

# INSPECTION REPORT

## **GDN Childcare Training Limited**

**28 September 2006**



ADULT LEARNING  
INSPECTORATE

## **Adult Learning Inspectorate**

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people aged over 16
- provision in further education colleges for people aged 19 and over
- **learnirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons
- adult information, advice and guidance services (**nextstep**).

Inspections are carried out in accordance with the Common Inspection Framework by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

## **Pre-inspection analysis**

The resources allocated to a cycle 2 inspection are primarily determined by the findings from the previous inspection. Account is also taken of information about achievement and retention obtained from the funding body, and any significant changes in the size or scope of the provision.

Where a provider has received good grades in cycle 1, the cycle 2 inspection is relatively light. If the provider offers a number of areas of learning, a restricted sample is inspected.

Where a provider has received satisfactory grades in cycle 1, the cycle 2 inspection is less intensive and it is possible that not all areas of learning are included.

Where there are significant unsatisfactory grades from cycle 1, the intensity of the cycle 2 inspection is broadly the same as cycle 1, and all significant areas of learning are inspected.

Providers that have not previously been inspected will receive a full inspection.

## Overall effectiveness

The grades given for areas of learning and leadership and management will be used to arrive at a judgement about the overall effectiveness of the provider.

An **outstanding** provider should typically have leadership and management and at least half of the areas of learning judged to be a grade 1. All area of learning grades will be graded 1 or 2.

A **good** provider should have leadership and management and at least half of the area of learning grades judged to be a grade 2 or better. A good training provider should not have any grade 4s, and few grade 3s in the areas of learning.

A **satisfactory** provider should have adequate or better grades in leadership and management and in at least two thirds of the area of learning grades. An adequate provider might have a range of grades across areas of learning, some of which might be graded 4.

Provision will normally be deemed to be **inadequate** where more than one third of the area of learning grades and/or leadership and management are judged to be inadequate.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning.

## Grading

Inspectors use a four-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes, as well as to summarise their judgements about the quality of learning sessions. The same scale is used to describe the quality of leadership and management, which includes equality of opportunity and quality assurance. The descriptors for the four grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - inadequate*

# INSPECTION REPORT

## GDN Childcare Training Limited

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## INSPECTION REPORT

### DESCRIPTION OF THE PROVIDER

1. GDN Childcare Training Limited (GDN) is a private training provider formed in 1985. The company is owned and managed by two directors, of whom one is director of training and assessor and internal verifier, and the other is finance director and health and safety officer. GDN employs five trainer/assessors and five administrative staff, of whom two are the training centre manager and the work-based learning manager.
2. GDN has a contract with Greater Manchester Learning and Skills Council (LSC) to provide apprenticeships, advanced apprenticeships and level 4 national vocational qualifications (NVQs) in early years care and education. It also provides privately funded training for organisations in the early years sector. GDN's administrative and training offices are situated in Eccles in Manchester.
3. Most of the apprentices attend GDN's training centre in Eccles on a regular basis for early evening off-the-job training sessions. However, learners employed at some distance from the centre have off-the-job training on site. Level 4 learners attend daytime sessions.

### OVERALL EFFECTIVENESS

**Grade 4**

4. **The overall effectiveness of the provider is inadequate.** More specifically, GDN's leadership and management and its arrangements for quality improvement are inadequate. Its approach to equality of opportunity is satisfactory, but its provision is inadequate in health, public services and care.
5. **The inspection team had little confidence in the reliability of the self-assessment process.** The self-assessment report is largely descriptive outlining what the provider has in place or is currently doing. It does not refer sufficiently to qualitative and quantitative data as a basis for judgement and has insufficient focus on the learners' experience. Weaknesses identified at the previous inspection have not improved and some strengths identified at the previous inspection have not been maintained. Many of the strengths and weaknesses identified by inspectors have not been identified in GDN's self-assessment report. Employers', learners' and stakeholders' views are not adequately represented.
6. **The provider has demonstrated that it has sufficient capacity to make improvements.** Although the inspection identified serious concerns about current practice, GDN does have sufficient capacity to make improvements. The company has exceptionally well-qualified assessors and some skilled managers who have already identified some of the company's shortcomings. GDN has already introduced some actions to improve the quality of provision.

