

Inspection Top Tips

Moving on

September 2025



Children's Homes Regulations



14.—(1) The care planning standard is that children—

(a) receive effectively planned care in or through the children's home; and

(b) have a positive experience of arriving at or moving on from the home.



Regulation 14—(1)



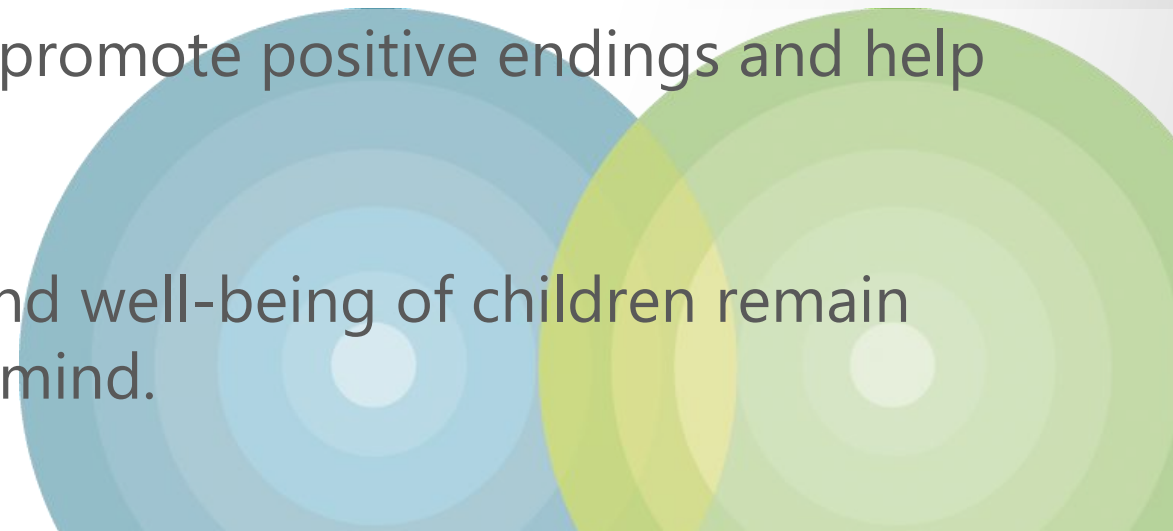
Children's Homes Guide

3.7 Many children placed in homes may undergo a difficult transition and what should be simple aspects of their care take on a substantial significance in this context. Staff should provide a nurturing environment that is welcoming, supportive, and which provides appropriate boundaries in relation to their behaviour.



Children's Homes SCCIF Key Elements

- Every child and young person in the home must have a regularly updated and reviewed moving-on plan and care plan, including a transition plan if the young person will require support from adult social care.
- Ensure that homes use the 'wholly or mainly' policy in the best interests of children and young people and not as a way of circumventing the law or allowing young people to stay beyond a reasonable period of time.
- 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.

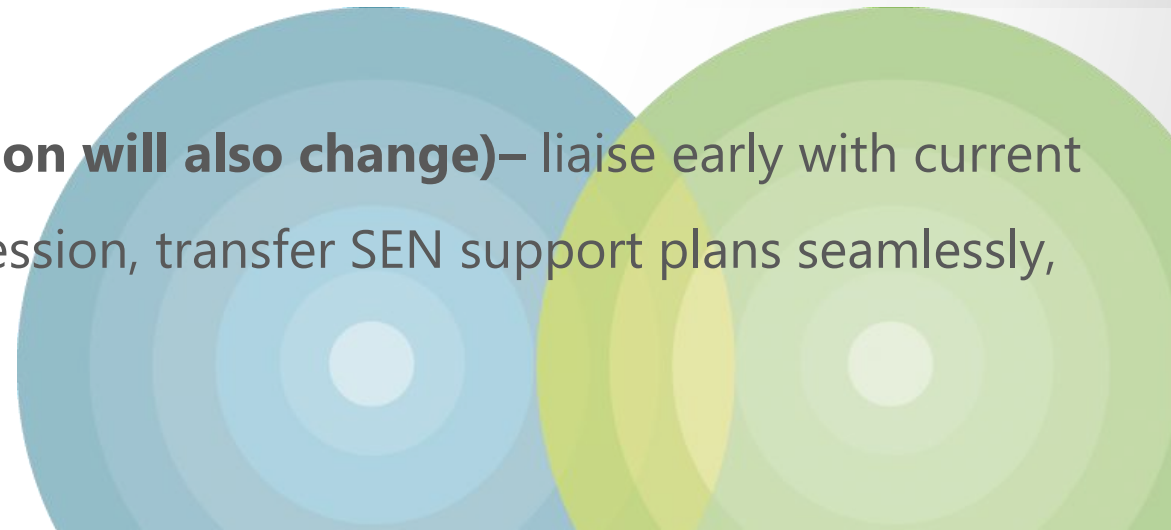


Ofsted comment from inspection - inadequate home

“Plans for young people’s next steps are not sufficiently detailed or timely. There is limited evidence of joined-up working with placing authorities and future carers, which undermines young people’s preparedness for moving on.”

Top Tips...

1. **Transitions are likely to have been traumatic for children in care** due to past experiences so always be aware of the history of a child when planning how to best manage these times
2. **It is more likely that a well-planned transition into a new home will be fully informed by the voice of the child** and to occur at their pace.
3. **Ensure the child is part of the whole process** and are co-producers of transition plans
4. **Ensure that all the team around the child are involved and participate in reviews** to make sure as much information is provided to the child as possible to reduce anxiety about the unknown
5. **Safeguard educational continuity (where education will also change)**– liaise early with current and receiving schools to maintain curriculum progression, transfer SEN support plans seamlessly, and arrange induction meetings and induction plan



Questions to consider...

- Does the transition plan reflect the degree of attachment the child has for the current place they live in and the impact of moving on that this is likely to occur?
- Is the child involved in the planning for the transition and their views evident in the process?
- Is the plan for the child pro-actively seeking to avoid the issue of a child turning 18 and not having a clear pathway? (do not rely on the Wholey and Mainly principle)
- Has the team around the child been working in partnership to ensure all aspects of the transition have been considered and planned for the child?

