

SC476286

Registered provider: Cambian Childcare Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

A private company owns and manages this children's home. It provides care for up to five children, who may experience emotional or social needs.

At the time of the inspection, five children were living in the home. All children were spoken to.

The manager has applied to Ofsted for registration. They were present for both days of the inspection.

Inspection dates: 2 and 3 December 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	good
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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: 18 March 2025

Overall judgement at last inspection: outstanding

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
18/03/2025	Full	Outstanding
03/01/2024	Full	Good
27/04/2022	Full	Good
15/06/2021	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: outstanding

Children live in a warm, well-maintained home, where staff provide nurturing care through shared routines and consistent practice. Staff promote positive peer relationships by encouraging play, shared experiences and interaction. One child requested a joint school photograph, demonstrating their sense of belonging. Staff display photographs of children proudly, and children speak enthusiastically about their experiences. These consistent approaches help children to build secure relationships and make progress in all areas of their development.

Staff provide exceptional support that enables children to maintain important relationships with family and friends. Parents value this effort highly. One parent is so pleased with their child's progress that they do not want them to move, despite the distance from home. Staff are tenacious in their efforts to ensure that children can attend significant events, such as an award ceremony, demonstrating to children that they are valued and helping them sustain meaningful connections. They also respect children's preferences, such as returning to the home to sleep after visits, which promotes children's sense of security and well-being.

Children's views are actively sought and respected. Meetings are held regularly and planned thoughtfully, giving children meaningful opportunities to share their ideas. The manager reads each child's contributions carefully and responds in writing, demonstrating genuine respect for their voice. Responses consistently recognise children's positive behaviour and their kindness towards each other.

Children benefit from creative therapies, which support their emotional well-being. One child has developed noticeably greater self-confidence through these sessions, and all children are making progress in building relationships. Input from a creative therapist strengthens staff's ability to engage effectively. Staff and managers show a strong commitment to individualised support and consistently apply therapeutic models recommended by professionals.

Staff meet children's heritage and cultural needs. Two children are supported to shop at a variety of cultural shops for food, giving them choice. One child is supported to visit a place of worship, giving them opportunity for learning and exploration of faith. The diverse staff team celebrate and promote culture through working closely with families and community resources, supporting children's understanding of their own and other's identity.

Staff consistently promote education and advocate for each child's individual needs. They use the positive relationships they have built to reduce children's anxiety and increase their confidence in attending school. When children are unable to attend school, staff provide creative learning opportunities to support their education. Although staff have a

good understanding of children's academic levels, there are no formal processes to monitor progress or escalate this to the virtual school and other agencies if required.

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

Staff demonstrate curiosity and a strong understanding of children's experiences and how these influence behaviour. They provide attentive care during and after incidents and use restorative discussions that avoid shame. Physical interventions are proportionate and have remained minimal because staff understand children's behaviour well, resulting in a happy and stable home.

Staff respond to children's needs in ways that are thoughtful and proportionate, and they record these actions clearly. Since the last inspection, only one restrictive measure has been needed, reflecting the calm and supportive environment staff create. Any restrictions are agreed and regularly reviewed, and children's plans explain the rationale for these measures well. Staff frequently offer praise and encouragement, which helps children to feel valued and builds their self-esteem. As a result, children are developing emotional resilience and making progress in their emotional development.

Children develop strong and secure relationships with staff, who know them well and understand the importance of these connections for their progress, particularly for those with significant attachment histories and multiple home moves. Staff nurture friendships and welcome children's friends into the home, helping children to feel included and valued. Birthdays are celebrated in ways that reflect each child's interests and demonstrate that staff care deeply. Friends are invited to these celebrations, showing that staff actively support children's developing relational connections. As a result, children feel a sense of belonging and experience positive emotional development.

Children build strong and secure relationships with staff, which helps them feel safe and supported. As a result, no children have gone missing since the last inspection. Staff know children well and work alongside them to agree boundaries and develop independence plans. Two children are being supported to safely use mobile phones as they spend more time independently in the community. Individualised plans are in place should a child go missing, ensuring a clear and effective response.

Staff give children time, space and encouragement to share their views. Planned and spontaneous key-work sessions provide nurturing, reflective and supportive interactions. Staff also use pictorial facial representations to offer alternative ways for children to communicate their feelings. In addition, an online reporting forum enables children to share concerns directly with their teacher or social worker, promoting transparency and clarity. These approaches help children feel listened to and valued and strengthen their confidence in expressing their views.

The effectiveness of leaders and managers: good

The manager leads with passion and high aspirations for children. His commitment to positive outcomes ensures children enjoy a wide range of enriching experiences, including holidays abroad and varied activities.

Staff say they feel valued, which promotes good retention and provides stability for children. Senior leaders' strong leadership is evident in staff practice. Staff say they feel well supported and speak highly of the leadership team, resulting in an exceptionally motivated workforce that delivers consistent care for children. New staff say their induction has been a positive experience, and one agency worker has chosen to become permanent as a result.

The manager invests in staff development through targeted training that builds understanding of children's needs. All staff have completed or are working towards the Level 3 Diploma in Residential Childcare and receive specialist training to meet the individual needs of the children.

Children's records are detailed and well organised. The manager demonstrates thorough oversight and professional curiosity about children's experiences. Safeguarding is embedded through supervision and team meetings, and staff understand whistleblowing procedures. When practice falls short, the manager acts promptly and communicates effectively with partner agencies, strengthening confidence in safeguarding arrangements.

Reflective practice is strong. Team meetings are well attended and include learning opportunities through scenarios and input from external therapists, deepening staff understanding of children's needs.

Children have effective care plans, although some do not yet reflect recent incidents or learning. While this does not currently impact children, it limits new staff's ability to access up-to-date guidance quickly. Staff know how to access information and continue to build their knowledge of each child's needs.

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

Recommendations

- The registered person should ensure that children's case records must be kept up to date with new and relevant information detailing children's current needs. ('Guide to the Children's Homes Regulations, including the quality standards,' page 62, paragraph 14.3)
- The registered person should ensure that where children placed in a home are not participating in education because they have been excluded or are not on a school roll for some other reason, the registered person and staff must work closely with the placing authority so that the child is supported and enabled to resume full-time education as soon as possible. In the interim, the child should be supported to sustain or regain their confidence in education and be engaged in suitable structured activities. ('Guide to the Children's Homes Regulations, including the quality standards,' page 28, paragraph 5.15)

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: SC476286

Provision sub-type: Children's home

Registered provider: Cambian Childcare Limited

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

Responsible individual: Eleanor Brammer

Registered manager: Post vacant

Inspector

Chris Haines, Social Care Inspector

Rebecca Barker, Social Care Inspector

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