

SC386522

Registered provider: Keys Education Ltd

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

The home is operated by a private company and is registered to care for up to 3 children who may experience social and emotional difficulties.

At the time of the inspection, there were 3 children living in the home. All children spoke with the inspector to give their views about the home.

The manager has been registered with Ofsted since April 2023.

Inspection dates: 17 and 18 December 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: 12 March 2025

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
12/03/2025	Full	Good
12/03/2024	Full	Good
13/12/2022	Full	Good
20/04/2021	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: good

Children are supported by an experienced and knowledgeable manager and staff team. One child has recently moved into the home but is beginning to settle and form relationships with staff. Staff met with the child before they moved into the home, and the registered manager put a plan in place to support the child's move. The child's views and wishes were fully considered as part of the planning.

Staff have loving relationships with the children. Staff listen to children and respond sensitively to their individual needs. Children know staff care about them, and they develop a positive self-image.

Leaders and managers understand the difficulties children face in attending school. Children find group lessons worrying or they fear the school environment. Staff work proactively with teaching and school pastoral staff to help children access alternative provision. For example, children have tutoring at school or the home and are provided with additional school textbooks.

All children are registered with health services. Staff encourage children to maintain a healthy diet and lifestyle. Staff have received additional training and specialist guidance to manage one child's complex health needs. Staff administer medication safely and work with qualified nurses and dieticians when needed.

Staff regularly seek children's views and explore their individual interests and hobbies. Staff support children to enjoy a range of activities, including trips to the seaside, theme parks, and shopping trips.

Staff teach life skills to increase children's independence. Staff support children to shop and cook meals. Children have opportunities to engage in the community and have their own house keys. One child intends to attend a full-time college course and move out of the home. However, morning routines do not prepare the child for the commitments of structured education.

Staff help children's relationships with their families. Families are welcomed into the home, and staff support safe family time when needed. A parent said, 'Staff do a fantastic job, and we speak on the phone every week. They send me photos, and anything that is going on they let me know.' This enables children to retain their sense of identity and enables them to maintain their support network.

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

Staff have a good understanding of children's vulnerabilities, and known risks are clearly documented. Children are involved in writing their own plans for personal safety. Children said that staff keep them safe.

Incidents where children go missing from the home are rare. Staff try and locate children when their whereabouts are not known. Staff recognise children's vulnerabilities and follow police and local authority protocols. Children are welcomed back to the home when they do not return as agreed, and their welfare is a priority. One child did not feel the need to go missing. They said, 'I really like living here and I feel safe. I am a 'home body,' unlike how I was before I came to live here.'

Staff support children to manage their behaviours. Staff understand that children's behaviours are a form of communication and are curious about how children express their feelings. A team of therapeutic advisers provide input and ideas to promote positive behaviours. Staff demonstrate to children how to be kind and caring to one another.

The effectiveness of leaders and managers: good

A committed and devoted registered manager leads the staff team. The manager is well established in her role. Children and staff highly respect her. One staff member said, 'The manager is amazing. She knows us all so well and ensures the best outcomes for our children.'

Staff have regular supervision from leaders and managers. They share good practice and reflect on how they meet children's needs. Monthly team meetings and group staff discussions provide further opportunities for reflection and oversight. The team considers the theoretical basis of parenting styles and ways to improve relationships with children.

The staff have sufficient skills, knowledge, and experience to perform their roles. All permanent staff who have passed their probationary period have residential childcare qualifications and regular training. New staff complete safeguarding training and an induction plan before working in the home. They are supported by a more experienced colleague to mentor them and offer additional guidance.

Managers' monitoring of the operation of the home is thorough and effective. A development plan evaluates the quality of care and the progress of each child. The responsible individual and the clinical therapy team also offer support to the management team.

Social workers are happy with the care staff provide for children. One social worker said, 'It is a lovely home, and staff do all they can for [name of child]. I have absolutely no concerns.' Staff offer regular updates to review the child's plan.

The manager is a strong advocate for the children and challenges external agencies when children are not receiving the services they are entitled to.

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

Recommendation

- The registered person should ensure that staff support the child to develop self-sufficiency and structure their day in preparation for any placement move or return home. ('Guide to the Children's Homes Regulations, including the quality standards,' page 17, paragraph 13.5)

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: SC386522

Provision sub-type: Children's home

Registered provider: Keys Education Ltd

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

Responsible individual: Susan Davies

Registered manager: Kerry Hughes

Inspector

Sue Garner, Social Care Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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