

SC466378

Registered provider: Children Assisted in a Real Environment Ltd

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is privately run and provides long-term care for up to five children with learning disabilities.

The home registered with Ofsted on 29 October 2013. The manager of the home registered with Ofsted on 22 June 2022.

There were four children living in the home at the time of the inspection.

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: 10 March 2025

Overall judgement at last inspection: Outstanding

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
10/03/2025	Full	Outstanding
03/01/2024	Full	Outstanding
09/03/2023	Full	Outstanding
05/05/2021	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: good

Children are settled in this home and they achieve significant progress from their starting points. The children's personalities are reflected throughout the home and in their personal spaces. The home is comfortable, warm and welcoming. However, some hazardous substances were not being stored safely on the day of the inspection.

Children benefit from caring staff who know them well and are attuned to their needs. Care is taken to ensure that children's day-to-day routines are consistent so that children are aware of what will be happening throughout the day. This promotes a sense of stability and wellbeing for the children.

Children's health and emotional needs are promoted. Staff ensure that children who experience barriers to accessing healthcare are sensitively supported. For example, one child who experienced distress when attending health appointments now attends all appointments with the support of staff and parents. Staff prepared the child by using social stories. Staff also ensure that children eat a healthy diet. This has led to improvements in the health of all the children, and notably for one child, for whom there has been a significant reduction in concerns about their health.

Children are engaging well in education. They benefit from good attendance at school, where staff know them well. Some of the children had previously had poor experiences at school, but they are now able to confidently engage in their lessons. One child has recently moved to college. Staff understand how challenging this transition is and are exploring all avenues to ensure that they feel well supported.

Children also benefit from key-worker sessions, in which they are supported to learn practical independence skills. As a result, children are able to undertake a variety of tasks confidently, such as cooking, doing laundry and self-care, with the support of staff. One parent noted that their child can now do much more for themselves.

Children form positive relationships with staff. Staff use a variety of methods to share information with children and to gather their views. For example, pictorial templates are used during children's meetings to assist with communication. This helps staff to consult with children effectively and enables children to make choices about their activities and routines.

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

Children are supported in an age-appropriate way to understand risks and how to stay safe; this includes using social stories and other communication tools. Children understand that they can speak to staff about any concerns. Children are also supported to understand their bodies and any changes that may indicate changes in their health.

Leaders and managers are professionally curious about how to meet the needs of the children. They are acutely aware of changes in children's behaviour that may indicate that they are distressed, particularly children who communicate non-verbally. Leaders and managers have regular meetings with a therapeutic lead professional, at which the progress of the children is discussed. This supports leaders in encouraging staff to be more attuned to the reasons for children's behaviours and highlights when specialist support may be required.

When incidents occur, these are managed well. Staff have good relationships with the children and understand when they are distressed and how to support them. Behaviour support plans and risk assessments are detailed and there are effective strategies in place to support staff in responding well to children. Leaders and managers ensure that staff are debriefed following incidents and they reflect on ways to constantly improve interventions with children. However, records are not kept of all incidents and behaviours that happen in the home. This could lead to staff not being up to date with current events and behaviours and some concerns not being appropriately identified or addressed.

No physical restraints have been recorded since the last inspection. However, incident records indicate that a physical restraint has been used on at least one occasion.

The effectiveness of leaders and managers: good

Leaders and managers are ambitious for children. They are committed and influential in improving the lives of those in their care. They provide daily updates to families and seek to involve them in the care of their children. The registered manager knows the children well and models a compassionate approach to their care.

Older children who are subject to pathway plans are supported to make the transition to adulthood. The home's leaders advocate for the right provision to ensure that the children continue to receive the appropriate care and support. However, for one child who is due to leave the home, transitional support plans have been substantially delayed and staff have not escalated their concerns effectively to ensure that this is addressed promptly. This has resulted in the child not yet having details of where they will be moving to.

The staff team has regular meetings to discuss the needs of children, seasonal activities, policy and procedures and staff dynamics. This promotes clarity and consistency of practice and enables cohesive working so that the staff can meet children's needs and ensure that positive outcomes are achieved.

Training provided to staff is comprehensive and in line with the needs of the children. Staff receive a thorough induction and training is regularly updated. This ensures that staff are confident in supporting the children.

Staff receive informal and formal supervision sessions. Supervision does not consistently cover the progress of the children or evidence reflective practice. This is a missed

opportunity to ensure that staff are supported to improve their practice and their care of the children.

Staff feel they are well supported and morale is high among the staff team. This has a positive impact on children in the home, who benefit from a stable staff team who know them well.

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

Recommendations

- The registered person should ensure that staff receive supervision that allows them to reflect on their practice and the needs of the children assigned to their care. ('Guide to the Children's Homes Regulations, including the quality standards,' page 61, paragraph 13.2)
- The registered person should ensure that staff are familiar with the home's policies on record keeping and that they understand the importance of careful, objective and clear recording. In particular, ensuring that all incidents of concern are recorded, including records of restraints. ('Guide to the Children's Homes Regulations, including the quality standards,' page 62, paragraph 14.4)
- The registered person should ensure longer-term support for children to move on from the home effectively (regulation 6(2)(b)(vi)); the home has an important role in supporting each child leaving the home in the period immediately before their departure. The registered person should work with the placing authority to ensure that each child's transition is planned and help each child to prepare for leaving, both practically and emotionally. In particular, ensuring that substantial delays in transition planning for children should be escalated to the local authority. ('Guide to the Children's Homes Regulations, including the quality standards, page 57, paragraph 11.9)
- The registered person should ensure that the children's home is a nurturing and supportive environment that meets the needs of their children; they will, in most cases, be homely, domestic environments. Children's homes must comply with relevant health and safety legislations (alarms, food hygiene etc.), in particular, ensuring that all hazardous liquids are safely stored. (Guide to the Children's Homes Regulations, including the quality standards, page 15, paragraph 3.9)

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: SC466378

Provision sub-type: Children's home

Registered provider: Children Assisted in a Real Environment Ltd

Registered provider address: 144 Old Oak Road, LONDON W3 7HF

Responsible individual: Ricky Phelan

Registered manager: Carly Keys

Inspector

Angela Reid, social care inspector

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