

Kickstart2Employment Ltd.

Monitoring visit report

Unique reference number: 1270923

Name of lead inspector: Alex Lang, Her Majesty's Inspector

Inspection date(s): 14–15 August 2019

Type of provider: Independent learning provider

Address: 12 Charles Street
Wrexham
LL13 8BT

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.

Kickstart2employment (K2E) is an independent learning provider based in Wrexham. It has three directly funded contracts; apprenticeships awarded in March 2017, adults awarded in November 2017 and devolved budget from Liverpool City Council awarded in August 2019. K2E works with three subcontractors. Thirty-nine learners were on programme at the time of the monitoring visit. All 15 apprentices are on standards-based programmes. Eight are on level 2 programmes in transport operations management and manufacturing technologies and six are on level 3 programmes in health and social care, and team leading. One apprentice is on a level 2 welding programme. Twenty-four adult learners attend a range of employability courses, with nine of these enrolled on subcontracted devolved provision.

Themes

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

Significant progress

Senior leaders have a very clear strategy and purpose for the company. They have grown the company slowly with a focus on providing quality to gain the trust of employers. They use their well-developed links with partners, such as Jobcentre Plus and ex-offender referral agencies, to provide training opportunities for those who have been away from the workplace for extended periods of time. K2E have recently entered a partnership with a recruitment company to provide learners with wider employment opportunities.

Senior leaders carefully select employers that reflect the values and ethos of the company. They have established exceptionally strong and trusting relationships. They visit employers to seek understanding of their needs and design bespoke programmes to meet them. Employers benefit greatly from the relationship through the development of their employees' skills. Senior leaders have effective subcontracting arrangements in place that provide assurance on the quality of the subcontracted provision.

Senior leaders ensure that the programmes meet the principles of apprenticeships. Managers, employers and apprentices identify and record appropriate and interesting off-the-job training. It is well-planned and develops wider skills, for example communication skills. As a result, apprentices make a valuable contribution to the workplace.

Senior leaders have put effective quality arrangements in place that have led to improvements. For example, they have redesigned staff roles and responsibilities to make them more accountable. Their judgements on the quality of teaching, learning and assessment are accurate. Feedback from observations is thorough and benefits staff. Staff receive continued professional development to support improvement in teaching. For example, they have individual training sessions on group work and team teaching.

Governance arrangements are in place. However, governors do not provide sufficient support and challenge to the chief executive officer.

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

Apprentices across all courses make good or better progress. Tutors use the information they collect on apprentices' starting points to design and develop individualised and challenging sessions. The vast majority are making at least expected progress. Assessors, with managers, review progress frequently to ensure that all apprentices are on track.

Apprentices acquire very good skills. They develop a clear understanding of the behaviours and knowledge required for them to make a significant contribution to the workplace, for example the appropriate behavioural skills for dealing with difficult customers. Apprentices are rightly proud of the work they produce. They demonstrate excellent practical skills, for example apprentices on welding programmes repair farm machinery so that it still functions efficiently after a substantial period of use. Apprentices on business programmes analyse warehousing-related problems and investigate root causes before attempting to resolve problems.

Tutors are highly experienced and well qualified. They plan well and use good resources to deliver high-quality sessions. These sessions develop apprentices' skills and prepare them well for work. Tutors establish supportive relationships with apprentices and, as a result, attendance is high and apprentices benefit from the sessions.

Apprentices receive good and encouraging feedback that builds their confidence. Tutors pay close attention to the quality of the apprentices' written work, correcting

spelling and grammatical errors. Consequently, learners know how to improve their work and develop their English skills.

Apprentices are able to apply their learning at work. For example, in infection control they know about the growth and spread of pathogens and how to use effective barrier strategies. As a result, they contribute to their workplace effectively.

Apprentices are well prepared for their end-point assessment. They demonstrate a good understanding of the assessment requirements and how to achieve the targets set.

What progress have leaders and managers made in ensuring that learners benefit from high-quality adult education that prepares them well for their intended job role, career aims and/or personal goals? Significant progress

All staff have high expectations for what adult learners can and do achieve. They give excellent opportunities for people with long term unemployment or offending backgrounds to improve their employment prospects. Staff and tutors at the centres provide a well-planned introduction to adult learning. This encourages learners to develop their education, employability and life skills. A wide range of programmes includes courses on mindfulness and money management. These relate well to the everyday problems that many of the learners experience. As a result, learners progress to other courses and into employment.

Tutors use their extensive experience and knowledge to plan the curriculum well. They support learners to develop their personal, social and employability skills successfully. Tutors are approachable and develop excellent rapport with learners. This builds learners' confidence and self-esteem. Learners feel able to challenge tutors. For example, learners check tutors' work and identify minor mistakes. Tutors challenge learners well to expand ideas and learning.

Learners are clear about their goals and are working towards qualifications in mathematics and English that will help them to progress to higher levels and employment. Others gain valuable knowledge and skills that will help them to gain employment in driving, retail or health and care, for example road safety knowledge, completion of records, customer service and practice, listening skills and conflict management. Learners develop a good understanding of employment practice and understand contracts of employment. Throughout the programme learners receive useful information on the options available to them, for example next steps at the centre, moving to other providers or employment.

Learners are well supported by knowledgeable and helpful staff. They benefit from extensive support while on their programme and by accessing support from external

agencies, for example for help with mental health issues, counselling, benefits and legal advice.

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

Senior leaders have ensured that the designated safeguarding lead (DSL) has had appropriate training. They have comprehensive policies in place. Managers and staff place a high priority on safeguarding learners.

Appropriate safe recruitment processes are in place, including disclosure and barring checks with a package of safeguarding and the 'Prevent' duty training modules. Managers ensure that all staff complete the necessary checks.

Although appropriate reporting processes are in place, managers do not ensure that staff comply with them. However, all incidents have been managed appropriately. Staff have effective external links and good support from the agencies they use. For example, learners who experience domestic violence are referred to specialist counsellors.

Links with external networks provide helpful resources to develop knowledge of local and national issues, for example the 'Prevent' duty, mental health and trafficking. These resources lead to informative discussions with learners. Learners know how to keep themselves safe.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Learner View

Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too. To find out more go to www.learnerview.ofsted.gov.uk.

Employer View

Employer View is a website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too. To find out more go to www.employerview.ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019