

SC488439

Registered provider: Keys Education Ltd

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is operated by a private provider and offers care for up to three children who experience social and emotional difficulties.

At the time of the inspection, three children were living at the home. All the children have lived in the home since the last inspection. During the inspection, the inspector spoke to all three children to hear their thoughts about living in their home.

The manager registered with Ofsted in August 2019 and is suitably qualified.

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: 26 February 2025

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
26/02/2025	Full	Good
13/02/2024	Full	Good
09/11/2022	Full	Good
12/08/2021	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: good

There is a warm and welcoming environment where children feel safe and valued. Bedrooms are spacious and personalised, giving children the chance to make them their own. Adults and children have thoughtfully decorated the home with festive touches such as fairy lights, a Christmas tree, and individual stockings for each child. Photographs and toys add to the homely, family atmosphere, creating a sense of belonging and comfort.

Children spoke positively about living here. They said they feel safe, enjoy spending time with staff, and 'would not change anything.' Children appeared comfortable and at ease in their surroundings, showing that they feel settled and happy.

Staff spend quality time with children, and interactions are warm, friendly, and caring. Staff make sure children are listened to and that their views shape what happens. Weekly meetings give children the chance to plan menus, choose activities, and raise topics that matter to them. They take part with confidence and even write to senior leaders when they want to share ideas, showing how empowered they feel. The manager supports children to attend their own meetings, and advocacy is available when needed, showing a strong commitment to rights and participation.

Children's education is a clear priority for leaders and managers. Two children attend school regularly, and professionals state that staff provide consistent support to ensure learning remains a focus. For the child who is not currently attending school, staff maintain structured daily routines and ensure that schoolwork is completed. Educational visits, such as trips to museums, are arranged to provide meaningful and stimulating learning experiences.

Staff support children to attend health appointments and follow up any actions promptly when required. Staff work closely with the in-house therapist who provides practical guidance on children's care plans and strategies to support children's emotional well-being. This helps staff feel confident and consistent in their approach, ensuring children receive informed care that supports their overall health and happiness.

Children have opportunities to enjoy new experiences. Activities range from outdoor games and pamper nights to trips like train and truck spotting. Holidays are planned, with past breaks including a caravan trip to Wales and a holiday to Benidorm. Children's memory books capture special moments such as charity events, trips, and family celebrations, helping children feel proud and connected to their community.

Family relationships are supported effectively. Family time is planned and supervised when necessary, ensuring safety and positivity. Children are helped to maintain links with their brothers, sisters and extended family, promoting stability and continuity of

relationships. Families and professionals speak highly of the support provided. They describe communication from staff as excellent and praise the commitment shown to children's well-being and progress.

Children are supported to develop independence skills at a pace that meets their individual needs. One child has made some progress in budgeting and cooking, supported by consistent guidance from staff. The manager demonstrates flexibility and understanding by adjusting approaches when needed, ensuring progress happens at a pace that the child feels comfortable with.

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

Children are kept safe through strong safeguarding practice and trusting relationships that allow them to speak openly with staff and the manager.

Leaders respond promptly to concerns and incidents, ensuring procedures are followed and children receive support and are kept safe. Learning from incidents is embedded through actions such as safeguarding refreshers sessions, professional boundaries training, and increased supervision. Safety arrangements have strengthened following an incident, with additional measures introduced, including door alarms and closer supervision. Restrictive measures, such as door alarms and window restrictors, are in place to promote safety and are proportionate and in the best interests of children. Leaders and managers recognise the importance of reviewing these arrangements regularly to ensure that they remain appropriate and necessary.

Online safety is actively promoted. Firewalls and parental controls are in place, and staff monitor children's Wi-Fi use regularly. Children take part in online safety sessions, and staff check phones when necessary to help keep everyone safe.

Staff talk to children about keeping safe through purposeful, well-structured sessions. These focus on clear targets such as stranger danger, self-esteem, and building positive peer relationships, which remain in place until achieved. Additional sessions cover important topics like managing emotions, personal hygiene, and honesty. The registered manager reviews children's progress monthly. In addition, the therapist contributes by setting targets every six months, and staff have regular discussions to ensure a joined-up approach.

Leaders and managers have a clear understanding of each child's individual vulnerabilities. Plans are detailed and personalised, giving staff clear guidance and promoting consistent, safe care. Overall, safeguarding practice is effective. When a delay in reporting an incident occurred, leaders acted promptly to address this through retraining and reinforcing policy, demonstrating a commitment to learning and improvement.

There have been low-level medication errors which were promptly managed, with learning implemented and accountability improved following staff training. However,

during the inspection, the medication cupboard key was found in an open key cupboard with the key left in the door. This arrangement does not fully ensure the security of controlled medication.

The effectiveness of leaders and managers: good

The registered manager has a clear understanding of the home's strengths and areas for development. Learning from incidents has led to positive changes, including therapeutic input, and regular staff supervision sessions. Leaders remain focused on developing staff skills, and improving the environment, while maintaining clear and effective communication.

Auditing and monitoring systems are strong and give the manager clear oversight of practice within the home. These processes help identify improvements and ensures that standards remain high.

Staff demonstrate the home's model of care in their daily practice, even if they are not always confident in describing it. Their work reflects the values and approach well, ensuring children receive care that meets their needs. The manager is aware of this and has plans in place to further embed the model into everyday language, which will help staff feel more confident in explaining what they already do so effectively.

There is now a consistent and experienced staff team in place, with the training and skills needed to provide high-quality support. This stability has helped children feel secure and build strong relationships with staff. The team works well together and shows strong commitment to children. Despite earlier staff changes and use of agency staff, the core team-maintained continuity and supported new colleagues effectively, minimising disruption for children.

Staff consistently describe the manager as approachable, supportive, and clear in communication. They feel well supported through regular supervision, easy access to guidance, and a strong focus on training and development. However, supervision and team meeting records do not always capture the depth of discussion or reflection. Notes tend to record what was talked about. This does not contribute to staff's professional development, ongoing improvement, and manager oversight. This shortfall was also identified in the previous inspection.

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

Statutory requirements

This section sets out the actions that the registered person 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 person must comply within the given timescales.

Requirement	Due date
The registered person must make arrangements for the handling, recording, safekeeping, safe administration and disposal of medicines received into the children's home. In particular the registered person must ensure that— medicines kept in the home are stored in a secure place so as to prevent any child from having unsupervised access to them; (Regulation 23 (1) (2)(a))	30 January 2026

Recommendation

- The registered person should ensure that supervision records and team meeting minutes are strengthened to include reflective commentary and greater detail. (Guide to the Children's Homes Regulations, including the quality standards, page 39, paragraph 8.5)

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: SC488439

Provision sub-type: Children's home

Registered provider: Keys Education Ltd

Registered provider address: Maybrook House, Third Floor, Queensway,
Halesowen, West Midlands B63 4AH

Responsible individual: Mark Ducker

Registered manager: Annette Warrilow

Inspector

Karen Hallam, Social Care Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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