

SC484134

Registered provider: Kedleston (High Peak School) Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is owned and managed by a private company. It provides care for up to four children who may have social and emotional difficulties and/or learning disabilities.

This children's home shares the same grounds as a school. The inspectors only inspected the children's home.

At the time of this inspection, two children were living in the home.

The manager registered with Ofsted in December 2020.

Inspection dates: 11 and 13 February 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	requires improvement to be good
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The children's home provides effective services that meet the requirements for good.

Date of last inspection: 23 January 2024

Overall judgement at last inspection: outstanding

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
23/01/2024	Full	outstanding
29/11/2022	Full	good
03/02/2022	Full	good
03/03/2020	Interim	declined in effectiveness

Inspection judgements

Overall experiences and progress of children and young people: good

Staff work hard to build good relationships with children. These relationships provide the foundation for children to flourish. Children enjoy living in this home. A social worker said that one child identifies the other children they live with as 'brothers.' Children choose to maintain relationships with staff when they move out of the home. This shows the success of the relationships staff build with children.

Children who move out of this home in a planned way experience carefully considered transitions that are informed by their views. Managers advocated for one child to ensure that the correct support was in place. As a result, this child had a successful move into their new home.

Children's health improves because of the care provided by staff. Staff work closely with health professionals to ensure that children's health needs are met. Staff support children to learn to manage their own health needs and develop healthy routines. This helps children to learn life skills for their future.

Staff are ambitious for children and support them to develop a positive attitude towards learning. Children attend school in line with their individual plans and make progress from their starting points. Staff build on the opportunities that children access in school. For example, one child was introduced to skiing in school, and staff supported the child to pursue this as a sport. Subsequently, this child has won several awards at skiing competitions.

Staff support children to take part in a range of activities. This enables children to pursue their own interests and talents. Staff encourage children to form friendships with other children. Staff celebrate children's achievements, which helps children to develop self-confidence. Staff capture children's memories and achievements in records and photos. This provides children with an important record of their childhood.

Children's views about the care that they receive are routinely sought. Children understand how their views have been considered and responded to. Staff support children to contribute to care planning meetings. This ensures that children's views inform decisions that are made about their care.

Staff nurture relationships between children and the people who are important to them. This helps children to maintain relationships and build on their support networks for the future. Good communication between staff and parents creates continuity between home and family. Staff support parents to understand the evolving needs of their children.

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

Children's known risks reduce because of the care they receive from staff. Staff understand their safeguarding roles and responsibilities. Staff understand the needs of the children well and take a conscientious approach to keeping children safe.

Routines and boundaries are in place, and positive behaviour is rewarded. Children are involved in identifying their own incentives and rewards. This helps children to take responsibility for their own behaviours. Staff support children to manage difficult feelings safely, and as a result, unsafe behaviours have reduced.

Children rarely go missing from home. When children are missing from home, they experience coordinated responses from staff. This ensures that children are located quickly. When children return home, they are given the opportunity to speak to an independent person, which helps staff to understand the reasons why children go missing.

Staff rarely hold children and only do this as a last resort and only when necessary to keep them safe. When children have been held by staff, they are given the opportunity to share their views about this. This helps practice in this area to remain safe.

Children are enabled to take risks in line with their individual abilities. This helps children to develop their independence skills, confidence, and social skills. For example, one child has learned to plan journeys and travel independently.

The effectiveness of leaders and managers: requires improvement to be good

A permanent and suitably experienced registered manager manages the home. The manager is visible in the home and leads the staff team by example. The manager has good relationships with children. Children identify the manager as a person they can share any worries they have with.

Staff are overwhelmingly positive about the support they have from the management team. Staff enjoy working in this home and feel supported by the manager. There is a full staff team in place, which ensures that children are cared for by familiar adults.

Induction arrangements for staff new to the home are effective. Staff access a wide range of training that gives them the skills to care for the children. Staff feel valued and contribute to decisions made about children's care. Staff access regular supervisions and team meetings. This motivates staff and helps them to remain enthusiastic about their role.

The manager has built positive working relationships with partner agencies, which promotes a team around the child approach. Feedback from professionals is positive. However, the manager has not consistently delivered appropriate challenge to

professionals when children's needs are not met. This does not ensure that matters are resolved quickly for children.

Monitoring and review systems are not always effective. The manager has not identified inaccuracies and gaps in children's records. As a result, children's records do not consistently evidence the rationale for decisions made about children's care and are not always clear. This does not help children understand why things have happened or provide them with a reliable record for the future.

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

Statutory requirements

This section sets out the actions that the registered persons must take to meet the Care Standards Act 2000, The Children's Homes (England) Regulations 2015 and the 'Guide to the Children's Homes Regulations, including the quality standards'. The registered persons must comply within the given timescales.

Requirement	Due date
In meeting the quality standards, the registered person must, and must ensure that staff— if the registered person considers, or staff consider, a placing authority's or a relevant person's performance or response to be inadequate in relation to their role, challenge the placing authority or the relevant person to seek to ensure that each child's needs are met in accordance with the child's relevant plans. (Regulation 5 (c)) Specifically, in circumstances when the registered person feels that another professional is not meeting a child's individual needs, they should use escalation processes to resolve this quickly.	26 March 2025
The leadership and management standard is that the registered person enables, inspires, and leads a culture in relation to the children's home that— promotes their welfare. In particular, the standard in paragraph (1) requires the registered person to— ensure that the home's workforce provides continuity of care to each child; understand the impact that the quality of care provided in the home is having on the progress and experiences of each child and use this understanding to inform the development of the quality of care provided in the home; use monitoring and review systems to make continuous improvements in the quality of care provided in the home. (Regulation 13 (1)(b) (2)(e)(f)(h))	26 March 2025

Specifically, the registered person must ensure that management monitoring and review systems are effective.

In addition, the registered person must ensure that children's records are accurate and detail the decisions that have been made about their care.

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: SC484134

Provision sub-type: Residential special school

Registered provider: Kedleston (High Peak School) Limited

Registered provider address: Unit 7 Brook Business Centre, Cowley Mill Road,
Uxbridge, Middlesex UB8 2FX

Responsible individual: Post vacant

Registered manager: Tracey Hill

Inspectors

Sally Griffiths, Lead Professional Quality Assurance Regulation and Social Care
Gareth Dakin, His Majesty's Inspector

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