in line with the statement of purpose. The registered manager has arranged additional and specialist training to ensure that staff understand children. This includes training to address health and cultural needs. All staff have relevant qualifications or are working towards obtaining them.

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 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; promote opportunities for each child to learn informally; 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;	30 April 2025

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)(vii)(viii)(x)(b))

In particular, the registered person should ensure that all children engage in some form of education or educational activities, so they have opportunities to learn and reach their potential.

Recommendations

- The registered person should ensure that the home environment feels homely for children and not be cluttered and untidy, including the garden and outdoor areas. ('Guide to the Children's Homes Regulations, including the quality standards', page 15, paragraph 3.9)

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: SC066250

Provision sub-type: Children's home

Registered provider: Headway Adolescent Resources Limited

Registered provider address: Malvern View, Hanbury Road, Stoke Prior, Bromsgrove
B60 4AD

Responsible individual: Neil Gray

Registered manager: Peaches Kissoon-Doyle

Inspector

Emma Fryer, Social Care Inspector

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