

SC429702

Registered provider: The Ryes College Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This privately run home provides care for up to four children with emotional and social difficulties and learning disabilities. Three children were living in the home at the time of inspection.

The manager registered with Ofsted in 2012.

Inspection dates: 27 and 28 January 2025

Overall experiences and progress of children and young people, taking into account	outstanding
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How well children and young people are helped and protected	outstanding
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The effectiveness of leaders and managers	outstanding
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The children's home provides highly effective services that consistently exceed the standards of good. The actions of the children's home contribute to significantly improved outcomes and positive experiences for children and young people who need help, protection and care.

Date of last inspection: 9 May 2023

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
09/05/2023	Full	Good
27/06/2022	Full	Good
06/12/2021	Full	Good
04/12/2019	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: outstanding

All three children living in the home spoke with the inspector during this inspection.

Children say that they enjoy living in the home and highly value the support they are provided with from staff. Interactions between children and staff are incredibly warm, nurturing and mutually respectful. Children's extremely positive relationships with staff have contributed to the exceptional progress they make from their starting points.

Since the last inspection, two children have moved on in a planned manner. Staff ensured children were supported to do so positively, visiting their new homes and being well prepared for their moves. Both children had made remarkable progress in the home, which enabled their successful move. Of one child, a social worker said, 'When I started working with the child, they were angry and felt misunderstood by everyone. Staff did a lot to understand them, offering acceptance and support. Staff supported the child in securing a positive identity. To this day the work they did has helped the child flourish. If they are angry now, they pick up their guitar and are able to self-reflect. That stems from the work staff did with them.'

Staff confidently use a therapeutic model of care that is embedded into their day-to-day practice. This includes the use of a highly bespoke reward system for children. Rewards successfully celebrate children's positive behaviour and have resulted in children building their self-esteem and sense of empathy towards others.

The manager is a fierce advocate for children when there are delays in finding suitable school arrangements and has challenged educational professionals. The manager organised training for staff to deliver home-schooling. Staff provided highly structured and planned educational activities that enabled children to have continuity in their learning. All children now attend school, engage well, and have high attendance. This is considerable progress from children's starting points.

Staff support children to attend college open days and seek careers advice. This has enabled children to begin to think more about their futures and to build higher aspirations.

Children are supported to take part in an excellent range of activities that meet their interests. These include outings to theatres and theme parks and regular trips to nature reserves. Children attend football practice and youth clubs. These activities have provided children with highly enjoyable experiences and have helped them to develop strong friendships with each other.

Staff understand the importance of children maintaining relationships with their families. When there are barriers to maintaining these relationships, staff provide high-quality support to sensitively build children's and families' confidence. This approach

has been successful, resulting in children spending quality time with their friends and family.

Social workers and educational professionals all provided overwhelmingly positive feedback about the care and support provided to children. Each professional reported that children have made substantial progress from their starting points, and that this is due to the exceptional care provided by staff.

The staff work hard to provide a welcoming, spacious, and stimulating environment. The house is extremely beautifully decorated. Children take pride in their spaces and can care for their own pets. Children's bedrooms are personalised and reflect their interests. However, a point for improvement is for staff to consider reviewing children's restricted access to an external learning room. The lack of review means that staff cannot be assured that this restriction is continuously proportionate and justified.

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

Staff know the children extremely well and understand their individual needs and risks. Staff regularly monitor, discuss and review children's risk management plans. Children and a clinical psychologist are fully involved in devising helpful strategies to reduce risks. These strategies are extremely thorough, followed by staff and underpinned by the therapeutic model of care adopted in the home. As a result, risks for children are significantly reduced, children are safer and difficult incidents are minimised.

Since the last inspection, there has been one occasion when a child has gone missing from the home. Staff followed agreed procedures and thoroughly searched for the child. The child was warmly welcomed on their return, and staff explored the reason for their absence. This approach supports children to reflect on their feelings and strengthens their relationships with staff.

Staff are highly skilled in de-escalation strategies to respond to children's anxieties. There has been only one incident when staff have needed to use physical intervention. This was proportionate and justified to reduce risks. Staff use extremely effective restorative consequences with children, who respond to these well. All children make excellent progress in their ability to manage their emotions because of staff's support.

All staff understand their responsibilities in raising and reporting safeguarding concerns. Children say that they feel safe and know how to raise concerns. When children have raised allegations, these have been responded to extremely well by the manager. The manager identifies necessary learning and takes prompt action to address any lapses in staff's practice.

The effectiveness of leaders and managers: outstanding

A long-standing, experienced and qualified manager leads the team confidently. They are well supported by a skilled deputy manager. Both are committed and ambitious

and have high aspirations for children to succeed. Staff say that they feel highly valued and inspired by managers.

Managers provide high-quality support for staff to further their professional development. Staff receive insightful supervision and highly reflective annual appraisals. Staff are encouraged to study, review and implement various areas of research to further improve the quality of care provided to children.

Staff attend regular team meetings and workshops. A clinical psychologist strongly influences these meetings to provide additional support for staff. As a result, therapeutic practice in this home is fully embedded, understood and delivered by staff. These approaches are making an exceptionally positive difference to children's lives.

Managers and staff have worked in the home for many years. There is a high level of staff retention. Consequently, children experience a strong sense of stability and receive excellent continuity in their care.

Staff receive a wide range of training that equips them with the skills they need to meet the individual needs of children. Most of the staff team are qualified for their role or are working towards the relevant qualification.

The manager has a strong understanding of the strengths and development areas in the support provided to children. She undertakes highly robust reviews of children's experiences and staff's practice. Feedback from children is regularly obtained and actioned with regard to any further improvements needed in the care they receive.

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

Recommendation

- The registered person should ensure that any limits on privacy and access in the home are informed by a rigorous assessment of children's individual needs. This arrangement should be kept under regular review. ('Guide to the Children's Homes Regulations, including the quality standards', page 62, paragraph 3.10)

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: SC429702

Provision sub-type: Children's home

Registered provider: The Ryes College Limited

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

Responsible individual: Anna Mynhardt

Registered manager: Sharon Broadley

Inspector

Syvanna Matthew, Social Care Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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