

# JANCETT CHILDCARE & JACE TRAINING LIMITED

Independent learning provider

## Inspection dates

27–30 November 2018

Overall effectiveness			Good
Effectiveness of leadership and management	Good	16 to 19 study programmes	Good
Quality of teaching, learning and assessment	Good	Adult learning programmes	Good
Personal development, behaviour and welfare	Good	Apprenticeships	Good
Outcomes for learners	Good		
Overall effectiveness at previous inspection			Requires improvement

## Summary of key findings

### This is a good provider

- Leaders and managers have successfully tackled weaknesses identified at the previous inspection, including the quality of teaching, learning and assessment and the outcomes that learners achieve, which are now good.
- Leaders, managers and staff support young people and adult learners, many of whom start courses with low prior attainment, to achieve well, develop their self-confidence and their ability to gain employment.
- Staff provide very effective advice and guidance that help a high proportion of learners to move into employment or further learning, for example in childcare.
- Staff provide good pastoral support that helps many learners to complete their learning.
- Well-qualified and experienced staff make good use of their sector expertise to engage learners well in classes.
- The management of subcontracted provision is good and learners at these providers make very good progress.
- Young people develop the self-confidence and maturity to discuss sensitive issues about life in modern Britain such as race equality.
- Learners develop good skills and technical knowledge that prepare them well for their next steps.
- High-quality work experience placements help learners on study programmes to gain excellent practical experience in preparation for employment.
- Adult learners develop a good range of relevant skills and knowledge that they apply well in their jobs in childcare settings.
- The attendance of learners is improving, but it is still not good enough in parts of the provision, and this inhibits learners' progress.
- Although most learners achieve their qualifications in English and mathematics, a minority of learners do not use English and mathematical skills well enough in their job roles.

## Full report

### Information about the provider

- JACE Training and Assessment Centre (JACE) is the training arm of JANCETT Group Day Nurseries. JACE has five training centres in London, Surrey and Kent. JACE provides learning to apprentices, including a small number of trainees. Apprenticeships represent the largest area of learning, followed by young people on 16 to 19 study programmes, and a small number of adult learners taking childcare courses, who fund their learning through advanced learner loans. JACE subcontracts learning to two partners who offer provision in sports coaching and performing arts.
- Around half of the learners pursue a career in childcare. The remainder study for careers in catering, business administration, customer service, youth work, drama and sports coaching. Many learners start their 16 to 19 study programmes and intermediate apprenticeships with low prior attainment. Many come from backgrounds in which their school experience was disrupted, or they did not complete their formal schooling. Since the previous inspection, a new director has taken responsibility for the learning programmes.

### What does the provider need to do to improve further?

- Implement strategies to increase the attendance of higher-level apprentices at training sessions, and of trainees at English and mathematics classes, so that they develop the skills and knowledge they need.
- Ensure that tutors in vocational areas have the skills to support learners to develop the English and mathematical skills that they need so that they can apply these in their job role.
- At the few employers where this is not good enough, ensure that all apprentices receive their entitlement to off-the-job training.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Since the previous inspection, leaders and managers have improved the quality of education for their learners. They have maintained the key strengths of the provision, such as highly effective careers advice and guidance that enable learners to make well-informed decisions about their next steps. Leaders and managers have addressed the key weaknesses identified at the previous inspection through a thoughtful and measured approach. As a result, the quality of provision is now good.
- Leaders and managers have high expectations of learners, which are shared by staff throughout the company. They provide good support to learners, many with poor experiences of education, to complete their programmes successfully and move forward on their chosen career path.
- Managers' self-assessment of the provision is thorough and accurate. The self-assessment report and quality improvement plan provide a firm foundation for managers from which they effectively implement and monitor the actions they take to make the improvements needed.
- Leaders and managers have put in place effective performance management arrangements for tutors and assessors. Managers hold tutors and assessors accountable for the progress that their learners make. They frequently meet with staff at centres and use a good range of information to scrutinise performance.
- Frequent observation of teaching, learning and assessment, and effective reviews of the curriculum, help develop a culture in which managers and staff strive for continuous improvement. As a result, managers have successfully improved the quality of teaching, learning and assessment and the outcomes that learners achieve.
- Managers have effective oversight of subcontracted provision. They work well with partners to ensure that they have the capacity to meet the requirements of funding and qualification awarding organisations. For example, where subcontractors do not have suitably experienced and qualified personnel to teach English and mathematics, managers provide them with staff to teach these subjects. Learners at subcontracted partners experience high-quality learning programmes, make very good progress and achieve well.
- Leaders and managers develop the curriculum well. The curriculum is based on the company's history, expertise and values. Much of the provision prepares learners for careers in people-centred industries, such as childcare and youth work.
- Senior leaders are expanding the curriculum in a thoughtful way. They plan to deliver a new apprenticeship programme based on their existing expertise of the sector and on a sound understanding of the needs of employers.
- Managers have taken effective action, such as implementing a new model of delivering English and mathematics, in order to increase the proportion of learners who gain qualifications in these subjects.

