

SC483710

Registered provider: Horizon Care and Education Group Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This privately run children's home provides care for up to 3 children who may experience emotional or social difficulties.

At the time of inspection 3 children were living in the home.

A manager has been in post since February and has submitted their application to register with Ofsted. The manager was present throughout the inspection.

The inspection started on 2 June 2026. The inspector returned on 17 June to gather additional evidence in line with [Ofsted inspections and visits: deferring, pausing and gathering additional evidence](#) policy.

Inspection dates: 2 and 3 June 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: 13 May 2025

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
13/05/2025	Full	Good
28/08/2024	Full	Good
23/08/2023	Full	Good
11/01/2023	Full	Good

Summary of findings

Staff spend time with children and know them well. Staff respond to children's wishes and feelings and support children to access activities they enjoy. Staff promote children's health and education working well with other agencies to meet children's needs. Staff develop relationships with people who are important to children to support lasting connections. Staff understand children's risks and take action to reduce harm. Leaders learn from incidents to improve practice and take action where practice falls short. Staff receive training to enhance their care of children. Staff feel well supported by the manager.

Inspection judgements

Overall experiences and progress of children and young people: good

Staff build positive relationships with children through time spent with them. Staff speak positively and purposefully to children to show them they are valued. Staff maintain these positive relationships when children move on from the home to ensure that children feel secure. Children are celebrated by staff when they return to visit the home and know they are kept in mind.

Staff seek children's views on how the home is decorated and how the space is used, leading to a greater sense of ownership. Staff support children to personalise their bedrooms giving them an opportunity to express their individual style by showcasing their interests and displaying items that are important to them.

Staff know children's health needs and ensure that services are in place to support them. Staff spend time with children talking about their physical health and emotional well-being, creating an open culture and ensuring that opportunities to support them are promoted.

Staff understand the value of education and are aspirational for children. They work closely with relevant professionals to seek the right provision for children, ensuring that their individual needs are understood. Children are encouraged to take part in extracurricular activities such as the Duke of Edinburgh's award and rock-climbing sessions. This has a positive impact on children's skills and confidence.

Staff support children to access a range of activities including rugby and creative arts. This provides opportunities for friendships and community connections to develop. Staff could provide children with a clear structure of activities to better support their individual needs.

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

Staff know children's individual risks when they go missing. Close relationships are built with children's families and friends to help find children and support their safe return. Time is spent with children to increase their understanding of the risks in the community. Staff work closely with the police and professionals to ensure that children are actively sought when they are missing and that all information known about children's connections is shared.

Children's individual risks are well understood by staff. Staff take appropriate action to keep children safe, adapting their practice as children's needs change. Following incidents, children's plans are updated and reflections are sought with the organisation's therapist to provide a greater understanding of children's behaviours.

Staff take appropriate action to support children who use substances. Clear boundaries are in place if staff suspect children possess items that may cause them harm. Staff work with children to educate them on the effects of substance misuse, including seeking support from and promoting children's engagement with specialist services.

There are measures in place to ensure that children are safe online. Staff talk to children about the risks of technology and media use. Children understand the restrictions in place to keep them safe and the plans to increase their safe independent use.

Staff support children if they want to make a complaint. The manager sends the child a letter confirming the actions taken in response to any concerns raised and the complaint outcome. Where the outcome may not be in line with the child's wishes this is explained to them appropriately.

New staff are recruited safely ensuring children are cared for by suitable people.

The effectiveness of leaders and managers: good

The manager promotes a positive caring culture in the home and staff say they feel supported by her. The manager has effective oversight of staff practice and ensures that effective action is taken to address shortfalls in practice.

The manager works closely with partner agencies and families to ensure consistent care for children. Professionals spoken to were positive about the manager and report that she advocates well for children living in this home.

Staff have access to training specific to the individual needs of children and, as a result, they feel confident in their roles. When the manager identifies additional areas for staff development, she spends time with staff increasing their knowledge and understanding in these areas.

Staff receive regular supervision that is reflective and has identified actions to improve the quality-of-care children receive. Team meetings take place regularly and are well attended by the staff team. Staff use this time to reflect on their day-to-day practice and

discuss how they can best support children living in the home to ensure that they are equipped to respond to children's developing needs.

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

Recommendations

- The registered person should ensure that children are offered a wide range of activities, both inside and outside the home, and are encouraged to participate in those activities. Staff should support children to take part in clubs, volunteering and leisure activities and have a structured plan where this suits their individual needs. ('Guide to the Children's Homes Regulations, including the quality standards', page 31, paragraph 6.5).

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: SC483710

Provision sub-type: Children's home

Registered provider: Horizon Care and Education Group Limited

Registered provider address: C/O DWF Company Secretarial Services Limited, 1 Scott Place 2 Hardman Street, Manchester M3 3AA

Responsible individual: Alexander Lee

Registered manager: Post Vacant

Inspectors

Rebecca Barker, Social Care Inspector
Nile Blanchard, Social Care Inspector

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