

# Lewtay Training Limited

Monitoring visit report

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**Unique reference number:** 1278632

**Name of lead inspector:** Sambit Sen, Her Majesty's Inspector

**Inspection dates:** 12–13 June 2019

**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.

Lewtay Training Limited is a private training provider established in 2013. It started delivering directly funded apprenticeship provision in May 2017. Currently, 84 apprentices are on apprenticeship programmes. Most of these apprentices are on the children and young people workforce – residential childcare framework level 3. A few of the apprentices are on the level 3 team leader standard and level 5 leadership and management framework. Lewtay does not subcontract any aspects of its apprenticeship provision. Lewtay is a subcontractor for another prime contractor, but these apprentices are out of scope for this inspection.

### 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 use their knowledge of the residential childcare sector to carefully design apprenticeship programmes. They ensure that the content meets the individual needs of apprentices and their employers. Leaders and managers work closely with their employers to recruit apprentices. They take appropriate steps to ensure that they recruit them fairly and with integrity. For example, all recent recruits complete their six-month employment probation before they enrol on an apprenticeship programme. This ensures that they are on the most appropriate level apprenticeship for the job roles they perform and will learn new skills and knowledge as a result.

Leaders and managers recruit staff with appropriate qualifications and experience of the sector to support apprentices with their learning. Leaders and managers know and understand what an effective apprenticeship programme should be. They have ensured that they have a clear oversight of apprentices' ongoing progress. This ensures that should an apprentice fall behind with their programme, managers put the appropriate measures in place to help them catch up with their work.

Leaders and managers have not ensured that apprentices and employers are aware of the requirements for their final assessments. While they have provided effective training to their assessors, too many apprentices and employers are unclear about

what apprentices need to do to achieve high grades and pass their final assessments.

Leaders and managers have strong internal quality assurance measures. They have used their experience as a subcontractor to effectively develop measures that give them a good understanding about the quality of learning. However, governance arrangements are relatively new, and it is too soon to judge any impact.

Leaders and managers ensure that apprentices receive appropriate careers advice and guidance. Staff ensure that apprentices are well informed about their choices and potential next steps in the care sector. As a result, many apprentices gain promotion within their organisation.

**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 develop and improve their knowledge, skills and behaviour relevant to their work settings. They use their new knowledge to ensure that they support their clients sensitively and appropriately. For example, apprentices apply their understanding of attachment theory to help residents recognise and manage feelings of separation from their loved ones when they first settle into a new care home.

Employers are very supportive of the apprenticeship programme. They work collaboratively with assessors to ensure that the training they give apprentices in the workplace relates appropriately to the care needs of their clients. Apprentices are keen to learn, and to improve the standard of care that they deliver, so that they make a positive contribution to their employers' businesses. For example, apprentices working with children and young people in residential settings use their new understanding about children's development to manage the often-challenging behaviour of the children in their care more effectively.

Most assessors provide effective feedback that enables apprentices to improve the quality of their work. Apprentices produce good standards of work and most receive good advice on the skills they need to develop before their assessor's next visit.

Most assessors monitor apprentices' progress effectively. They support apprentices to catch up when they fall behind by arranging extra and more frequent sessions.

Assessors do not ensure that apprentices make good progress in developing their English and mathematical skills. Apprentices rely heavily on self-study and online learning materials to cover the content of their English and mathematics qualifications. While managers have recently appointed specialist staff, it is too soon to judge any impact.

**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 place a high priority on safeguarding their apprentices and have established effective safeguarding policies and procedures to keep them safe. Leaders ensure that they carry out appropriate checks on all staff prior to their employment.

Staff understand their responsibilities relating to safeguarding. They have received appropriate training on safeguarding and the 'Prevent' duty. Employers also provide highly effective training for apprentices in these areas. As a result, apprentices have a good understanding of the risks in the sector in which they work. For example, apprentices apply their knowledge of the 'Prevent' duty to the family circumstances surrounding young people in their care, especially those at risk of radicalisation.

Assessors ensure that apprentices follow safe working practices. Staff complete highly detailed reviews of employers' premises with employers. They ensure the physical safety of apprentices in the workplace.

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