

# Inspection of Ginger Nut Media Limited

Inspection dates: 17–20 September 2019

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Apprenticeships	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Information about this provider

Ginger Nut Media Limited (Ginger Nut) is an independent learning provider based in Colchester. All training is provided in employers' workplaces across the country. At the time of the inspection, 180 apprentices were on apprenticeship programmes on levels 2 and 3. Most apprentices are on standards-based programmes, with the rest on framework programmes. Leaders offer apprenticeship programmes in administration, management and digital services, including marketing. Ginger Nut does not work with any subcontractors.

## **What is it like to be a learner with this provider?**

Apprentices enjoy their time at Ginger Nut. They are enthusiastic about their programmes. Their attendance is very good, and they are eager to get the most out of their training. Apprentices have a strong commitment to achieving their apprenticeship to a high standard.

Apprentices, including those with learning difficulties and/or disabilities do well at Ginger Nut. They learn a range of new skills, such as how to design high-quality digital marketing campaigns and develop knowledge on how to use a variety of online and social media platforms to improve customers' opinion.

Many apprentices progress in their careers because of their training. They gain greater responsibilities or promotions. Apprentices and their employers benefit from a well-planned and challenging curriculum.

Apprentices develop a good understanding of how to identify and respond to the broad range of clients they work with in their own places of work. For example, they know how they would adapt a venue for clients with disabilities to enable clients to participate fully.

A few apprentices on higher-level programmes in business administration, and information and communication technology, fail to develop their knowledge to the same depth as their peers. These apprentices struggle to recall key aspects of their vocational subject.

## **What does the provider do well and what does it need to do better?**

Leaders have used their industry experience to create high-quality learning programmes. Staff work closely to identify with employers what activities apprentices perform in the workplace. They use this knowledge to shape good-quality theoretical learning. Staff use company training effectively to enhance apprentices' skills development.

Tutors implement planned programmes effectively. They make appropriate changes, ensuring that apprentices have learning which matches their specific needs. Apprentices on infrastructure technician programmes learn quickly how to provide good client support. They help clients use technology to do their own jobs, by using software tools to problem-solve.

Tutors work closely with apprentices and employers to establish shared high expectations. Tutors help apprentices extend their learning with academic research. They structure teaching to present topics clearly and relevantly. Tutors check apprentices' understanding in detail through good use of questioning.

Most apprentices clearly remember what they have learned. Tutors help them develop independent learning skills. They apply their knowledge effectively in the

workplace. For example, data analytics apprentices skilfully make recommendations to improve business performance.

Leaders have a clear understanding of the strengths and weaknesses of the provision. They ensure that appropriate governance arrangements are in place and are reviewed regularly. Governors bring a broad range of suitable experience and challenge leaders to improve.

Leaders ensure that apprentices receive effective information, advice and guidance. This includes an extensive induction and ongoing careers advice and guidance. Apprentices understand the options available to them and progress in their careers. Previous apprentices who have gained promotion now coach new apprentices within their workplace.

Staff do not involve employers enough for those few apprentices on higher-level apprenticeship programmes. Apprentices do not have the opportunity to practise their skills at work. Tutors do not teach new concepts in detail or check apprentices' understanding. These apprentices do not have a deep understanding of their subject.

Leaders and managers do not evaluate the impact of their improvement activities sufficiently. They do not check in detail to ensure that actions have a positive impact on apprentices.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers ensure that apprentices are safe. Managers provide prompt help to apprentices who need early support and guidance. They accurately identify those who could be at potential or actual risk. Designated lead staff are appropriately trained and manage disclosures and apprentices' concerns swiftly and effectively. Apprentices develop a good understanding of how to keep themselves healthy and active. They know how to maintain their own mental well-being. Apprentices feel safe and apply safe working practices. They know how to report issues and to whom.

## **What does the provider need to do to improve?**

- On higher-level apprenticeships, ensure that tutors work with employers to develop apprentices' knowledge to a good standard.
- Leaders and managers need to ensure that they evaluate more closely the impact of their quality improvement activities on apprentices.

## Provider details

<b>Unique reference number</b>	1276527
<b>Address</b>	37 Queen Street Colchester CO1 2PQ
<b>Contact number</b>	020 7495 5110
<b>Website</b>	<a href="http://www.gingernuttraining.co.uk">www.gingernuttraining.co.uk</a>
<b>CEO</b>	Phil Warnock
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	Not previously inspected
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection team was assisted by the quality manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements including observing learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

## Inspection team

Derrick Baughan, lead inspector	Her Majesty's Inspector
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Roger Pilgrim	Ofsted Inspector
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