

Inspection Top Tips

Planning for moving on from care

June 2025



Children's Homes Regulations

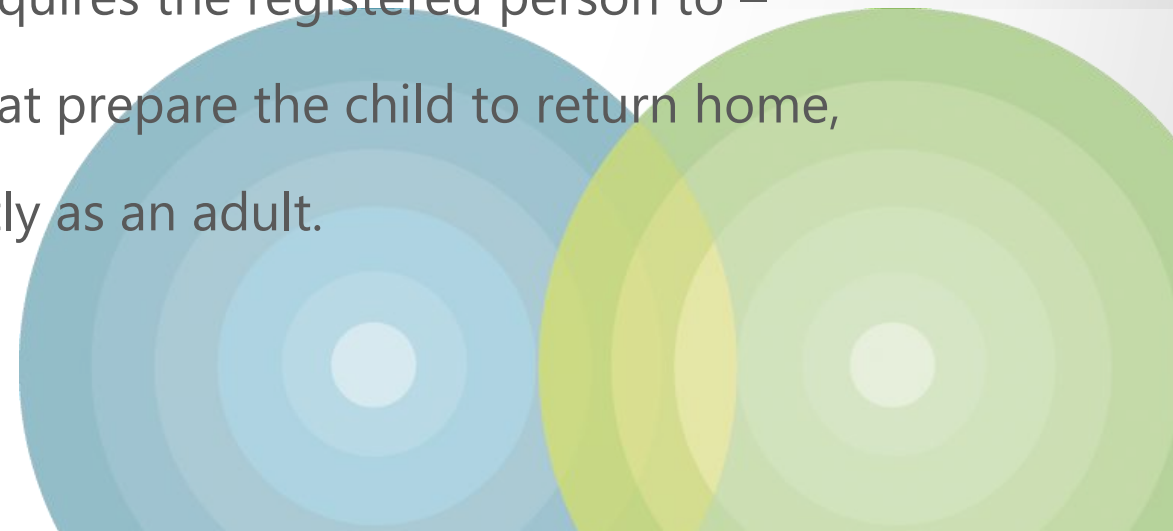
Regulation 5

In meeting the quality standards, the registered person must, and must ensure that staff—

- (a) seek to involve each child's placing authority effectively in the child's care, in accordance with the child's relevant plans;
- (b) seek to secure the input and services required to meet each child's needs;

Regulation 6 (2) (b)

- (vi) In particular, the standard in paragraph (1) requires the registered person to –
help each child to develop resilience and skills that prepare the child to return home, to live in a new placement or to live independently as an adult.



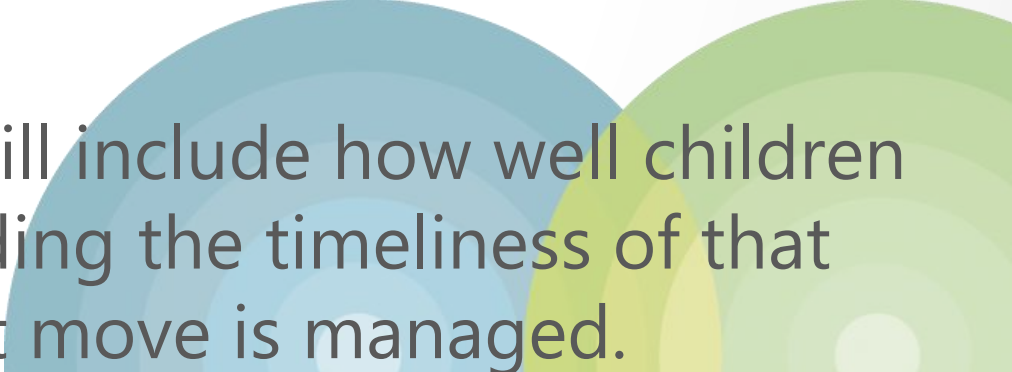
Children's Homes Guide

- **11.9** As well as longer-term support for children to move on from the home effectively (regulation 6(2)(b)(vi)), the home has an important role in supporting each child leaving the home in the period immediately before their departure. The registered person should work with the placing authority to ensure that each child's transition is planned and help each child to prepare for leaving both practically and emotionally.

