

# Chosen Care Group Limited

Employer provider

**Inspection dates**

5–8 March 2019

<b>Overall effectiveness</b>		<b>Inadequate</b>	
Effectiveness of leadership and management	<b>Inadequate</b>	Adult learning programmes	<b>Inadequate</b>
Quality of teaching, learning and assessment	<b>Inadequate</b>	Apprenticeships	<b>Inadequate</b>
Personal development, behaviour and welfare	<b>Inadequate</b>		
Outcomes for learners	<b>Inadequate</b>		
Overall effectiveness at previous inspection		Not previously inspected	

## Summary of key findings

### This is an inadequate provider

- Leadership and management of the apprenticeship programmes in health and social care are inadequate. Leaders do not make sure that programmes meet the government's requirements for an apprenticeship. Assessors do not keep records of what apprentices do during their off-the-job training.
- Leadership and management of adult learning programmes in health and social care are inadequate. Adult learners do not receive as much teaching and learning as they should.
- Too few learners achieve their qualification. Current learners make exceptionally slow progress.
- Governance arrangements are ineffective. No governance arrangements or external advice and scrutiny are in place.
- Leaders' arrangements for safeguarding learners are ineffective. Learners do not know how to keep themselves safe.
- Assessment practices are weak. Staff do not make sure that work in learners' portfolios is their own.
- Quality assurance arrangements are weak. Leaders do not have an accurate view of the quality of learning programmes. They do not have effective plans in place to make improvements.
- Leaders do not have a suitable plan to improve the English language skills of learners. Many learners have poor spoken and written English.
- Managers fail to gather or use data about learners' achievement effectively. They fail to check or record accurately the progress learners make. They do not take effective action when learners fall behind in their learning.
- Teachers and assessors do not use information about learners' skills and knowledge to plan learning. They do not make sure that learners make good progress.

### The provider has the following strengths

- Learners are confident in their own caring ability. They carry out their work with pride.

## Full report

### Information about the provider

- Chosen Care Group (CCG), established in 2012, is an employer provider based in Ilford, in the London Borough of Redbridge. CCG offers adult learning programmes in health and social care and apprenticeships in care management to its employees. All employees work in domiciliary care within six London boroughs. CCG gained its own funded contract in 2016.
- CCG also provides apprenticeship training at level 3 for five learners who work in a local care home operated by another company. CCG has a training centre in Ilford. At the time of inspection, all adult learners and apprentices were over the age of 24 years. Almost all adult learners and apprentices are women from black or minority backgrounds who do not have English as a first language.

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

- Leaders must establish effective external scrutiny that challenges them to focus on improving rapidly their quality assurance, data management and safeguarding.
- Leaders must introduce comprehensive quality improvement processes. They must make sure that they:
  - have a good oversight of the quality of learning
  - can identify areas for improvement accurately and respond rapidly.
- Leaders must raise the standard of teaching, learning and assessment by:
  - supporting teachers and assessors to improve their assessment practices
  - helping teachers to identify quickly inconsistencies in learners' and apprentices' work
  - making sure teachers and assessors set suitably high expectations for the standard of work produced by adult learners.
- Leaders urgently need to gather and use data effectively to:
  - monitor and record accurately the progress learners make
  - identify when learners have fallen behind in their studies and take appropriate action to help them improve
  - accurately record the number of learners and learners' individual learning programmes
  - make sure that adult learners receive the correct number of learning hours appropriate to their qualification.
- Urgently improve safeguarding arrangements by making sure that:
  - an appropriately trained designated safeguarding officer is in post
  - learners understand how to keep themselves safe
  - leaders meet the requirements of the 'Prevent' duty

