

SC401927

Registered provider: Benecare Limited

Full inspection

Inspected under the Social Care Common Inspection Framework

Information about this children's home

The home is owned and operated by a limited company. It provides care for up to 4 children who experience social and emotional difficulties and for children with learning disabilities. There were 4 children living in the home at the time of the inspection.

The home has an interim manager who has applied for registration with Ofsted.

Inspection dates: 15 and 16 September 2026

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: 30 April 2025

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
30/04/2025	Full	Requires improvement to be good
23/07/2024	Full	Good
20/06/2023	Full	Good
27/02/2023	Full	Requires improvement to be good

Summary of findings

Children experience warm, nurturing and individualised care that promotes meaningful progress in emotional wellbeing, confidence, education and independence. Staff know children well, provide effective therapeutic support, advocate strongly for services and ensure children's voices influence daily life and decision-making. Children feel safe, valued and supported, benefiting from strong relationships, improved school attendance, reduced risk-taking behaviours and greater emotional resilience. Leaders and managers have good oversight, maintain high aspirations and work effectively with professionals to improve outcomes for children.

Inspection judgements

Overall experiences and progress of children and young people: good

Children receive warm, nurturing and individualised care that is tailored to their specific needs. Staff have a good understanding of each child. As a result, children develop positive and trusting relationships with staff and are supported to make positive progress in many areas of their lives.

Children's health and emotional wellbeing have significantly improved. Staff understand children's physical and emotional needs. One child has made substantial progress in reducing self-harming behaviours and is now able to verbalise their needs more effectively. Another child has progressed from spending most of their time isolated in their bedroom to actively engaging with peers, staff and community activities.

Children receive specialist support through counselling, targeted assessment, therapeutic input and educational interventions. Staff advocate strongly to secure additional services and support where required. As a result, children benefit from timely and coordinated interventions that help them overcome barriers and make sustained progress.

Children have high levels of school attendance and engagement. Staff advocate for education and support children to be in school. Consequently, children are making progress in their learning, developing positive attitudes towards education and are better equipped to achieve their individual goals and future aspirations.

Children contribute to decisions about their lives. Staff support children to enjoy a wide range of activities, family visits and community experiences. As a result, children develop a powerful sense of belonging, have enduring relationships, gain practical life skills and increase their independence in preparation for adulthood.

Children's views are listened to, respected and acted on. Staff encourage children to express their views in ways that suit their communication needs and demonstrate persistence and sensitivity in ensuring every child's voice is heard. As a result, children feel safe, happy and confident that staff will respond to their wishes and concerns.

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

Staff understand children's individual risks, vulnerabilities and protective factors. Staff contribute to and develop individual risk assessments and behaviour plans. Consequently, children receive well-planned support that reduces risks, promotes their safety and wellbeing, and helps them learn how to keep themselves safe.

Staff support children with consistent, trauma-informed approaches. Staff apply predictable routines and clear boundaries. As a result, children experience greater emotional stability, develop trusting relationships with staff and feel safe and understood.

Staff respond promptly to safeguarding concerns. Managers escalate concerns and work effectively with external professionals to reduce risks for children. Consequently, children feel safe, well supported and experience improved outcomes, including a reduction in risk-taking behaviours.

Staff provide consistent, nurturing behaviour support that focuses on understanding the reasons for children's behaviours. Staff use PACE model of care and therapeutic approaches to promote positive behaviour. Consequently, children benefit from clear boundaries, positive relationships and a safe, predictable environment.

Staff respond promptly and sensitively to emotional crises. Staff use coregulation strategies alongside opportunities for children to develop self-regulation skills and manage their emotions more safely. Consequently, children feel safer, build resilience and are better able to understand and regulate their emotions.

Staff know and understand the children they care for. However, not all staff have completed the specialist training for children who self-harm. Therefore, they do not have the information necessary to maintain up-to-date knowledge and practice.

In addition, the use of door alarms is not clearly linked to children's identified risks and needs. As a result, children may not always benefit from safe, consistent care that balances their protection with their right to privacy and independence.

The effectiveness of leaders and managers: good

Leaders and managers have strengthened oversight following recent leadership changes. Leaders have appointed a new, experienced manager from within the organisation. However, weaknesses remain in staff supervision records, which lack sufficient reflection, accountability and meaningful evaluation of practice. Consequently, leaders have limited ability to identify and address areas for improvement at the earliest opportunity.

Leaders and managers recognise their strengths and areas for improvement. Leaders demonstrate the capacity and commitment to drive continued improvement and maintain stability. As a result, the home has remained stable, with limited impact on children and continuity in the care and support they receive.

Leaders and managers have established a clear vision centred on providing nurturing, therapeutic and child-centred care. Managers place emphasis on embedding research-informed practice and developing a culture where children feel loved, valued and understood. Consequently, there is a positive shift in culture, with improved therapeutic practice, stronger relationships and increased stability in the home.

Leaders and managers demonstrate a strong understanding of children's progress and maintain high aspirations for their future outcomes. Managers monitor educational achievement, emotional wellbeing and placement stability, while working collaboratively with children's networks. As a result, children benefit from coordinated and responsive support that strengthens their resilience, enhances their life chances and helps them make sustained progress.

Leaders and managers demonstrate strong and effective partnership working. Professionals, family members and therapists consistently report positive experiences of the home. Managers communicate proactively with external agencies and provide strong challenge when responses do not meet children's needs. As a result, children benefit from coordinated support and improved access to services that promote positive outcomes.

Leaders and managers promote an inclusive environment where children are supported to explore and celebrate their identities, cultures and individuality. Staff encourage tolerance and understanding through positive role modelling. As a result, children develop confidence in their identity and respect for others.

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 registered person must ensure that all employees— receive practice-related supervision by a person with appropriate experience; and have their performance and fitness to perform their roles appraised at least once every year. (Regulation 33 (4)(b)(c)) In particular, the registered person must ensure that all staff receive regular, practice-related supervision from a suitably experienced person and that supervision effectively supports and informs annual appraisals of staff performance and fitness to undertake their roles.	30 October 2026

Recommendations

- The registered person should ensure that staff can access appropriate facilities and resources to support their training needs and should understand the key role they play in the training and development of staff in the home. In particular, all staff should receive up-to-date training appropriate to their role. Regular refreshers in self-harm and ligature awareness will ensure that their knowledge remains current and that they can effectively safeguard children and respond to emerging risks. ('Guide to the Children's Homes Regulations, including the quality standards', page 53, paragraph 10.11)
- The registered person should ensure that the home using CCTV or other monitoring equipment has a written policy describing how this will support the safeguarding and wellbeing of those living and working in the home in accordance with Regulation 24. In particular, the registered person should ensure that the use of door alarms is clearly set out in the home's policy, including the purpose of their use, the specific risks they are intended to manage and how their use is individually risk assessed, necessary, proportionate to children's assessed needs and fully explained to children and staff. ('Guide to the Children's Homes Regulations, including the quality standards', page 15, paragraph 3.6)

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: SC401927

Provision sub-type: Children's home

Registered provider: Benecare Limited

Registered provider address: 212 Ballards Lane, London N3 2LX

Responsible individual: Claire Akers

Registered manager: Post vacant

Inspector

Steve de Souza, Social Care Regulatory Inspector

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