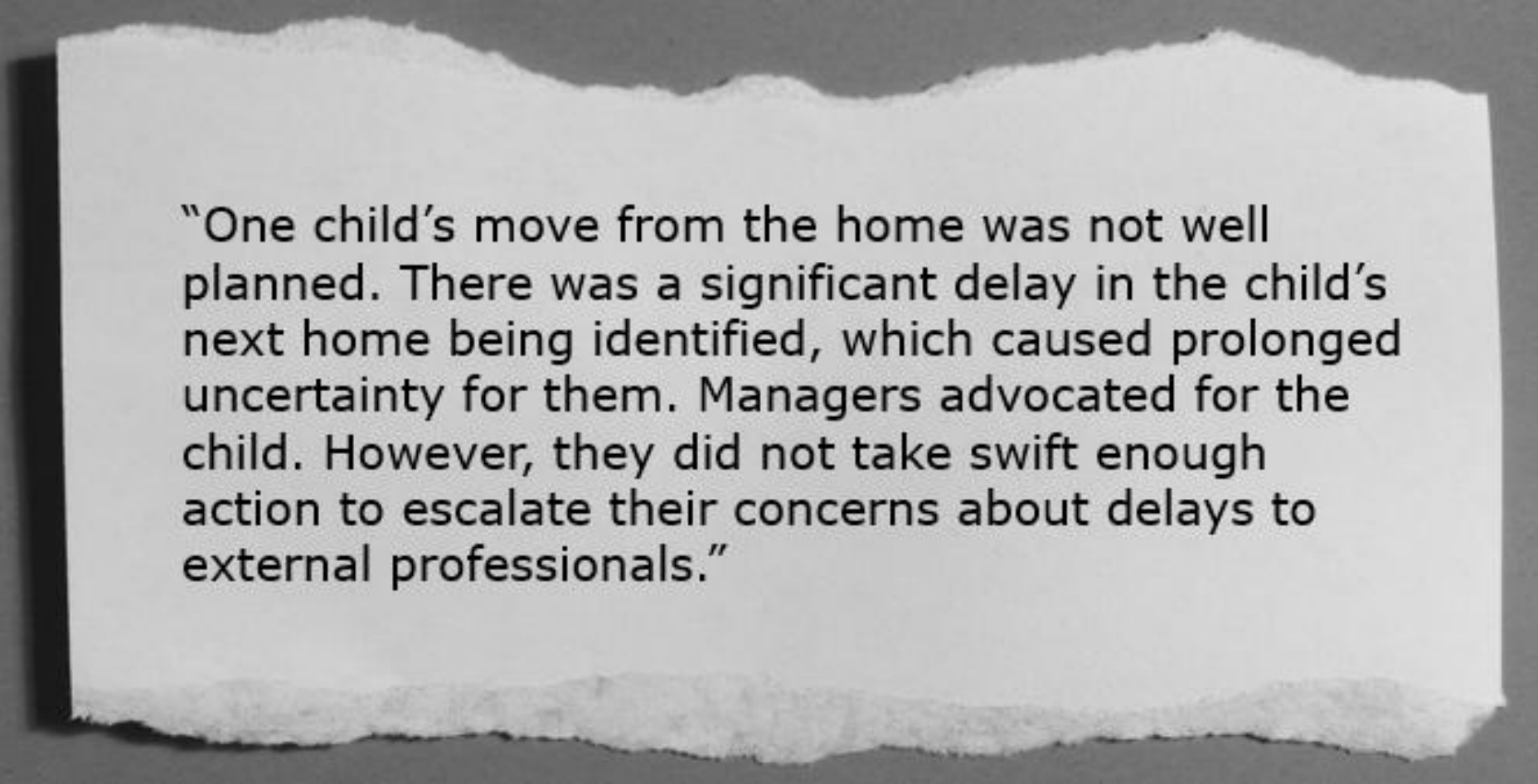
It Requires homes to provide key work support and preparation for independence.



Children's Homes SCCIF Key Elements

- When children leave the home, staff always promote positive endings and help them to build their 'life story'.
 - When endings are unplanned, the welfare and well-being of children remain paramount, and staff always act with this in mind. Inspectors will always look at any unplanned endings to children's placements within the last 6 months or since the last inspection (whichever is more recent).
 - The overall experience of children will include how well children are prepared for their futures, including the timeliness of that preparation and how well their next move is managed.
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Ofsted comment from inspection – requires improvement

A piece of white paper with a torn, deckled edge is centered on a dark grey background. The paper contains a black and white text quote.

"One child's move from the home was not well planned. There was a significant delay in the child's next home being identified, which caused prolonged uncertainty for them. Managers advocated for the child. However, they did not take swift enough action to escalate their concerns about delays to external professionals."

Top tips...

1. Make sure the plan for your child meets the legal requirement for a pathway plan from the age of 16 (Children Act 1989 (as amended by the Children (Leaving Care) Act 2000).
2. Each care leaver must have a Pathway Plan which reflects their wishes and feelings and involves them in all decisions. The Care Planning, Placement and Case Review (England) Regulations 2010.
3. Promote the staying close option (DfE Innovation programme) this is seen as good practice and ensures network support is identified for care leavers.



Top tips continued...

4. The transition plan should accurately reflect the local pathway offer and while being realistic should also be aspirational for children.
5. Promote access to further education - the responsibility to support care leavers until they are 25 is to support education attainment.
6. Make sure you have a full and detailed independence plan that is systematically worked through.



Questions to consider...

- Is there a clear pathway plan started at the age of 16?
- Is there a PA for the child who is actively involved?
- Is the child able to manage every day to day element of living by themselves?
- How do you know they are ready?
- What accommodation offer is in your area and how do you access this?

