

# 2826165

Registered provider: The Beeches UK Limited

Full inspection

Inspected under the social care common inspection framework

## Information about this children's home

The home is operated by a private provider. It provides care for up to one child who may experience social and emotional difficulties and/or a learning disability.

At the time of the inspection, there was one child living in the home, who was spoken with.

The home and manager were registered in May 2025.

### Inspection date: 5 November 2025

**Overall experiences and progress of children and young people, taking into account** **good**

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

The effectiveness of leaders and managers **good**

The children's home provides effective services that meet the requirements for good.

**Date of last inspection:** not previously inspected

**Overall judgement at last inspection:** not applicable

**Enforcement action since last inspection:** not applicable

## Inspection judgements

### **Overall experiences and progress of children and young people: good**

Staff have built positive relationships with the child in a short space of time. They demonstrate a clear understanding of the child's needs and experiences of trauma, using approaches that the child responds well to. As a result, the child feels comfortable in their environment and with the adults who care for them.

The child frequently seeks out staff for conversation and support. The positive relationships between staff and the child enable them to engage in sensitive and sometimes challenging discussions, including topics related to family and substance misuse.

Staff promote a sense of belonging by supporting the child to personalise their bedroom. They also encourage the child to enjoy hobbies and interests, with boxing and fitness equipment available in the home for the child to use. The child said that they like living in the home and said staff listen to their requests.

Where there are barriers to learning, the manager advocates strongly on the child's behalf, ensuring their views are clearly communicated. When proposed decisions are not in the child's best interests, the manager appropriately challenges them to represent the child's wishes. Although the child is currently not in education, a structured daily plan is in place to provide consistency and routine throughout the day.

Staff listen to children's views through everyday interactions and conversations. The child has expressed a desire for a shed in the garden to store gym equipment, which is being progressed. The child has also requested additional time in the community to spend with their friends, which has also been agreed. The child is being listened to, and this is the cornerstone of the child trusting and respecting the adults who are caring for them.

The child is supported by staff to develop independence skills through activities such as shopping and cooking. This demonstrates their growing ability to manage daily tasks and prepares them well for the transition to adulthood.

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

Risk assessments provide staff with clear strategies to manage and reduce risk. Responses to identified risks are underpinned by a strong focus on educating the child about potential consequences. There is clear evidence of a multi-agency approach, including input from specialist services, such as substance misuse and mental health teams, to reduce risk and promote the child's welfare.

When safeguarding incidents occur, staff go above and beyond to ensure the child's safety. For example, when the child was involved in an incident in the community, the staff member responded swiftly and ensured the child was safe. Staff also made sure the child was seen by medical professionals to confirm their well-being and provide any necessary support.

When the child feels angry, staff use the positive relationships that they have built with them to support more effective coping strategies. When the child received a phone call that led to verbal aggression, staff engaged the child in a conversation and offered strategies to help them to better manage their emotions. As a result, staff can prevent escalation in behaviours, reducing the likelihood of any physical intervention.

When another child refused to return to the home, staff ensured that the child's safety plans were followed. During the periods when the child was away, staff maintained regular contact, offering food and transport back to the home. Through effective multi-agency collaboration and the sharing of key important information, staff were ultimately able to locate the child and safely return them to the home.

### **The effectiveness of leaders and managers: good**

The manager is dual registered and manages his time effectively between both homes. The manager has discussed his visions for the home. Staff speak highly of the support from leaders and managers and said that they are very approachable if staff ever need any support.

There is strong and consistent leadership within the home. The manager promotes a nurturing, child-centred culture, which is evident in the way staff respond to the child's emotional needs.

The manager has a clear understanding of the child's needs and provides targeted support. Timely referrals to external services, including health, education and therapeutic professionals, ensure the child receives appropriate support. Although the child sporadically engages with other services, this is a step in the right direction considering the child's starting point.

The manager is aware of the home's strengths and areas for improvement. A development plan is in place to support ongoing progress, complemented by independent scrutiny and regular internal audits carried out by leaders and managers. Any identified shortfalls are addressed promptly, with the manager taking timely action to ensure continuous improvements in the home.

The manager and staff demonstrate a clear understanding of the child's individual needs and the areas where additional support is needed. This is evident through the timely and appropriate referrals made to external services to ensure the child receives the specialist support they need. This approach promotes the child's overall development and progress.

Supervision sessions have action plans in place to support staff development. Leaders and managers check in with staff to ensure they are happy in their roles and to provide opportunities to discuss any concerns. However, when staff raise concerns about children or staff practice, there is no reflection or follow-up on these issues. This represents a missed opportunity to support and further develop staff skills.

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

- The registered person should ensure that staff supervision sessions provide opportunities for staff to reflect on their practice and the individual needs of any children in their care. ('Guide to the Children's Homes Regulations, including the quality standards', page 53, paragraph 10.8 and page 61, paragraph 13.2)

## **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:** 2826165

**Provision sub-type:** Children's home

**Registered provider:** The Beeches UK Limited

**Registered provider address:** S B C H House, 212 Ballards Lane, London N3 2LX

**Responsible individual:** Michelle Robinson

**Registered manager:** Gavin Willmott

## **Inspector**

Gemma McDonnell, Social Care Inspector

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