

SC452713

Registered provider: Greenfields Adolescent Development 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 3 children. The provider states in the home's statement of purpose that care is provided for children who have experienced social and emotional difficulties. At the time of this inspection, 3 children were living in the home.

The manager has been registered with Ofsted since November 2024. The previous registered manager resigned in September 2024.

Inspection dates: 24 and 25 February 2026

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: 9 April 2024

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
09/04/2024	Full	Good
21/06/2023	Full	Requires improvement to be good
22/11/2022	Full	Requires improvement to be good
10/08/2021	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: good

Children say they enjoy living in the home and the positive, warm and loving relationships developed between staff and children is a strength. Nurturing care is embedded throughout practice. Staff are attuned to the needs of children and they provide children with the right responses, which supports them to feel secure and parented. Staff welcome children home from school, celebrate achievements and make daily plans, keeping children at the heart of what they do.

High expectations for what children can achieve empower staff to advocate for children and give them the dedicated care that supports progress. Achievements are recognised, no matter how small, and staff work to build children's self-esteem so that they hold themselves with high regard. Children are provided with the life skills to plan for their futures and to aim high.

Education and learning are high on the agenda. Most children attend school, complete their exams and move on to higher learning or look for employment opportunities. Staff support children by taking them to view colleges or job interviews. Good challenge and advocacy occur when children are not yet in full-time education, which includes working with other professionals to get the desired outcome for the child.

Staff instil the model of care into their approach and responses to children. Children have friends over to stay, family time is encouraged and supported, and children enjoy holidays, various activities, meals out and birthday celebrations. Staff understand how each child experiences these things differently and tailor care to ensure inclusion.

Relationships with children who move on are maintained. This enables several children to keep in touch and staff continue to reach out and support them. Children are involved in their moving-on plans, so they are informed about what is going to happen and when. Equally, children participate in their planning when moving in. Since the previous inspection, leaders have learned from when planning has not been as robust as they aim for, and this has improved children's recent experiences of moving in.

The home is in the middle of a refurbishment. The lounge has recently been decorated to a style chosen by children and a new kitchen is being fitted. Children make their bedrooms their own space. Managers have continued plans to develop the home and the garden.

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

A positive safeguarding culture is embedded which promotes the safety and wellbeing of children. Staff understand their role in safeguarding. Clear communication with partner agencies, such as local authorities, takes place in response to any safeguarding concern. Should children raise any concerns about staff practice, staff actions keep them safe and

children are kept informed throughout the investigation and receive an outcome to their concern.

Staff provide children with a safe environment to live in and respond to any risk they need to manage. The creation of a gaming room centrally in the home means staff can keep children close enough to safely monitor their online world while giving children the space and trust to spend time independently in their online community. Children are accepting of boundaries, such as staff checking their mobile devices. The safe and open culture means children share concerns with staff. This approach enables children to grow in their independence within safe boundaries.

A proportionate approach to risk is child focused to enable them to have the usual life experiences. Staff frequently talk to children about safety and risk. They manage risk well and adapt their responses when needed, which children are accepting of. The positive relationships and embedded therapeutic model of care are integral to this success.

Staff are quick to respond when there is a concern about safety or a child's emotional wellbeing. Specialist support is sourced to ensure that children have access to skilled professionals. Training and work with other agencies provide staff with the knowledge to manage incidents when children may have harmed themselves, or when they need support to manage their emotions. Managers implement a reflective ethos, so staff are open to adapting approaches to better support children. The child's voice is consistently sought and listened to.

Incidents of children going missing from home have occurred but have reduced more recently. Responses to episodes of going missing are swift and escalated quickly when risk is high. Staff worry about children and show they care. They do what is expected regarding communicating with other agencies and seeking support to search for children. Children are welcomed home and their wellbeing is the emphasis of staff concern. Managers understand statutory responsibilities when children are missing from home and hold others to account when these fall short.

The effectiveness of leaders and managers: good

A smooth transition of registered managers took place with least impact to children. Leaders are ambitious for children and their staff team, set high expectations and create an open culture of acceptance, tolerance and inclusion. Leaders and managers are present in the home. They develop good relationships with children. Their presence enables them to constantly monitor and evaluate the quality of care, ensuring it meets their standards.

Children feel part of the home. Leaders create an environment where children's views are valued and acted on. Through listening to children, parents and professionals, managers continually develop the home. Managers are clear on what is working well and

where they need to do better. Strong advocacy is practised and managers are positive role models for their team, whose members advocate for the children.

Staff speak highly of the support from leaders and managers and how this aids their development. Regular feedback on the quality of care helps staff develop their practice. As children are encouraged to share their views, staff continually adapt their practice to meeting the changing needs of children. Managers take robust action when practice is not to the expected standard.

The progress of children is understood and continually monitored by staff and leaders to ensure they respond to any changing needs. Staff empower children with a 'can-do' attitude and show them they are proud of them and have high aspirations for what they can achieve.

Feedback from family and various professionals is positive, both about the quality of care and how leaders and staff communicate with them.

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: SC452713

Provision sub-type: Children's home

Registered provider: Greenfields Adolescent Development Limited

Registered provider address: 4th Floor, Parkview, 82 Oxford Road, Uxbridge UB8 1UX

Responsible individual: Melanie Grace

Registered manager: Alex Lynam

Inspectors

Darren Wickens, Social Care Inspector

Nicola Lownds, Social Care Inspector

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