## **The governance of the provider**

- The managing director and senior leaders provide effective oversight of the provision. They make good use of up-to-date data to review performance. Consequently, the managing director and the board have good information about the strengths and weaknesses of the provision.
- The new director and operations manager work well together, and with staff, to improve the quality of the provision. They are proactive, available to staff and manage change well. As a result, the staff comprise a stable and motivated team which has a high morale. Staff take pride in working for the company.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- Managers ensure that staff are suitably trained to safeguard learners. Training raises their awareness of issues affecting their learners, such as criminal exploitation, county lines and knife crime. Staff deliver monthly citizenship sessions. These raise learners' awareness of the dangers of extremism and radicalisation and help keep learners safe when they use social media.
- Staff are alert to any signs that learners display which indicate that they have welfare needs, such as poor hygiene and self-care. They respond to safeguarding issues promptly and make appropriate referrals to the designated safeguarding lead. Managers liaise effectively with families, carers, local authorities and others, such as housing providers, to ensure that learners receive the support and help that they need. The support that staff provide helps vulnerable learners stay in learning and make good progress towards their goals.

## **Quality of teaching, learning and assessment**

**Good**

- Well-qualified and experienced tutors and assessors make good use of their sector expertise to make learning interesting and relevant to learners. As a result, learners participate well in classes. Tutors and assessors have high expectations for their learners and act as positive models for them.
- Tutors ensure that learning is well structured. This helps learners to consolidate their learning. For example, young people on the employability and personal development programme complete mind maps before formulating viewpoints on how punishment should fit a crime. They subsequently present clear and balanced arguments using persuasive language.
- Learners benefit from a good range of well-designed learning resources. Tutors use these resources effectively to engage learners in debates and aid their progress. Tutors have developed good quality online learning resources. These are used frequently by apprentices and learners and provide them with good opportunities to study independently, develop their practical information, communication and technology (ICT) skills and catch up with missed work.

- Tutors' assessments of learners' needs are comprehensive and timely. They use the results of assessments to put in place quickly the support that learners need. Learners start appropriate English and mathematics courses early on in their vocational programmes. Those learners with dyslexia use adapted materials that help them to develop their memory and organisational skills.
- Staff provide feedback to learners that supports their progress well. Assessors provide apprentices with detailed feedback during assessments and progress reviews. Tutors provide feedback on learners' marked work, with clear guidance on how to improve. As a result, the vast majority of learners remain well-focused on how and when they need to complete qualification units. This helps most learners to make at least the progress that is expected of them, and to produce work at industry standards.
- Tutors create safe learning environments in which the majority of learners participate and express themselves very well. For example, they engage in lively and interesting topical debates. Young people speak with confidence, maturity and honesty. They discuss sensitive issues such as race equality and personal safety. They enjoy their learning and work well together.
- Learners do not always have sufficient opportunities to develop their English and mathematical skills during vocational lessons or workplace activities. Tutors do not plan, or take sufficient opportunities, to extend learners' mathematical skills or their English skills, such as communication and reading. For example, as a result, not all learners use professional language when communicating with clients in the workplace.
- Tutors and assessors, on study programmes and apprenticeships, motivate learners to achieve well. However, in vocational lessons tutors do not routinely plan learning to ensure that the most able learners make the rapid progress of which they are capable.

