

2808976

Registered provider: SILVER BIRCH CARE (RESIDENTIAL SERVICES) LIMITED

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home was registered with Ofsted in April 2025 and is privately owned.

It provides care for up to one child who experiences social and emotional difficulties.

At the time of this inspection, one child was living at the home.

The manager registered with Ofsted in September 2026 and is working towards the relevant qualification.

Inspection dates: 29 and 30 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: 16 September 2025

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
16/09/2025	Full	Good

Summary of findings

The child receives individualised care from staff, who know them well. Staff and managers adapt to the child's needs and help them to manage changes in their life, understand peer influences and progress their plans, such as returning to education.

The child builds trusting relationships with staff, helping them to find a sense of belonging and to be open with their feelings and circumstances. This helps direct work around keeping safe and enabling the child to implement safety strategies.

The new manager is proactive in liaising with agencies to progress plans for the child. They are establishing new boundaries and working on staff consistency to support the child in a cohesive way.

Inspection judgements

Overall experiences and progress of children and young people: good

The home environment reflects the child's needs and promotes them having a sense of belonging. The child has a highly personalised room according to their hobbies and interests. There are photos of the child on display throughout the home and items related to the child's interests and cultural needs are available, for example books around particular hair styles.

The child has made considerable progress in returning to education, having not attended school for a prolonged period. The home manager and staff advocated for their phased reintroduction to a suitable school and this is enabling the child to get reacquainted with learning in a classroom. They liaise with their teachers to use a flexible and creative way to support the child to adjust.

The child develops new skills and staff celebrate their achievements and success. Rewards are balanced with new challenges that the manager puts in place to increase the child's independence and accountability, such as budgeting. Staff promote creative learning opportunities in the local area and targets and goals are set. The child enjoyed learning how to look after a pet by attending an animal shelter and local pet café.

Staff encourage the child to participate in activities that are new to them and that promote socialisation with new peers. Staff create these plans together with the child, which helps lessen their anxieties.

The child develops important life skills to prepare them for adult life. They learn to cook and enjoy meals reflective of their heritage. The staff team are culturally diverse; they promote the child's identity and broaden their cultural awareness.

Staff are responsive to the child's feedback and requests. They provide structure through boundaries and agreed routines. The manager is proactive in ensuring that the child's records consistently capture how they contribute to and understand their care plans.

The manager advocates for the child to spend more frequent time with their family. The child enjoys regular activities with their sister. Staff capture these memorable occasions in the child's life-story book, contributing to the child's sense of identity and belonging.

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

The child has strong relationships with staff, who know them well. Staff are curious about what is happening for the child, both in the home and when they are in the community. This allows for meaningful discussions around health, relationships and peer pressure. This helps the child to make safe choices.

Staff understand contextual safeguarding risks. This knowledge informs discussions with the child. When the child goes missing from home, staff work with professionals to explore whether the child is with known friends and evaluate whether the child is safe. The child now makes more regular contact with staff, which helps them to return home.

The use of restrictive physical intervention is rare. When needed, this is applied proportionately to keep the child safe. Staff explore support strategies to help the child at times of emotional distress. They advocate for the child to receive additional therapeutic support.

When incidents occur requiring the police to visit the home, the manager promotes restorative approaches. This prevents the child from being criminalised. Reflective debriefs when the child is ready help them to better understand their own circumstances as well as others' and promotes mutual respectful relationships.

The effectiveness of leaders and managers: good

The newly registered manager has quickly established their leadership role and put plans in place for staff to improve on consistency of support for the child and implementing boundaries. They identify and take prompt action to continually improve the child's care and staff practice.

Leaders and managers are acutely aware of the need to ensure that the child maintains trusting relationships with key people through this period of management transition. They listen to and act on the child's complaints and views.

Staff are positive about the manager's leadership because the manager is available and approachable. Supervision for staff is regular, reflective and underpinned by theory, which then informs the child's care planning. Staff are committed, empathic and work around the child's needs.

When the child needs clarity about their long-term plans, the manager escalates this to the placing authority. They ensure that plans reflect the support that the child needs emotionally and practically. This has encouraged the child to take an active role in their reviews and to express their voice.

Leaders and managers consult with the local authority designated officer in response to staff practice concerns. Not all records are accessible to the new manager, and not all outcomes were notified to Ofsted. This limits the manager's oversight to effectively monitor the workforce.

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

Recommendation

- The registered person should ensure that confidential internal investigation records are stored safely, however, accessible for individuals with a legitimate to view in order to assess monitoring and support arrangements in the service. ('Guide to the Children's Homes Regulations, including the quality standards', page 61, paragraph 14.2)

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: 2808976

Provision sub-type: Children's home

Registered provider: SILVER BIRCH CARE (RESIDENTIAL SERVICES) LIMITED

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

Responsible individual: Craig Wallace

Registered manager: Ken Adams

Inspectors

Daniela Ferrario, Social Care Inspector
Colin Bent, Social Care Inspector

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