- staff and learners know how to report safeguarding concerns and to whom they should report them
- learners have a good understanding of the risks associated with radicalisation and extremism.
- Review the status of apprentices. Identify those who do not meet the requirements of the apprenticeship programme and then:
  - assess accurately apprentices' starting points and use this information to plan their learning and support their individual needs
  - plan and implement appropriate off-the-job activities to meet apprentices' off-the-job entitlement.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Leaders lack the expertise to provide good-quality government-funded training to their workforce. The apprenticeship training they provide does not meet the requirements of an apprenticeship. Adult learning programmes are too short. Adult learners do not have enough time to develop the knowledge and skills they need to succeed. Leaders and managers have not made sure that adult learners receive the correct number of hours of training.
- Leaders' oversight of the quality of learning is inadequate. The information leaders have is too limited. They are unable to judge the quality of teaching, learning and assessment. Leaders do not know that the quality of learners' work often falls below the standard expected. They fail to identify when work in learners' files is not their own, original work.
- Managers fail to gather or use data on learners' achievements. They fail to check or record the progress learners make. They do not identify those learners who make slow progress. They fail to act and provide help for learners who are at risk of not completing their learning. Leaders have yet to establish an accurate management information system.
- Arrangements to manage the performance of managers, teachers and assessors are inadequate. Teachers are not supervised in their teaching roles. Staff do not receive an annual review of their work. Their teaching-related training needs are not identified or evaluated. Staff have not received training to help them teach or assess to a high standard.
- Leaders do not have a suitable plan to improve the English language skills of learners. This is despite their recognition that very many learners have poor spoken and written English.
- Managers do not make sure that learners receive impartial careers advice and guidance. Learners have no information to make decisions that inform their future career options.
- Leaders' evaluation of the quality of provision is inaccurate. It does not reflect the considerable weaknesses identified by inspectors. Leaders do not scrutinise the various elements of a learner's programme. They do not check how good the quality of learning is or test what impact their actions have on improving learning.
- Leaders hold a strong vision to provide sustainable employment for local learners within the domiciliary care sector.

### The governance of the provider

- No governance arrangements or external advice and scrutiny are in place. Leaders do not benefit from the expertise or experience of other employers or training providers.

### Safeguarding

- The arrangements for safeguarding are not effective.
- Leaders have not established a culture in which learners are safe. Managers and staff are

not appropriately trained or sufficiently knowledgeable to safeguard learners. They have not made sure that learners understand how to keep themselves safe. For example, learners do not know how to stay safe living within their diverse communities. Adult learners do not understand the potential dangers of using the internet. Teachers do not show learners how to protect their own online identity. Learners do not recognise the protected characteristics of their clients. Leaders have not met the requirements of the 'Prevent' duty. Learners do not understand the risks posed by those who hold extreme views.

- Learners understand how to maintain their own clients' health and safety. They understand and apply the clear guidance provided by managers on lone working. Managers make sure that the necessary checks are in place to verify staff's suitability to work with learners.

### Quality of teaching, learning and assessment

### Inadequate

- Teachers' assessment practices and managers' quality assurance of assessments are weak. Teachers often do not make accurate assessment judgements. They assess and pass work that is not of an acceptable standard. Managers responsible for quality assuring assessments fail to identify inaccurate marking by teachers. They do not identify when work is not the learners' own.
- Teachers do not provide feedback that is effective in helping learners improve their work. Teachers usually provide the same feedback to all learners. They do not identify the specific improvements in skills and knowledge that individuals need to make.
- Learners do not improve their English skills because teachers' and managers' own skills are weak. Too often, teachers make simple spelling and grammatical mistakes in their own work. They fail to correct learners' written work accurately. Teachers rarely correct learners' poor pronunciation.
- Teachers and managers do not assess learners' starting points and skills accurately enough. They do not use the limited information they have to plan learning. As a result, some apprentices study at level 2 despite having completed level 3 qualifications previously. All adult learners study at level 3 regardless of their previous experience and qualifications.
- Managers and teachers do not identify what extra help learners might need to complete their studies. They do not offer extra help to learners who feel they need it or refer them to an external agency.
- Learners do not receive appropriate help and advice from teachers before they start their programme. Those adult learners funding themselves through adult learning loans do not know that they could study an apprenticeship to gain the qualification they needed free of charge.
- Teachers have appropriate professional and vocational qualifications. They use their subject knowledge effectively to teach lively sessions. Adult learners usefully discuss how to keep their clients safe when serving hot food and drinks. Learners gain a good understanding of how to keep their clients healthy. Apprentices apply the theory taught in class to their practice in the workplace.

## Personal development, behaviour and welfare

### Inadequate

- Learners' understanding of how to keep themselves safe is poor. While learners feel safe in the provider's training centre, they have scant idea of how to keep themselves safe outside. Staff do not raise learners' awareness of the dangers associated with extremism. Learners have a limited understanding of life in modern Britain or its benefits.
- Teachers fail to provide learners with a broad enough programme of learning. Learners and apprentices do not explore critical social and personal issues in learning sessions. Consequently, they have a limited understanding, for example, of maintaining good mental health.
- Learners develop appropriate work-related mathematical skills. Workplace supervisors make sure that learners can dispense medicine accurately. Learners are adept in recording important numerical medical information about clients correctly.
- Learners are punctual. They arrive to lessons eager to contribute and behave with courtesy to their peers.
- Learners are highly motivated and do their practical work to an appropriate standard. They show empathy and respect for their clients.
- Learners are confident in their own caring ability. They have a strong understanding of how the work they do improves the quality of their clients' lives, both mentally and physically. Learners take a pride in their work.

