

# Dove Nest Management Training and Development Limited

Monitoring visit report

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<b>Name of lead inspector:</b>	Maura Cummins, Her Majesty's Inspector
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<b>Address:</b>	Millness Mill Crooklands Milnthorpe Cumbria LA7 7NS

## 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 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

Dove Nest Management Training and Development Limited (Dove Nest) specialises in leadership and management programmes. In January 2018, it began to provide levy-funded apprenticeships under its own direct contract. Dove Nest provides apprenticeship training for several large national companies. Currently, there are 420 apprentices. Two hundred and sixty-nine apprentices are working towards the team leader/supervisor standard at level 3 and 151 are working towards the operations/departmental manager standard at level 5.

### 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 extensive leadership and management experience to develop bespoke apprenticeship programmes that meet the needs of the employers with whom they work. Leaders and managers design the curriculum so that apprentices develop substantial new knowledge, skills and behaviours. For example, apprentices who are more experienced managers develop new knowledge and skills in emotional intelligence, effective communication and scheduling.

Employers are highly satisfied with the training and development their apprentices receive. Leaders and managers ensure that trainers provide frequent and useful feedback on apprentices' development. They ensure that programmes are flexible to meet the varying demands of the companies with whom they work.

Leaders ensure that apprentices and employers are fully prepared for the apprenticeship programme. The induction programme, prior to apprentices starting, is thorough and comprehensive. Apprentices and employers are clear about the expectations of the programme and the commitment they need to make. Leaders do not contract with employers who will not commit fully to supporting apprentices' on- and off-the-job training.

Experienced trainers undertake regular professional development so that their subject knowledge remains current. Leaders deal effectively with underperformance.

Leaders ensure that apprentices receive thorough preparation for the end-point assessment. A few apprentices are not progressing quickly enough on their apprenticeship programme.

**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**

Leaders and trainers design and deliver the curriculum in a logical order. This meets the needs of individual employers and apprentices. For example, they deliver self-awareness and emotional intelligence early in the programme. This ensures that apprentices have an increased self-awareness of their own behaviours and the effect these may have on their teams. Consequently, apprentices improve their leadership knowledge and skills.

Trainers are highly knowledgeable, skilled and experienced. They provide high-quality off-the-job training that apprentices can relate to and use in their job roles. Trainers plan useful team-leading activities. For example, apprentices participate in raft building. As a result, they learn how to lead and manage people, how to build relationships and improve their communication skills. Trainers encourage apprentices to discuss what they have learned and how their knowledge and skills have improved. Consequently, apprentices learn more, remember more and can do more.

Apprentices use and apply their new knowledge, skills and behaviours in their job roles. For example, they chair meetings, present their ideas to senior staff and provide feedback to colleagues. As a result, apprentices become more confident in their job roles. They develop good interpersonal, social and problem-solving skills that, for a few, have enabled them to gain promotion in their organisation. Apprentices were able to describe confidently to inspectors how they have 'grown' as people because of their training.

Trainers provide support swiftly and develop flexible assessment arrangements for apprentices who fall behind. Individual coaching sessions help apprentices to catch up quickly.

Apprentices improve their knowledge and skills in mathematics and English, which supports them in their employment. For example, they develop highly effective communication skills which enable them to present information confidently. The quality of apprentices' written work is of a high standard.

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

Leaders have appropriate policies and procedures in place so that staff know how to keep apprentices safe. Thorough recruitment processes ensure that staff are suitable to work with apprentices. The designated safeguarding leads have undertaken appropriate training to carry out their role competently.

Apprentices feel safe and know how to keep safe. They know to whom they should report safeguarding concerns. Apprentices benefit from appropriate safeguarding training as part of their programme.

The provider meets the requirements of the 'Prevent' duty. Apprentices have a basic awareness of the dangers of radicalisation and extremism. Leaders do not ensure that apprentices have sufficient knowledge of localised issues or possible threats relevant to their workplace or community.

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