

Inspection Top Tips

Promoting Emotional Wellbeing

September 2025



Children's Homes Regulations



The health and well-being standard is that -
(a) the health and well-being needs of children are met;
(b) children receive advice, services and support in relation to their health and well-being;

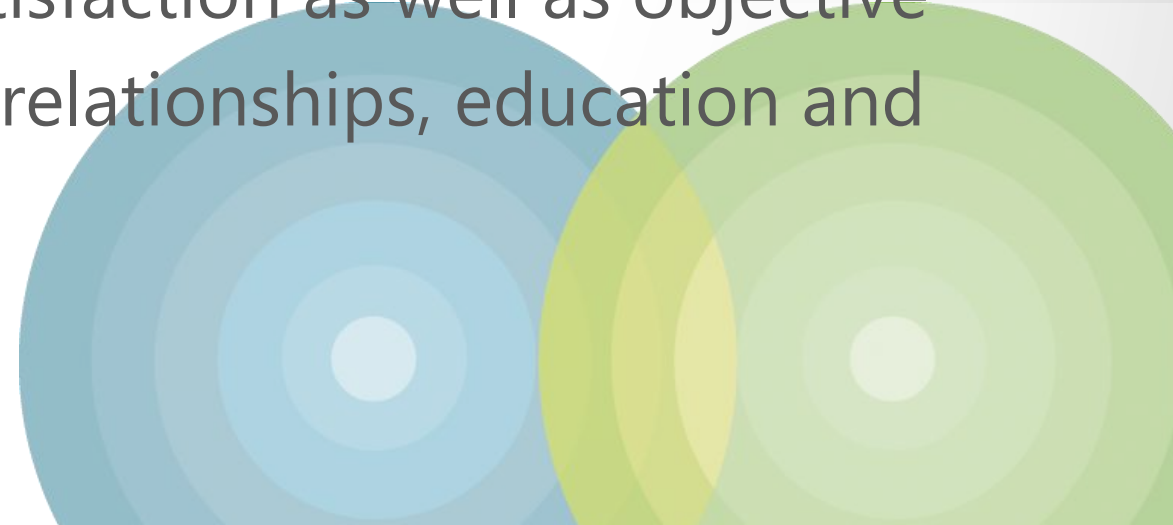


Regulation 10 (1)



Children's Homes Guide

7.2 The references to well-being in the Regulations mean the quality of a child's life. Child well-being is multi-dimensional and therefore includes dimensions of physical, emotional and social well-being; both for the immediate and future life of the child. The definition of child well-being incorporates subjective measures such as happiness, perception of quality of life and life satisfaction as well as objective measures around supportive personal relationships, education and training resources and health status.

