

# 1227788

Registered provider: Solent Child Care Limited

Full inspection

Inspected under the social care common inspection framework

## Information about this children's home

The home is owned by a private provider and offers care and accommodation for up to 2 children who experience social and emotional difficulties.

At the time of the inspection, 2 children were living in the home. No children have moved in or out of the home since the last inspection.

The appointed manager has submitted an application to register with Ofsted.

### Inspection dates: 17 and 18 February 2026

**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:** 25 February 2025

**Overall judgement at last inspection:** good

**Enforcement action since last inspection:** none

## Recent inspection history

Inspection date	Inspection type	Inspection judgement
25/02/2025	Full	Good
30/01/2024	Full	Good
10/01/2023	Full	Outstanding
14/12/2021	Full	Good

## Inspection judgements

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

Children have developed positive relationships with staff and think of them as reliable and trustworthy adults. Managers and staff offer children stability and a secure base from which they can make progress. As a result, both children have lived in the home for a long time; 1 child has lived in the home for 8 years. This child informed the inspector about the strides they have made with education, independence skills and family time, attributable to staff support. They also explained that staff helped them through difficult periods.

Staff prioritise the children's psychological and emotional wellbeing. They have worked collaboratively with the company's clinical psychologist to deliver life story work and therapy sessions, helping children to process their lived experiences and explore their identity. Sometimes, children experience periods of regression, usually when relationships breakdown with their peers or when they have made mistakes. Staff engage children in meaningful conversations that help them to get back on track.

Staff encourage children to engage in education, employment and volunteering. 1 child is attending school and making good progress. Until recently, the other child was attending college. However, professionals have decided it is safer for them to remain at home because they are concerned about who the child associates with and the risk of substance misuse. In the meantime, they are completing educational activities with a tutor and staff, including strengthening their independence skills. The child continues to attend their part-time job.

Staff support children to understand their health diagnosis and the purpose of their medication. However, there have been times when a child has not wanted to take their medication on a daily basis. Staff listen to their wishes and feelings in this regard but encourage children to take their medication to participate in education and employment. When appropriate, staff support children to learn how to self-administer their medication.

The children generally live well together and they have developed a nice bond. For example, the younger child enjoys drawing and gives pictures to the older child, who proudly displays them on their bedroom wall. Children are supported to strengthen their family ties providing this is safe and conducive to their emotional wellbeing.

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

Staff have a thorough understanding of children's behaviours, strengths, needs, vulnerabilities and risks. They use this knowledge and their therapeutic training to inform their interactions with children. There is a strong focus on relationship-based practice and this is effective with the children. There have been no physical interventions or complaints since the last inspection.

Children are confident that staff will help them when things go wrong. They approach staff when they feel scared, worried or confused, seeking their help and counsel. Staff skilfully talk with children about difficult topics, for example, consent, police investigations and unacceptable behaviours. Staff involve the clinical psychologist to ensure that children are receiving the same messages from adults.

Managers and staff use team meetings effectively. For example, they talk about the children's behaviour, any new concerns and work together to identify emerging risks. Managers use this information to develop a full picture of children's lived experiences and when necessary, they consult with parents and external agencies, such as schools and social workers. This proactive approach means that staff are able to anticipate risks and act before children experience significant harm.

Generally, leaders and managers take appropriate action in the context of safeguarding concerns. They share information with relevant professionals, including the police, and work with them to support children through investigations. Staff maintain positive relationships with children during these periods because they have honest conversations with them about the action they have taken and the rationale for this.

Children's risk assessments are treated as 'live documents.' Consequently, risk mitigation strategies are regularly updated and informed by children's presentation, behaviour and incidents. The strategies used by staff are necessary and proportionate and they take account of children's neurodiversity. Staff are aware of risks, understand the signs to look out for, and how to respond to keep children safe. Sometimes, the language used to describe children is negative and could result in unhelpful labels.

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

Staff advised the inspector that they are settled and happy now. However, there was a period where management arrangements were not suitable and this caused considerable stress, confusion and tension. During this period, the previous manager relaxed children's routines and boundaries but this did not work well for them and had a negative impact on their behaviours. For example, children demanding items from staff and staying on their phones until the early hours of the morning. There was a lack of cohesion between the former manager and the staff team and this impacted consistency of care.

New management arrangements were implemented in October 2025, and staff have seen a significant improvement in the home. They have confidence in their new manager's decision making and oversight, which helps them to feel psychologically safe. Boundaries and routines have been re-introduced to the children, which they have accepted. Staff are valued by their new manager, and they appreciate her willingness to learn about the children and their needs, before making any changes.

The new manager is a tenacious advocate for the children, keeping their safety and wellbeing at the centre of decisions. For example, she devised a safety plan for 1 child

who she has significant concerns about. However, their social worker voiced some reluctance. The manager was unbudgeable and reiterated the seriousness of her concerns, which were subsequently supported by police intelligence. A statutory meeting was convened and the safety plan was endorsed by all professionals, including the social worker.

Safer recruitment practices have not been as robust as they should be and overall, there has been a lack of curiosity. For example, one member of staff was dismissed from their previous role. However, leaders and managers did not explore the reasons for this, and they only partially explored the gaps in their employment. Poor safer recruitment practices have the ability to impact children's safety.

## 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, 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
<p>The registered person must recruit staff using recruitment procedures that are designed to ensure children's safety.</p> <p>The registered person may only—</p> <p>employ an individual to work at the children's home; or</p> <p>if an individual is employed by a person other than the registered person to work at the home in a position in which the individual may have regular contact with children, allow that individual to work at the home, if the individual satisfies the requirements in paragraph (3).</p> <p>The requirements are that—</p> <p>the individual is of integrity and good character;</p> <p>the individual has the appropriate experience, qualification and skills for the work that the individual is to perform;</p> <p>the individual is mentally and physically fit for the purposes of the work that the individual is to perform; and</p> <p>full and satisfactory information is available in relation to the individual in respect of each of the matters in Schedule 2. (Regulation 32 (1)(2)(a)(b)(3)(a)(b)(c)(d))</p> <p>In particular, the registered person must ensure that they explore any negative information shared in the applicant's references. Additionally, they must verify the applicant's reasons for leaving former employment where they worked with children and vulnerable adults. They should also seek written explanations for any gaps in employment history.</p>	<p>27 March 2026</p>

## **Recommendation**

- The registered person should ensure that staff record information about the child in an objective, non-stigmatising, and clear way. Adults should consider the impact that reading records in the future may have for children and should therefore record information in a way that will be helpful and clear to the child. ('Guide to the Children's Homes Regulations, including the quality standards', page 62, paragraph 14.4)

## **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:** 1227788

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

**Registered provider:** Solent Child Care Limited

**Registered provider address:** 9 St Georges Yard, Castle Street, Farnham, Surrey, GU9 7LW

**Responsible individual:** Kirsty Sheppard

**Registered manager:** Post Vacant

### Inspector:

Tara Webb, Social Care Regulatory Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://www.gov.uk/government/organisations/ofsted>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2026