## Outcomes for learners

### Inadequate

- In 2017/18, too few learners studying health and social care achieved their qualification. Too many left their programme before completing their learning. The proportion of learners who gained passes at high grades was very low.
- Learners do not achieve equally well. For example, male learners achieve far better than their female peers.
- Current learners make exceptionally slow progress. Adult learners are more than half way through their programmes but have not completed the mandatory elements of their learning. Apprentices are not ready for the test which is one week away. They have almost all their qualification still to complete.
- Learners do not develop good English skills. Most do not speak English as a first language. The standard of their written and spoken English is often poor.
- Managers and staff have low aspirations for learners. They do not judge learners to be capable of achieving a high-grade pass. Managers do not provide learners with extra qualifications that would help them in their work and enhance their career progression.
- Learners develop useful skills in caring for clients. They know how to look after clients with complex physical care requirements. Their employer values the good-quality care that learners provide.
- Learners develop appropriate mathematical skills. They are competent in using their skills to provide the care expected by their clients. Learners weigh and record clients' weight accurately. Learners correctly calculate the calorific values of the food they serve their

clients. They know how to help clients regain weight when they have lost it as a result of surgical procedures.

- Learners gain permanent employment and are often promoted on completing their qualification. Few move on to qualifications at a higher level.

## Types of provision

### Adult learning programmes

### Inadequate

- At the time of inspection, 11 adults were enrolled on level 3 programmes in health and social care. A further 18 had just completed their programme.
- The leadership and management of the adult programme is inadequate. Leaders do not make sure that learners receive the correct number of learning hours to develop the skills and knowledge they require. Managers and staff do not keep accurate records on learners.
- Teaching doesn't help or challenge learners to achieve high examination grades. Learning is often at too basic a level. Teachers focus overly on the skills learners know and of which they have a good understanding. For example, teachers spend too long on covering the importance of maintaining good hand hygiene.
- Teachers fail to plan learning effectively. Individual learning programmes often do not consider the work individual learners are doing with clients. For example, learners working with clients diagnosed with autism do not learn appropriate strategies to manage clients' frustration and anxiety.
- Learners do not receive good advice on their future employment and careers. They do not understand the wider opportunities available to them. Most have no knowledge of qualifications available to them after completing their programme. A few learners want to work in childcare, youth work or the police service. The programme they study fails to prepare them effectively to do so.
- Adult learners gain employment within their local communities. Through their work providing domiciliary care, they contribute effectively to improving the lives of local people.

### Apprenticeships

### Inadequate

- At the time of inspection, 29 apprentices were enrolled on apprenticeship programmes. Almost all were working towards level 2 standards in health and social care.
- The leadership and management of the apprenticeship programme is inadequate. Leaders do not make sure that the programme meets the requirements of an apprenticeship. Assessors do not keep adequate records of what apprentices do during their off-the-job training. Learners readily admit to not completing the off-the-job work hours noted in their administration files. A few apprentices do not work enough hours to qualify for an apprenticeship programme.

- Teachers and assessors do not identify apprentices' starting points accurately. They do not use information about apprentices' skills and knowledge to plan learning. They do not make sure that apprentices develop significant new skills, knowledge and behaviours.
- Teachers' and assessors' assessment practices are weak. Examples exist of work in apprentices' portfolios that is not their own and, in some cases, copied from the internet. Teachers' and assessors' feedback to apprentices fails to identify the skills an apprentice needs to learn or develop. Apprentices do not know what progress they are making or what they need to do to improve. No apprentice has completed the work required for the final test due in one week's time.
- Apprentices provide a good standard of care to their clients. They use their skills effectively in their everyday work. Apprentices understand how the standards of care they learn in lessons apply to their work with clients.

## Provider details

Unique reference number	1236925
Type of provider	Employer provider
Age range of learners	19+
Approximate number of all learners over the previous full contract year	45
Principal/Director	Pakkirisamy Bhoopalan Natarajan
Telephone number	020 3659 5052
Website	<a href="http://www.chosencaregroup.com/">www.chosencaregroup.com/</a>

## 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)	-	-	-	-	-	11	-	-
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	-	-	-	29	-	-		
Number of traineeships	16–19		19+		Total			
	-		-		-			
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:	-							

## Information about this inspection

The inspection team was assisted by the Chief Executive Officer, 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; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection considered all relevant provision at the provider.

## Inspection team

Jules Steele, lead inspector	Her Majesty's Inspector
Rosy Belton	Ofsted Inspector
Gail Shenton	Ofsted Inspector
Francoise Beregovo	Ofsted Inspector

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