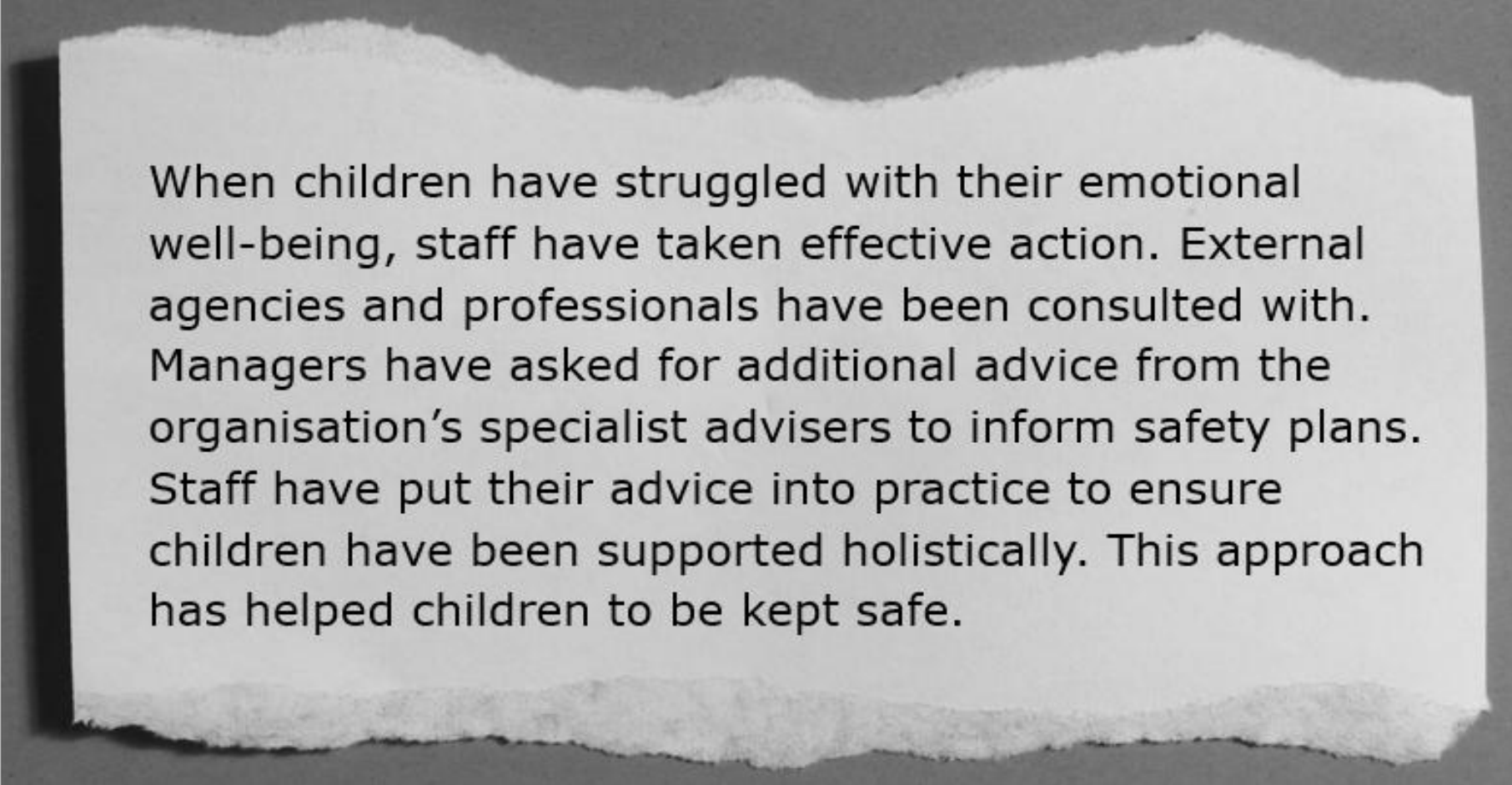


Children's Homes SCCIF Key Elements

- Staff always place the well-being of individual children at the centre of their practice.
- All their achievements are celebrated and appropriately rewarded.
- Their day-to-day needs are met, such as routine, privacy, personal space, nutritious meals and enjoyable mealtimes.
- Proactive and creative safeguarding practice means that all children, including the most vulnerable, have a strong sense of safety and well-being and they are unlikely to be missing from the home on a regular basis.



Ofsted comment from inspection - Good



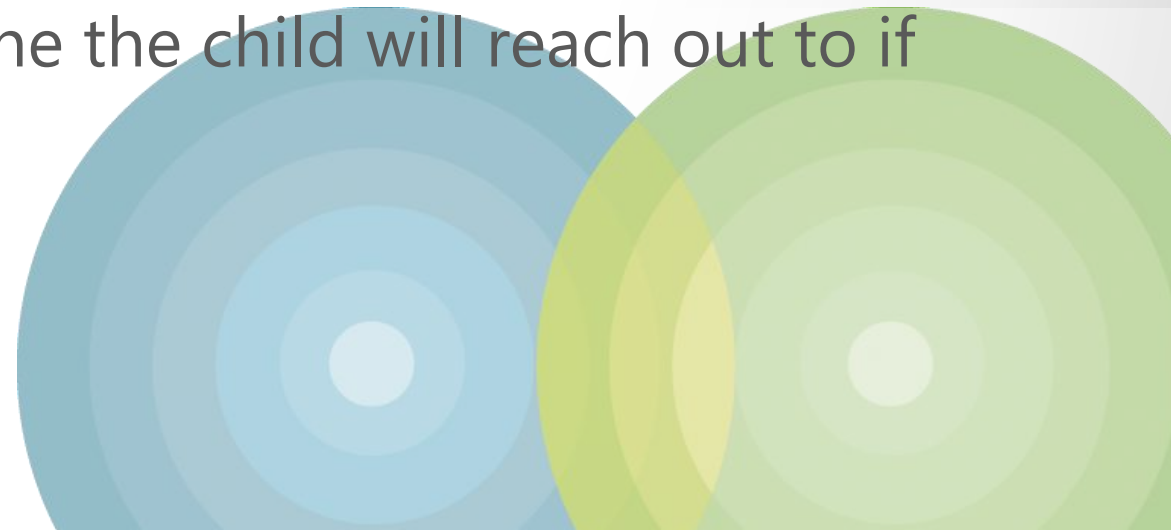
When children have struggled with their emotional well-being, staff have taken effective action. External agencies and professionals have been consulted with. Managers have asked for additional advice from the organisation's specialist advisers to inform safety plans. Staff have put their advice into practice to ensure children have been supported holistically. This approach has helped children to be kept safe.

Top Tips...

1. **Have an agreed understanding of what is meant by well-being**, eg a sense of well-being refers to a child's overall experience of feeling safe, valued, healthy, and hopeful about their future.
 2. **Ensure that the home promotes all the aspects that contributes to the well-being of the child** in a holistic way not focusing only on one aspect.
 3. **Listen to the voice of the child** and provide regular opportunity for them to share concerns about their well-being in as many ways as possible.
 4. **Seek advice, guidance and input from external agencies** who could offer a variety of options for the child to meet their well-being needs.
 5. **Be aware that and persons well-being will be variable** and impacted by external factors so be alert to likely triggers and have strategies in place where possible.
 6. **Ensure young people are able to access wellbeing services** that are part of your offer – stating you work therapeutically is more than being able to make a referral to CAMHS!
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Questions to consider...

- Are all staff aware of the potential triggers that might impact a child's well-being?
- Do you have a full and up to date directory of services for children to support their well-being?
- Does your care plan include how staff will look out for signs and indicators of when a child is struggling with their well-being and what these are?
- Are you confident that there is someone the child will reach out to if they feel they need help and support?



Trauma Informed Residential Care Training...

The emotional wellbeing is a rollercoaster for any young person to tackle, but that is even more so for those in care.

We've been working with our team to develop a **trauma informed pathway** for organisations working with young people with a history in care to build the capability and confidence of your teams' work with children and young people. We've individual and organisational pathways with options for those new to trauma informed work, and for people who are highly experienced.

For more information and to book on to one of our trauma informed courses please visit:

[Trauma Informed Pathway](#)