## Personal development, behaviour and welfare

**Good**

- Through well-considered classroom activities and high-quality work placements, learners develop the skills and attitudes they need for employment. These include working as part of a team and a positive work ethic. Learners develop their self-confidence and are motivated to pursue employment opportunities in their chosen career.
- Staff provide very effective pastoral support that meets the needs of learners very well and enables them to complete their programme. Staff understand the barriers which might prevent learners from succeeding, and they monitor learners' progress closely. Staff support learners whose attendance is low. They often provide practical support, such as the purchase of travel cards, to promote learners' frequent attendance.
- Learners work well together and show respect for each other's ideas. Learners from different backgrounds explain their views confidently, and how they have arrived at them. Learners are motivated by tutors and assessors and play an active part in learning activities.
- Trainees and study programme learners develop their skills for work well. They gain a thorough understanding of employers' expectations. Learners benefit greatly from the well-organised work experience in their chosen vocational areas. They enjoy work experience in nurseries and in catering environments, in which they behave well and gain

good skills.

- Learners develop a good understanding of staying safe, being healthy and the world in which they live. They benefit from input from speakers on subjects such as emotional well-being, alcohol and drug misuse, radicalisation and knife crime. They actively engage in community volunteering and fundraising. As a result, learners are more able to keep themselves safe and healthy. Many make a positive contribution to the communities in which they live.
- Tutors provide high-quality initial advice and guidance that ensure learners start on the most appropriate course. During their programmes, learners benefit from ongoing careers advice that prepares them well for their future studies or work.
- The large majority of learners have a good awareness of British values and how these relate to their subject area. Childcare apprentices explain how they help the children they care for to understand democracy and the rule of law. They do this through activities such as voting for stories and taking turns with each other.
- Learners understand how to keep themselves safe and how safeguarding applies to their roles within their vocational area. For example, learners who deliver drama productions to children in schools on sensitive social issues understand what to do should school children disclose abuse to them after watching their performance. Childcare apprentices are aware of the reporting procedures within their early years settings.
- The large majority of learners attend frequently and are punctual. However, trainees, predominantly at one centre, miss too many English and mathematics classes. Too few higher-level apprentices attend the Saturday workshops to gain the theoretical knowledge they need to complete their qualifications.

## Outcomes for learners

**Good**

- Most learners make good progress in developing the skills and knowledge that they need for their next steps in employment or learning. A high proportion of learners move into employment or further learning.
- The proportion of learners who successfully complete their study programme is increasing year-on-year and a high proportion of current learners are making good progress and are on target to achieve well.
- A high proportion of apprentices achieve their qualification within the planned time.
- Adult learners develop good skills for work and a high proportion achieves their childcare qualification.
- The difference between the attainments of different groups of learners is not discernible.
- The large majority of learners produce work of a good standard. They take pride in their work and present it well.
- The proportion of learners gaining basic qualifications in English and mathematics is increasing and is now high.

## Types of provision

## 16 to 19 study programmes

Good

- There are currently 65 learners on study programmes, the majority in childcare with drama and sports coaching the next largest areas of learning. A small number are following programmes in catering and business administration.
- Leaders and managers work well with partners to expand the curriculum into areas that capture the interests of young people. They have developed effective programmes using drama with Peer Productions and football for young women at Gillingham Football Club Community Trust.
- The large majority of learners on study programmes make good progress, achieve their qualifications and move onto further learning or employment. For example, learners studying drama make excellent progress in developing the acting skills they need for employment in the performing arts sector.
- Tutors have high aspirations for learners and inspire them to make the most of their time on their study programmes. Tutors use the results from initial assessment very well to plan individualised programmes that meet the needs of learners well.
- Tutors evaluate learners' progress well through frequent assessments. They provide detailed and constructive feedback on marked work, which helps learners know what they need to do to achieve a merit or distinction grade.
- The majority of learners benefit significantly from high-quality work-experience placements that match their career ambitions very well. They gain excellent practical experience and develop the skills they need for the world of work. For example, learners studying sports coaching benefit from excellent opportunities to play in local and national football leagues.
- Learners have very good access to a range of interesting enrichment activities that help them to develop good attitudes to work and to make a good contribution to the local community. For example, learners visit local schools to help out at sports days, organise fundraising activities and volunteer in local shops.
- Learners attend discrete English and mathematics classes that are at the level best suited to their needs and many make good progress. However, tutors are less effective in providing opportunities to develop learners' mathematical skills outside discrete mathematics classes.

