

2664086

Registered provider: Rising Star Homes Limited

Full inspection

Inspected under the social care common inspection framework

Information about this children's home

This home is owned by a private provider. The home provides care for one child who may have social and emotional needs.

At the time of the inspection, there was one child living in the home, and they contributed to this inspection.

The manager registered with Ofsted in October 2025.

Inspection dates: 12 and 13 May 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: 12 August 2025

Overall judgement at last inspection: good

Enforcement action since last inspection: none

Recent inspection history

Inspection date	Inspection type	Inspection judgement
12/08/2025	Full	Good
18/06/2024	Full	Good
18/03/2024	Full	Requires improvement to be good
28/03/2023	Full	Good

Summary of findings

The child is making good progress living in the home and benefits from a child-centred approach. Managers and staff have high aspirations for the child and are committed to helping them achieve positive outcomes. Professionals speak highly of the quality of care provided and are proud of the child's achievements. The child has made measurable progress in education and family time arrangements have strengthened important relationships. Clear routines promote stability, emotional wellbeing and the child's physical health. The home environment is warm, personalised and reflective of the child's identity and interests.

Inspection judgements

Overall experiences and progress of children and young people: good

The child feels safe and happy in their home. The home is warm and welcoming, personalised to the child with an abundance of photos celebrating their life. The child benefits from strong, trusting relationships with staff. The child said they know how to complain but never have to do this as, 'I love everyone.'

The child is making considerable educational progress. Management has supported the child to build their confidence and plans are tailored to the child, with a realistic approach to increase hours. This has led to the child being able to attend school after a substantial time away from education. This progress is celebrated by professionals, and the virtual school said how proud they are of the child.

Leaders prioritise the child's important relationships. The manager has taken a proactive approach to build the child's confidence in relationships with family. Through planned work and a therapeutic approach, the child now has regular time with their siblings, which is helping to strengthen the child's sense of identity and belonging.

The child is supported to share their wishes and feelings in a variety of ways. Weekly meetings with the child take place to plan activities and meals and to make any changes in the home. The registered manager meets the child monthly to reflect on their month, praise achievements and ensure that they are feeling heard. The child contributes to all of their internal documents and ensures that information is accurate and contains their view on the progress they are making.

Professionals speak highly of management and staff. They say that the child is making positive progress and praise staff for their effective communication. One professional said, 'I feel emotional actually, watching their journey, they are an amazing child who has been given the opportunity to flourish and their whole world is opening up for them.'

Key-work sessions are proactive. Sessions are planned, and the child is given a personalised copy of this plan to support their routine. Topics are relevant to the child's

current needs and have therapeutic involvement to ensure that they are actively supporting the child. The child is making progress in naming feelings and what these mean to them through these sessions.

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

Staff act appropriately when incidents occur. Staff know the child and their needs, which leads to the child regulating quickly and preventing further incidents. Reflections are completed with the child to ensure that they feel heard and to have boundaries re-explained. Staff receive debriefs following incidents, and learning on all incidents is implemented into internal documents to further support the child.

Internal plans are child-centred and detailed. Input from therapeutic professionals is clear and reflective in the child's plans. Management strategies are child focused and use an approach to ensure that the least restrictive option is taken. The local authority plan for the child is not current, which has led to some discrepancies, including the recording of family time in one document.

The child is supported with praise. Big and small achievements are celebrated with the child regularly. A dedicated 'positivity book' is written in daily to celebrate the child's achievements. The child is supported to learn about consequences to actions with a restorative approach. This has led to fewer incidents of items being damaged.

Physical intervention is rarely used and only as a last resort. This reflects a strong emphasis on de-escalation and meeting the child's emotional needs. Incidents are reviewed reflectively, with oversight that considers the underlying causes and identifies learning points to improve practice. Staff know the child well and have collaborated with the child to understand how to support them in times of crisis.

The effectiveness of leaders and managers: good

The manager provides strong and child-centred leadership and demonstrates a clear commitment to promoting positive outcomes for children. The manager's enthusiasm and commitment to children and the team is admirable and noteworthy. Staff say that their confidence has grown through her leadership and that the manager goes 'above and beyond' for staff and the child.

The manager is active in learning from incidents. Monthly reflective audits are completed to understand any incidents and the health needs of the child. Learning is taken from these clear and detailed evaluations and implemented into plans and day-to-day life for the child. The reports have helped gain further insight into the child's medical needs. The manager has built strong relationships with the child, which has enabled the child to identify and confidently talk about things that may have impacted on their emotional and physical wellbeing.

Team meetings and formal supervision are regular and reflective. Supervision sessions are detailed, and new staff members benefit from fortnightly supervisions in their induction period. The manager promotes external therapeutic support and reflective practice, ensuring that this is embedded throughout staff working practices. Staff say they are valued and that their wellbeing is prioritised by the registered manager and deputy.

Staff complete all mandatory training. In addition, the management team proactively identifies and sources further learning opportunities that align with the individual and emerging needs of the child living in the home. This ensures that staff develop the specialist knowledge and skills required to provide informed and effective care.

Managers are strong advocates for the child when they identify shortfalls in the services they receive from other professionals. For example, the child did not have an allocated social worker for a period, which resulted in delays in accessing medical treatment. The manager challenged and escalated these decisions. As a result, the child was allocated a social worker in a timely manner, and medical procedures were consented to, which helped to improve the child's physical wellbeing.

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

Recommendation

- The registered person should ensure that there is effective care planning and strong working relationships between the staff of the home and the placing authority, including ensuring that staff have a child's up-to-date local authority plan. ('Guide to the Children's Homes Regulations, including the quality standards', page 55, paragraph 11.2)

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: 2664086

Provision sub-type: Children's home

Registered provider: Rising Star Homes Limited

Registered provider address: 134 Lillington Road, Leamington Spa, Warwickshire CV32 6LN

Responsible Individual: Hazvinei Manyonga

Registered Manager: Samantha Titchner

Inspector

Louisa West, Social Care Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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