

Eglantine Catering Limited

Monitoring visit report

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Name of lead inspector: Steve Stanley, Her Majesty's Inspector

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Type of provider: Independent learning provider

Address: 2 London Road
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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.

Eglantine Catering Ltd (Eglantine) was formed in 1996 to cater for dinner parties and weddings. In August 2017, the company gained a contract to train levy-funded apprentices for the hospitality industry. At the time of the monitoring visit, there were 15 apprentices on standards-based programmes. Most were on a level 3 hospitality supervisor programme. A few were on level 2 hospitality, level 3 business administration and level 4 hospitality manager programmes. Apprentices were in workplaces in Hertfordshire, London and Sussex. The company also runs apprenticeships on behalf of a college. This provision was not in scope for the monitoring visit.

Themes

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

Reasonable progress

The leader of the company has put in place an appropriate training programme that meets apprentices' needs. The leader knows well the skills that employers in the hospitality industry need. She is swift to respond to employers to tailor suitable training for their businesses. The apprenticeship programme is flexible, it ensures that apprentices build on their existing skills and it fits well with their job role.

The staff team have managed the change from apprenticeship frameworks to standards effectively. They have set out appropriate requirements and expectations for training apprentices. They check that apprentices receive the correct amount of time to study. They are sensitive in planning apprentices' learning and reviews of their progress so that they can complete both when they are not on duty in their restaurant.

Staff have relevant hospitality industry experience and skills. They are suitably qualified as practitioners and trainers. The leader ensures that the team build on their skills. For example, she makes sure that staff are fully aware of the

apprenticeship standards. Consequently, they are more effective in how they carry out the training of apprentices.

The leader has put in place systems that are appropriate for establishing what apprentices already know and can do. Staff check whether apprentices have the required skills in English and mathematics to do their jobs. They check what apprentices know from their work in the hospitality industry. They ensure that apprentices are on the right programme of learning and that they have a clear understanding of the skills they need to build.

The leader and staff do not use information effectively enough to pinpoint salient areas for improvement. The actions to improve quality do not come with clear indications of how staff will measure the impact. Staff do use systems well for checking the progress and achievement of their apprentices.

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 help apprentices make good progress. They instil in apprentices an apt work ethic and commitment to their learning. Apprentices benefit from the guidance they receive from trainers to help them develop skills and take their training seriously. Trainers support apprentices well to build their confidence in the workplace and to complete their studies. Trainers hold frequent meetings with them to check their progress, so they stay on target to achieve. The staff at Eglantine keep employers up to date with what they are teaching. Most employers have an active involvement in reviewing apprentices' progress with the trainers.

Apprentices gain a range of knowledge and technical skills, which they need to be proficient in the industry. They become more able to communicate with colleagues and better check the quality of their work. They organise their work tasks better, making them more efficient in their job. These skills have enabled them to take on more responsibility at work.

Staff devise training resources that reflect well what apprentices need to know as citizens and to extend their language skills in the workplace. For those apprentices who have English as their second language, these resources help them develop English language skills. Staff ensure that apprentices understand what British values are. Trainers use resources to promote topics on diversity well. Apprentices learn what stereotyping means and how they can avoid this in the workplace. A few resources focus suitably on how apprentices can improve the service they provide. For example, one apprentice collects and analyses information on customer complaints.

The quality of feedback that apprentices receive to improve their work is not helpful enough. Trainers' feedback is too brief and does not show them how they can

improve on their performance in the workplace. A few apprentices who need more help with their English get insufficient feedback on the quality of their English in their work.

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

The leader of the company has put in place suitable safeguarding measures to keep apprentices safe. The four trainers have been appropriately checked for their suitability to work with young people and adults. The leader of the company carries out health and safety checks to make sure that the settings where apprentices learn are safe. The policies and procedures for safeguarding are clear and updated annually.

Staff have frequent safeguarding training and use this well when they train their learners. For example, trainers embed safeguarding topics in English and mathematics lessons. Apprentices can recount aspects of what they had learned in how to keep themselves safe in the workplace and their lives. They are aware of the dangers of social media and cyberbullying. A few apprentices have a rudimentary understanding. Apprentices feel safe and know who to contact if they have concerns. Assessors check whether apprentices have any safeguarding concerns.

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