

SC489820

Registered provider: Potensial Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is operated by an independent national company. The home provides care for up to four children with special educational needs and/or learning disabilities have. There are currently two children living at the home. Both children were seen and spoken to during the inspection.

The manager registered with Ofsted in March 2024.

Inspection dates: 9 and 10 July 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: 3 June 2024

Overall judgement at last inspection: requires improvement to be good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
03/06/2024	Full	Requires improvement to be good
02/01/2024	Full	Requires improvement to be good
06/09/2022	Full	Good
04/08/2021	Full	Good

Inspection judgements

Overall experiences and progress of children and young people: good

Children have made progress, particularly in their capacity to communicate. They are now able to share their views and wishes. They are involved in the day-to-day choices at the home, such as what they would like to have for dinner. Staff have found creative ways to enable the children to develop their independence skills. For example, one child has their toiletries available to them in travel-sized bottles, which means they are less dependent on staff to support them. Another child has found a hobby in gardening. The staff have supported this passion by providing a shed with some gardening tools and raised beds for them to look after. The child's parent said that their experience of the home is very positive. They described the staff as 'dedicated' and 'committed'. The parent sees their child thriving in the home environment. They feel that the addition of gardening has helped them learn to manage their emotions in a positive way and has given the child meaningful life skills that they can take forward.

The children attend school. Staff have regular contact with teachers to support the children's learning and development. This has been particularly important in ensuring a cohesive approach between school and home in terms of behaviour management.

Staff have a strong relationship with fellow professionals and the children's families. Feedback from professionals and parents has been positive, citing strong communication with the manager. They feel that staff know the children well. Fellow professionals note how well attuned to the children's needs staff are and praise their understanding of the children's inner world.

Children were observed to be relaxed and happy with the staff. Staff support them to enjoy a variety of activities in the home and local community. However, activities are not always well planned, and children are not supported to broaden their interests or expose themselves to new experiences. It is not always clear to the staff what funding is available to support activities.

The home environment is much improved from previous inspections, and there is evidence of more pride being taken in the home and garden. Children's bedrooms evidence the progress children have made in being able to accept decorations and furnishings. The rooms now feel homely and cared for. Some areas retain an institutional feel, for example there is a display of formal information in the entranceway behind a plastic frame. Some repairs that have been completed are not to a high standard and require attention.

When children have left or are about to leave the home, planning is strong and collaborative with families and professionals. Staff are forthcoming with information that will assist the transition. They are good advocates in ensuring the children's needs and preferences are considered. The staff ensure that children spend quality time with the people who are important to them.

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

Children are safeguarded effectively at this home. Risks are well understood. Risk assessments and care planning generally support staff in understanding how to meet children's needs. Children feel safe and are able to share their worries with the staff. The staff support children to express their feelings in a positive way and help children feel heard. There have been no incidents of children having physical intervention, and children have not gone missing from the home.

The children who live at this home have complex health needs. Care planning does not always reflect those needs, and staff do not always fully understand specific diagnoses and how they affect the children. Furthermore, the registered manager does not always reach out to partner agencies for specific advice, for example to gain an occupational therapist's views on how to ensure children are safe in the bathroom. Planning does not always consider how to help children develop the skills they will need to keep themselves safe in adulthood. For example, limited support is offered to children to help them understand how to keep themselves safe online.

Where medication errors have occurred, the response has been robust. The manager has taken the time to understand what went wrong and how this could be prevented in the future. The staff followed the correct procedures on discovering the errors. The registered manager has changed the processes at the home to ensure that there is increased management oversight, which will reduce the likelihood of future mistakes.

The effectiveness of leaders and managers: good

Staff say that they are well supported by the management team, especially since the deputy manager started in May 2025. This has allowed the registered manager to begin addressing the service development plan in depth. The registered manager is aware of the home's strengths and development areas. She has a wide-ranging development plan for the home, which includes upskilling the staff in the home's chosen delivery model and improving the physical environment.

The manager escalates her concerns to partner agencies, including the local authority designated officer, but does not always notify Ofsted when incidents occur.

Training is prioritised at the home, with a high percentage of staff having completed the home's training programme. However, training is not always completed in line with the children's needs. For example, a specific communication method is cited in the care plan for one child, but this training has not been provided to ensure the staff can communicate with the child using this method.

Staff are committed to the children, and there is now a fully staffed team in place. Staff find supervision helpful, and they feel that the topics covered in the team meetings are helpful and informative. Supervision sessions are held regularly and include regular

observations of practice to ensure the best care for children. Supervision sessions and team meetings are used as reflective spaces to explore the children's needs and deepen staff's understanding of permanent issues such as safeguarding.

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

Statutory requirements

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

Requirement	Due date
The quality and purpose of care standard is that children receive care from staff who— ensure that any care that is arranged or provided for a child that— relates to the child's development (within the meaning of section 17(11) of the Children Act 1989) or health; and is not arranged or provided as part of the health service continued under section 1(1) of the National Health Service Act 2006, satisfies the conditions in paragraph (3). The conditions are— that the care is approved, and kept under review throughout its duration, by the placing authority; that the care meets the child's needs. (Regulation 6 (2)(d)(i)(ii) (3)(a)(b)) In particular, the registered manager must ensure staff have received the correct training to support the children in their care.	29 September 2025
The enjoyment and achievement standard is that children take part in and benefit from a variety of activities that meet their needs and develop and reflect their creative, cultural, intellectual, physical and social interests and skills. In particular, the standard in paragraph (1) requires the registered person to ensure— that staff help each child to— develop the child's interests and hobbies;	29 September 2025

participate in activities that the child enjoys and which meet and expand the child's interests and preferences. (Regulation 9 (1) (2)(a)(i)(ii)(iii)) In particular, this relates to ensuring that the children have access to the wider community and are supported to expand their interests.	
The health and well-being standard is that— the health and well-being needs of children are met; children receive advice, services and support in relation to their health and well-being; and children are helped to lead healthy lifestyles. In particular, the standard in paragraph (1) requires the registered person to ensure— that staff help each child to— achieve the health and well-being outcomes that are recorded in the child's relevant plans; understand the child's health and well-being needs and the options that are available in relation to the child's health and well-being, in a way that is appropriate to the child's age and understanding; understand and develop skills to promote the child's well-being. (Regulation 10 (1)(a)(b)(c) (2)(a)(i)(ii)(iv)) In particular, care planning must take into account children's specific health conditions.	29 September 2025
The registered person must maintain records ("case records") for each child which— include the information and documents listed in Schedule 3 in relation to each child; are kept up to date. (Regulation 36 (1)(a)(b))	29 September 2025

Recommendations

- The registered person should ensure the home environment is warm, welcoming and well maintained. ('Guide to the Children's Homes Regulations, including the quality standards', page 15, paragraph 3.9)
- The registered person should ensure that they notify Ofsted if there is an incident relating to the protection, safeguarding or welfare of a child living in the home which the registered person considers to be serious. ('Guide to the Children's Homes Regulations, including the quality standards', page 63, paragraph 14.10)

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: SC489820

Provision sub-type: Children's home

Registered provider: Potensial Limited

Registered provider address: Potens, 68 Grange Road West, Birkenhead CH41 4DB

Responsible individual: Bettina Jeppesen

Registered manager: Henrietta Lawson

Inspectors

Sally Shakespeare, Social Care Inspector
Katie Ratcliffe, Social Care Inspector

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