

# Mosaic Spa and Health Clubs (Contract Management) Ltd

Monitoring visit report

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**Unique reference number:** 56050

**Name of lead inspector:** Chris Bealey, Ofsted Inspector

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**Type of provider:** Employer

**Address:** Park Farm Country Hotel  
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## Monitoring visit: main findings

### Context and focus of visit

From October 2018, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision which began to be funded from April 2017 or after by the Education and Skills Funding Agency and/or the apprenticeship levy. This monitoring visit was undertaken as part of those arrangements and as outlined in the 'Further education and skills inspection handbook', especially the sections entitled 'Providers newly directly funded to deliver apprenticeship training provision' and 'Monitoring visits'. The focus of these visits is on the themes set out below.

Mosaic Spa and Health Clubs (Contract Management) Limited, (Mosaic), was formed by the current managing director in 2013. Mosaic received a direct contract to be an employer provider for apprenticeships in May 2016. At the time of inspection, they had 45 apprentices, of which 17 are adults, funded through the employer levy. Fifteen are on standards-based apprenticeships. Mosaic specialise in sports, team leadership and management qualifications at levels 2 and 3. Mosaic has recently recruited seven apprentices in customer services at level 2. Apprentices work at sites across 24 leisure clubs and spas in England, predominantly across the eastern region. There is one further club in Wales.

### Themes

**How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?**

**Reasonable progress**

Leaders and managers have a clear rationale for the development and delivery of apprenticeships. The managing director places emphasis on effective training that enables employees to progress to more senior roles within the organisation. Programmes are planned to effectively meet the essential principles and requirements of an apprenticeship. Managers ensure that apprentices are recruited with integrity.

Staff plan learning well. Consequently, apprentices quickly develop new relevant knowledge, skills and behaviours. Leaders and managers have prepared very effectively for the introduction of new standards-based apprenticeships.

Managers work skilfully to tailor apprenticeship programmes that meet the employer's specific needs for their local requirements. As a result, apprentices are well matched to their job roles and confidently gain new skills, knowledge and behaviours on their programmes. For example, gym apprentices' new knowledge of

physiology enables them to better tailor the detailed planning of personal fitness programmes for clients.

Leaders and managers ensure that they have appropriate human and physical resources to provide high-quality training for apprentices. For example, assessors and trainers are well qualified to deliver technical and vocational aspects of gym apprenticeships. Many are still practitioners, and all have significant industry experience.

Leaders' work has a very positive impact on the lives of apprentices. The employer has a record of developing apprentices who progress to roles of greater responsibility. This raises apprentices' aspirations. As a result, most apprentices who have completed their programmes in the previous year are now in more senior roles. These include senior practitioner and duty manager roles.

Leaders' and managers' evaluation of the quality of their provision is mostly accurate. They demonstrate a determination to ensure that the quality of the apprenticeship provision is secure before they significantly expand or change the programme. Leaders and managers identify and action successfully the key areas for improvement. However, the tracking of apprentices' progress does not yet provide leaders and managers with enough information on the progress of apprentices across the 24 clubs. Managers are not able to identify clearly at which club apprentices make good or better progress in completing their programme of learning.

Company directors have ensured that governance arrangements are effective. The executive team uses apprenticeship success and internal career progression as key indicators of company performance. The training manager shares with the executive team information about apprentices' performance. This enables company directors to measure effectively the overall performance of apprentices and improve the quality of apprenticeship programmes.

**What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices? Reasonable progress**

Apprentices enjoy their apprenticeships and are highly motivated to learn new skills, knowledge and behaviour. Most apprentices have improved their personal and social skills. As a result, they communicate confidently with their clients. For example, customer service apprentices who act as client hosts are confident in dealing with any negative feedback or complaints. They know how to reassure clients and what appropriate action to take. Apprentices become valued members of their leisure and spa club teams. Employers benefit from the contribution that apprentices make to their businesses.

Staff have developed training programmes that prepare apprentices effectively for working with clients in the leisure sector. For example, group delivery sessions enable apprentices to pass core qualifications, such as the fitness instructor programme, at level 2.

Apprentices benefit from a broad range of relevant additional training that leads to qualifications. For example, gym apprentices undertake certificated courses in spin training. As a result, they can integrate this learning directly into their clients' fitness programmes. Level 2 health and fitness apprentices can undertake poolside duties following completion of a lifeguard qualification.

Apprentices have a good understanding of the requirements of the apprenticeship programme, including off-the-job training. Apprentices attend a broad range of activities away from their work, such as training for their specific clubs and leisure settings, online training and webinars.

Assessment of apprentices' ongoing learning and development is highly effective. Assessors' feedback gives helpful action points, enabling apprentices to develop their skills with their line managers in the workplace. Apprentices on new standards apprenticeships are appropriately prepared for their end-point assessments. As a result, the first cohort of apprentices to complete these assessments have gained high grades.

Staff work well with club employees to ensure that the right individuals are selected for apprenticeships through rigorous initial assessment. Most apprentices are making expected or better progress from their starting points. Assessors monitor apprentices individually through regular and frequent meetings. As a result, apprentices have a good understanding of the progress they are making.

Assessors act quickly to support apprentices who are making slower than expected progress. They offer additional review sessions to enable apprentices to catch up on any learning missed. Consequently, most apprentices are on target to complete their programmes in a timely manner.

Apprentices are making a valued contribution to their employer's business. They have quickly developed the skills, knowledge and behaviours that enable them to work unsupervised and take on additional responsibilities. For example, fitness instructor apprentices can complete high-quality health and fitness evaluations for clients and recommend an appropriate fitness programme.

Staff assess apprentices' English and mathematics skills adequately at the start of their programmes. As a result, apprentices without the necessary qualifications are helped to gain these at the right level for their programmes. In addition, apprentices who do start programmes with the essential qualifications required develop these skills further. For example, apprentices who have identified a difficulty working with fractions and proportions gain a better understanding of these mathematical skills.

For example, apprentices can confidently calculate the correct volumes of chemicals for use in pool areas.

**How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Reasonable progress**

Safeguarding arrangements are effective. Leaders and managers are committed to ensuring that apprentices are safe in the workplace. Leaders follow safer recruitment procedures and ensure that all staff are appropriately checked. Staff implement appropriately the safeguarding and health and safety policies and processes. Leaders and managers review and update policies and processes to ensure that they remain current and effective.

The designated safeguarding lead (DSL) has completed relevant training for the role. All staff have undertaken recent training in safeguarding and in the 'Prevent' duty. As a result, staff use this knowledge effectively to ensure that apprentices know how to keep themselves and others safe. Staff refer all disclosures to the DSL, who reviews any arising concerns, intervenes where necessary, and takes appropriate action where relevant. The DSL reports any safeguarding issues and actions taken to the executive team at their monthly meeting.

Apprentices have a good understanding of the risks of radicalisation and extremism. Staff promote this understanding from the beginning of the apprentices' programmes. They ensure that apprentices' knowledge of risk, linked to the sector, is discussed in all reviews of learning to ensure a good understanding of most aspects. For example, apprentices interviewed by inspectors described their awareness of the 'Prevent' duty coherently and demonstrated a good understanding of how they would raise concerns.

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