

SC425859

Registered provider: Roundhouse Care

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is privately owned and provides care for up to 3 children with learning disabilities and/or social and emotional difficulties.

The manager registered with Ofsted in May 2023. They are experienced and hold a level 5 qualification in leadership and management for children's residential care.

At the time of this inspection, 3 children were living in the home. Two children spoke with the inspector about their experiences of living in the home.

Inspection dates: 24 and 25 February 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: 15 January 2025

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
15/01/2025	Full	Good
23/08/2023	Full	Good
26/09/2022	Full	Requires improvement to be good
01/03/2022	Interim	Sustained effectiveness

Inspection judgements

Overall experiences and progress of children and young people: good

Managers and staff have a good understanding of children's needs. Two children continue to live in the home and benefit from stable care from staff, who know them well. The manager worked effectively with professionals to prepare for a child's recent move into the home. As a result, the child has quickly established a routine and is making progress with their independence.

Children are in good physical health and access health services when needed. A clinical psychologist meets regularly with managers and staff to help them understand and respond to children's emotional wellbeing, taking account of early childhood experiences and any diagnosed conditions.

Managers and staff understand who is important in each child's life. This informs care planning and helps staff support children to spend time with those they care about. This strengthens their attachments, enabling them to build resilience and develop coping skills that help them achieve.

Education is promoted effectively, and most children make progress with their learning. This support helps children to achieve required examination grades, to begin vocational qualifications linked to career paths and consider options, such as colleges. When barriers to school attendance arise, managers and staff work collaboratively with parents and other professionals to resolve these.

Children enjoy a range of activities that support their interests, social skills and wellbeing. Children have positive experiences and make memories through spending time with friends and participating in activities or local clubs. Special events are celebrated, for example one child celebrated their birthday party with friends organised by staff, which supported their friendships and sense of belonging.

Managers and staff work with those important to children to agree individualised plans that support the development of independence skills. This is a particular strength of the home. Staff support children to become confident in daily practical skills, such as managing money, purchasing essential items and planning their journeys independently. This practice increases children's confidence, self-esteem and helps to prepare children for adult life.

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

Children's responses to emotional needs and associated risks are well understood by managers and staff. A social worker said, '[child's name] has responded well to the supportive, nurturing environment, they have made significant progress, and their risks have reduced.' Staff actively promote positive behaviour by writing comments of praise,

which are given to children to keep at the end of each week; one child displays these in a memory book. Staff help children reflect on their actions, including how these may affect others, and encourage responsibility through restorative tasks, such as writing an apology.

Regular discussions between staff and children develop their understanding of risk and support children to develop ways to keep themselves safe. For example, one child spoke about online dangers, and staff reinforce key messages about road safety and the risks of speaking to strangers.

Since the last inspection, there have been 2 missing from home incidents. On both occasions, staff searched promptly and contacted relevant agencies and significant adults. Children were found quickly and were welcomed home by staff. They were offered an opportunity to speak with an independent person. Information gathered informs future planning with the child and professionals about their safety and wellbeing.

Staff receive behaviour management training, including the use of physical intervention. There has been one incident requiring physical intervention since the last inspection. The incident was reviewed by the manager who spoke with the child and staff involved. Additionally, they shared information with relevant people. This practice contributes to keeping children safe.

Staff develop positive relationships with children. Over a short time, increasing behavioural incidents led to disruption within the home and, on some occasions, required police involvement. This effected the group dynamics and contributed to an unplanned move for one child. The manager ensured the child's needs continued to be met throughout the transition.

The effectiveness of leaders and managers: good

Managers are passionate, committed and have a strong understanding of children's individual needs. The manager's vision is clearly understood by staff and focuses on promoting positive experiences for children.

Staff feel well supported through regular supervision, team meetings and clinical consultations. These opportunities help them reflect on practice, develop effective approaches and ensure children's health and emotional wellbeing are promoted. The manager's regular presence in the home further enables timely support.

Children's views and wishes are consistently understood and promoted. Regular discussions with staff allow children opportunity to reflect on their week and plan ahead, supporting their emotional wellbeing and encouraging participation in decisions about their care.

Monitoring systems, feedback from children and feedback from those connected to the home are used to improve children's experiences. For example, the manager has reviewed staff language, replacing the term 'consequence' with 'learning opportunity', helping reduce any sense of shame and reinforcing a strengths-based approach.

Staff have completed mandatory training and training relevant to most children in the home. However, there are delays in arranging specialist training that the manager has identified as an area of need, limiting staff's ability to fully meet their needs. A clinical consultation has been arranged to provide interim guidance.

The home is welcoming and well furnished. Children's bedrooms are personalised and provide calming spaces. However, some parts of the home are not up to the required standard and one lounge is not accessible for children as staff are currently using it to sleep in overnight.

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 the design of the home should provide staff that sleep in the home overnight with appropriate accommodation and facilities to do so. (Guide to the Children's Homes Regulations, including quality standards', page 3.2, paragraph 17).
- The registered person should ensure that the home must meet children's basic day to day needs and physical necessities. In particular, the managers should ensure that all areas are decorated and maintained to a good standard. (Guide to the Children's Homes Regulations, including quality standards', page 15, paragraph 3.7).
- The registered person should ensure that staff can access appropriate facilities and resources to support their training needs. In particular, staff receive support and training to understand children's diagnosed conditions without delay. (Guide to the Children's Homes Regulations, including quality standards', page 53, paragraph 10.11).

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: SC425859

Provision sub-type: Children's home

Registered provider: Roundhouse Care

Registered provider address: c/o Phil Beasant Ltd, 14 Clytha Park Road. Agincourt House, Newport NP20 4PB

Responsible individual: Maurice Ryley

Registered manager: Moira Davies

Inspector

Helen Dunn, 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://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 2026