## Adult learning programmes

Good

- There are currently 37 adult learners, with 31 taking the level 3 early years educator programme and six completing a level 5 early years leadership qualification. Adult learning programmes support employers well in developing a skilled and qualified workforce. Adult learners use a learner loan to take qualifications to enhance their careers and job prospects.
- Leaders and managers have taken effective action so that more adult learners achieve their qualifications. They have introduced a more thorough recruitment process. This means that managers gain a more accurate view of the suitability of learners to meet the

demands of their programme. As a result, a high proportion of learners successfully complete their course.

- Learners develop a good range of relevant skills and knowledge that they apply well in their job roles. For example, those in childcare speak assuredly to parents about their children's development and of the importance of healthy eating. Training in legislation helps childminders understand their responsibilities in relation to health and safety.
- Learners have increased aspirations as a result of learning and gain promotion at work. Others aim to open their own nursery or travel abroad to become a nanny.

## Apprenticeships

**Good**

- There are currently 182 apprentices and 40 trainees. 119 apprentices are preparing for careers in childcare and the remainder in business administration, youthwork, playwork, sport and a small number in catering and health and social care. The majority of trainees are preparing for sports coaching and childcare apprenticeships.
- Leaders and managers ensure that the provision meets the principles and requirements of an apprenticeship programme. Most apprentices make good progress towards achieving their apprenticeship within the planned time. They develop good skills and the knowledge they need to succeed. On completing their apprenticeship, a very high proportion begin an advanced apprenticeship with their existing employers or begin new jobs.
- Apprentices make a good contribution to their employers' businesses. For example, youthwork apprentices take on specific tasks such as running sexual health workshops. They take increasing responsibility within their roles to safeguard their clients.
- Training supports apprentices very well to develop their understanding of the industrial skills, technical knowledge and professional standards required. Apprentices take on more complex tasks and adapt their practice to reflect the legal and regulatory framework of their sectors. Many apprentices work with young or vulnerable children and young people and demonstrate empathy and a positive attitude towards their clients. Apprentice chefs learn technical skills in the kitchen to a good standard, such as filleting fish and butchery. They develop a good understanding of food hygiene and how to avoid cross contamination in food preparation and storage. They learn to manage their workload in a busy environment.
- Many trainees progress on to an apprenticeship and many others gain employment once they complete their traineeship. Work placements help trainees become familiar with the routines, standards and expectations of the workplace, before taking on the demands of an apprenticeship. For example, in childcare, trainees assume the role of an observer, without having to complete tasks. Staff encourage trainees to join in with activities gradually. A small minority of trainees are not ready for their work experience, because they do not have the right attitudes for work or are unable to manage their own time effectively.
- Managers work well with employers. The majority of employers review the progress that apprentices make. As a result, they prioritise tasks at work that help apprentices gain the experience and skills they need. A small minority of employers do not attend reviews. Consequently, a small number of apprentices do not benefit from their employers'

contribution to their training.

- The large majority of apprentices receive their entitlement to off-the-job training. All apprentices access support and training for mathematics, English and ICT functional skills should they need it. However, a few apprentices primarily at one provider do not consistently receive their entitlement to off-the-job training.

## Provider details

Unique reference number	52794
Type of provider	Independent learning provider
Age range of learners	16–18/19+
Approximate number of all learners over the previous full contract year	393
CEO	Tracy Pritchard-Drummond
Telephone number	020 8669 1725
Website	www.jace-training.co.uk

## Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	30	1	6	1	15	31	9	8
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	36	14	53	42	-	2		
Number of traineeships	16–19		19+		Total			
	30		6		36			
Number of learners aged 14 to 16	-							
Number of learners for which the provider receives high-needs funding	-							
At the time of inspection, the provider contracts with the following main subcontractors:	Peer Productions Gillingham Football Club Community Trust							

## Information about this inspection

The inspection team was assisted by the operational manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers. These views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

## Inspection team

Jon Bowman, lead inspector	Her Majesty's Inspector
Marinette Bazin	Ofsted Inspector
Tricia Collis	Ofsted Inspector
Francoise Beregovoi	Ofsted Inspector
Pamela Wallace	Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

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