

SC358046

Registered provider: The Senad Group Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is privately operated and there is a school on the same site. The home provides care for up to 32 children with autism, acquired brain injury and communication difficulties.

Most children living in the home return to their family home for the school holidays. At the time of this inspection, three children were registered to stay at the home, although only one child was accessing the residential provision. The inspectors spent time with the child and took their views into account as part of the inspection.

The manager registered with Ofsted in 2014.

The inspectors only inspected the social care provision at this school.

Inspection dates: 6 to 8 January 2026

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: 17 September 2024

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
17/09/2024	Full	Good
18/07/2023	Full	Good
24/08/2022	Full	Requires improvement to be good
09/05/2022	Full	Inadequate

Inspection judgements

Overall experiences and progress of children and young people: good

Staff work hard to form positive relationships with children, who value the staff and the care they provide. Children feel able to approach staff and ask for help. Staff are nurturing in their approach and patient with the children. As a result, children have formed safe and positive relationships, which have supported their progress.

Children are supported by dedicated staff who are keen for them to have positive life experiences. Children are being supported to develop their life skills every day and make good progress. Staff recognise and celebrate children's significant achievements, such as developing their independent living skills, increased education attendance and their social skills. Some children's progress fluctuates, but staff quickly identify this and adjust their support to the child. This helps children to make continuous progress.

Well-thought-out transition plans give children every opportunity to have a positive start when moving into or on from this home. The manager gathers information to develop the team's understanding of the children's needs. The suitability of children living together is fully considered. Consulting children already living at the home about the arrival of a new child fosters a sense of ownership and belonging, making it feel more like their home.

Children make good progress in education. Staff support this progress through being aspirational for children and advocating for them effectively. They scaffold learning outside the school environment, providing lots of opportunities for informal learning and developing life skills, alongside their formal education, which provides the encouragement that a conscientious parent would give.

Staff recognise the importance of children maintaining links with their family. Staff make every effort to ensure that children see people who are important to them. This includes supporting children to repair relationships that have become fractured with significant people in their lives.

Staff support children to flourish and have created a supportive environment where they can explore their own sense of identity without fear or shame. Children know their wishes are heard and respected. By listening and creating a safe, open space, staff help children feel understood and confident in expressing who they are.

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

Staff are confident about their safeguarding responsibilities towards the children, including whistleblowing. Staff have multiple opportunities to speak up about any concerns. This includes formal meetings such as supervision and team meetings. Managers work alongside staff members supporting the children, which provides opportunity for the monitoring of staff competence.

The team has a good knowledge and understanding of children's risks and vulnerabilities and how past experiences impact each child individually. Children's risk assessments and plans provide clarity and direction for staff. When there is an incident of concern, the manager and staff reflect on the plans and assessments, adjusting these if required. Care plans are subject to regular updating, so they accurately reflect children's risks and vulnerabilities. These plans provide staff with the direction they need to support and protect children.

Staff support children with managing their feelings and emotions. When children are upset, staff provide them with comfort and reassurance. This helps to defuse and reduce potential incidents.

The use of physical intervention is infrequent and is generally employed only as a last resort. However, on occasions when physical intervention has occurred, records have not consistently provided clear or complete information about the techniques used. In addition, management oversight and timely debriefing with staff have not always taken place. There has been insufficient clarity regarding the specific techniques applied and the duration of interventions.

Multi-agency working is a strength of the home. The manager works closely with a wide range of professionals, ensuring that children's escalating risks, including incidents of self-harm and exploitation, are quickly identified. The manager took swift action in response, including making specialist referrals, having regular meetings with the team around each child, and creating tailored protocols and safety plans to ensure that appropriate safeguarding measures were maintained. This demonstrates a proactive and well-coordinated approach to protecting the children.

Managers respond to any allegations against staff in accordance with guidance. Records of investigations show a thorough approach to managing concerns. Managers work with safeguarding partners to ensure that all allegations are shared and that investigations have been carried out, which has allowed for conclusions to be drawn and learning to be identified.

Complaints are well managed, demonstrating a thorough, transparent and child-centred approach. Concerns are acknowledged promptly, investigated objectively and documented clearly, ensuring that all parties are kept informed throughout the process. This ensures that outcomes are communicated and actions are taken to prevent recurrence and to improve relationships between all parties.

The effectiveness of leaders and managers: good

The manager has led the home through a difficult period. This has included the deterioration of one child's behaviour, requiring notice to be served on their placement. Leaders and managers made the difficult decision to identify when the home was not the best placement for a child. They recognised the impact on the safety of the child and staff.

The management team is passionate about providing children with care and nurture. Managers have created a culture of safe and caring relationships, which has filtered through the staff team. Managers lead an enthusiastic and motivated staff team. The manager is held in high regard by staff and other professionals.

Staff receive well-structured training that is tailored to the individual needs of the children. This has included trauma-informed training and sensory intervention training. All staff are either qualified or actively working towards their required qualifications. This focus on learning and development enhances staff knowledge, skills and the quality of care provided.

The staff benefit from ongoing support, reflective supervision and constant guidance from managers. This is further strengthened through team meetings and reflective practice sessions with the in-house therapy team. Staff can share their views openly and feel that their views are listened to and respected. There is an ethos of teamwork and supporting each other to meet the evolving needs of the children.

Managers work in partnership with relevant agencies. This collaborative working means that children have professionals who strive to provide good care. Parents provided positive feedback about the care and support provided to their children.

Managers complete regular audits. However, the new electronic recording system has hindered management oversight and not enabled the management team to identify inaccuracies in records relating to physical interventions. This has resulted in distorted information being shared with professionals and consequently hinders the evaluation of this information and the action they may take. Leaders and managers have taken action to rectify this.

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 In particular, the standard in paragraph (1) requires the registered person to— use monitoring and review systems to make continuous improvements in the quality of care provided in the home. (Regulation 13 (1)(a) (2)(h)) Specifically, the registered manager must ensure that there is consistent recording of information relating to children in all files. The registered manager must embed monitoring and review systems to ensure effective oversight of records made.	9 February 2026
The registered person must ensure that— within 24 hours of the use of a measure of control, discipline or restraint in relation to a child in the home, a record is made which includes— details of the child's behaviour leading to the use of the measure; a description of the measure and its duration; details of any methods used or steps taken to avoid the need to use the measure; the name of the person who used the measure ("the user"), and of any other person present when the measure was used;	9 February 2026

the effectiveness and any consequences of the use of the measure; and

a description of any injury to the child or any other person, and any medical treatment administered, as a result of the measure;

within 48 hours of the use of the measure, the registered person, or a person who is authorised by the registered person to do so ("the authorised person")—

has spoken to the user about the measure; and

has signed the record to confirm it is accurate; and

within 5 days of the use of the measure, the registered person or the authorised person adds to the record confirmation that they have spoken to the child about the measure.

(Regulation 35 (3)(a)(ii)(iv)(v)(vi)(vii)(viii)(b)(i)(ii)(c)(iv))

In particular, the registered manager must ensure that records of restraint are completed accurately and that children and staff are spoken to about the measure.

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: SC358046

Provision sub-type: Residential special school

Registered provider: The Senad Group Limited

Registered provider address: 1 St George's House, Vernon Gate, Derby DE1 1UQ

Responsible individual: Mark Ryder

Registered manager: Karen Tatham

Inspectors

Zoey Lee, Social Care Inspector

Eleanor Quanbrough, 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 <http://reports.ofsted.gov.uk/>.

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 2026