

Kemble Training Limited

Monitoring visit report

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Name of lead inspector: Victor Reid, Her Majesty's Inspector

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Type of provider: Independent learning provider

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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 ESFA 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.

Kemble Training Limited is an independent training provider that was established in 2014 to provide commercial training to the health and social care sectors. In 2017, the company became eligible to receive public funding for the training of apprentices. Currently, 16 apprentices, all funded through the employer levy, are working towards standards-based apprenticeships at levels 2 and 3 in the adult care sector. The provider does not subcontract any provision.

Themes

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

Reasonable progress

Leaders have set an ambitious vision for the organisation with a strong employer-focused approach to the provision of high-quality apprenticeship training. The strategic and business plans reflect this well. Leaders have made effective use of their recent experience as an apprenticeship subcontractor to develop a thorough understanding of the key principles of an apprenticeship.

Managers and trainers work collaboratively with employers to ensure that programmes provide the training that their apprentices need to become effective in the workplace. Leaders' and trainers' frequent contact with employers ensures that programmes meet sector-specific requirements and business needs.

Leaders have developed their curriculum offer well in response to local and regional priorities. Managers have forged strong and effective relationships with an extensive range of employers and organisations across the communities they serve. Leaders use these links skilfully to develop a clear understanding of local skills needs across Herefordshire.

Recruitment procedures for apprentices are thorough and detailed. Apprentices receive effective impartial careers information and advice. This ensures that they develop a clear understanding of the rigours and demands of an apprenticeship and select the most appropriate programme to support their career aims and ambitions.

Leaders ensure that all trainers are suitably qualified and vocationally experienced. Managers focus very effectively on the impact that teaching has on the learning and progress of apprentices through a robust observation process. Trainers benefit from extensive staff development activities that help them keep their training practices up to date.

Leaders and managers have a clear and accurate understanding of how to improve the provision. The quality improvement plan links well to the organisation's long-term goals and is helping leaders and managers to improve the quality of apprentices' experience.

Leaders' strategic approach to developing apprentices' English and mathematics skills is not yet fully effective. While leaders have developed a clear strategy to support apprentices to develop their confidence in these essential skills, managers do not ensure that the most able apprentices develop these skills beyond their starting points.

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

Trainers have high expectations of apprentices, which motivates them to work hard towards achieving their learning goals. Staff accurately assess the knowledge, skills and behaviours of new apprentices at the start of the programme.

Apprentices benefit from a detailed and informative induction programme that includes some very useful short courses, such as training on dementia, health and safety, and the safe movement of clients. Apprentices quickly develop a good understanding of what is expected of them in the various settings in which they will be working.

Trainers are adept at making learning relevant to individual learners' roles and work settings. Employers support the planning and delivery of learning well. They help to ensure that apprentices have good opportunities to develop their skills in the workplace.

Trainers skilfully make use of their up-to-date subject knowledge and sector expertise to support apprentices to develop appropriate industry-standard skills and knowledge. For example, level 3 apprentices quickly learn how to record accurately the administration of medication given to residents in care home settings.

Most apprentices make good progress in developing their vocational knowledge and skills relevant to their job role and, as a result, become more confident, both at work and in their learning. Managers and trainers intervene swiftly when apprentices are at risk of falling behind in their learning.

Apprentices produce a good standard of work for their qualification and demonstrate good subject knowledge. For example, level 2 adult care apprentices quickly develop a secure understanding of what is meant by person-centred care.

Most apprentices have an accurate understanding of what they need to do to complete their programme, but few are aware of what they need to do to achieve the highest grades in the apprenticeship.

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

Leaders ensure that they follow safe recruitment practices to assure the suitability of all staff when working with younger apprentices.

All staff have received training in how to keep apprentices safe. Trainers are confident in explaining safeguarding topics. As a result, apprentices quickly develop a good level of understanding about the precautions to take to keep themselves safe.

Both of the designated safeguarding officers are suitably experienced and appropriately qualified. Staff respond to safeguarding referrals well. Safeguarding records are maintained efficiently. The tracking and recording of safeguarding incidents are clear and concise, allowing for the identification of patterns and trends. Managers make good use of links with external specialist agencies where onward referral is appropriate.

Leaders and managers ensure that safeguarding procedures are reviewed and updated appropriately. Leaders have very recently developed a risk assessment and action plan for the 'Prevent' duty, setting out how they respond to local challenges, and so it is too early to judge its effectiveness.

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