## KEY CHALLENGES FOR GDN CHILDCARE TRAINING LIMITED:

- develop effective systems to improve and evaluate the quality of learners' experiences
- improve the quantity and quality of assessors' contact with learners
- develop an effective strategy to meet learners' literacy and numeracy skills support needs
- ensure strategic planning is focused, coherent and effective
- improve the rigour and effectiveness of internal verification

## GRADES

*grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = inadequate*

Grades awarded at inspection

<b>Leadership and management</b>		<b>4</b>
Contributory grades:		
Equality of opportunity		3
Quality improvement		4

<b>Health, public services and care</b>			<b>4</b>
<b>Contributory areas:</b>	<b>Number of learners</b>	<b>Contributory grade</b>	
<b>Early years</b>		<b>4</b>	
Apprenticeships for young people	81	4	
NVQ training for young people	8	4	

## ABOUT THE INSPECTION

7. Training in early years was inspected, including apprenticeships, advanced apprenticeships and NVQ-only programmes at level 4.

Number of inspectors	3
Number of inspection days	12
Number of learners interviewed	25
Number of staff interviewed	6
Number of employers interviewed	15
Number of visits	11

## **Leadership and Management**

### **Strengths**

- good development of systems to monitor and record learners' progress

### **Weaknesses**

- weak strategic planning
- inadequate strategy for literacy and numeracy support
- inadequate reinforcement of equality of opportunity
- inadequate use of observations of teaching and learning to improve learners' experience
- insufficiently rigorous internal verification
- ineffective self-assessment process

## **Health, public services and care**

### ***Early years***

#### *Strengths*

- good development of vocational skills

#### *Weaknesses*

- very slow progress
- inadequate learning experience for many learners
- poor assessment practice
- inadequate support for learners

## **WHAT LEARNERS LIKE ABOUT GDN CHILDCARE TRAINING LIMITED:**

- being given targets
- 'the assessor coming to the workplace, so I don't have to travel'
- the drop-in sessions where they get a lot of explanation
- the booster sessions for key skills
- 'support from the assessor when I see her'

## **WHAT LEARNERS THINK GDN CHILDCARE TRAINING LIMITED COULD IMPROVE:**

- meeting learners' individual needs
- the clarity of descriptions of what is required of learners
- the overload of paperwork
- feedback on work completed
- the method of handing in work and getting it back
- the number of opportunities to attend training sessions
- the amount of face-to-face training time
- the frequency of visits from assessor
- notice given of visits, which can be very short

## DETAILED INSPECTION FINDINGS

### LEADERSHIP AND MANAGEMENT

**Grade 4**

#### Strengths

- good development of systems to monitor and record learners' progress

#### Weaknesses

- weak strategic planning
- inadequate strategy for literacy and numeracy support
- inadequate reinforcement of equality of opportunity
- inadequate use of observations of teaching and learning to improve learners' experience
- insufficiently rigorous internal verification
- ineffective self-assessment process

8. GDN's strategy for engaging employers is satisfactory. A new member of staff has been appointed with a specific role to build GDN's relationships with employers. The company is taking positive steps to resolve some of the issues employers have with accepting trainee apprentices. Three forums for employers were organised in April, July and August 2006. Only 13 out of 66 employers attended and those consulted found the experience positive and informative. It extended their awareness of the demands of the learners' qualifications. However, a large percentage of the employers that did not attend did not respond to initial and follow-up communications. GDN has been working with employers to establish firmer contractual relationships and improve employers' understanding of the qualification demands and of GDN's expectations. The employment manager has designed new systems to monitor employers' performance in supporting learners on their programme. Some employers expressed concerns over the standard of training, the infrequency of visits from GDN and the infrequency of observations of learners in the workplace. Other employers enjoy a productive relationship with GDN and feel that support and communications are effective. Some employers felt the level of support they had to give their learners in carrying out assignments and explaining what was required was not part of their role.

9. GDN's staff development and appraisal system is satisfactory. Evidence used for staff appraisal is collected throughout the year from a varied range of sources, including quality monitoring reports, learner and employer monitoring information and staff meetings. Formal appraisal takes place annually and is in two parts. The appraiser creates a personal appraisal report with judgements on the staff members' strengths, weaknesses and areas for improvement. The appraisee receives this before the appraisal and comments on their performance. This is discussed in the second part of the process, which is a formal meeting with the director of training. Performance targets are no longer set and staff are expected to work towards a success rate of 100 per cent in all areas. This success is judged according to the level of staff members' compliance against selected GDN procedures. Action plans are set and monitored and identify areas for improvement, with clear links to staff development and training.

10. Communication is satisfactory. Action points from meetings are carried forward to subsequent meetings. Monthly staff meetings are carried out effectively. Staff discuss learners' progress and share information on new developments and individual responsibilities. Records of minutes are detailed and clear responsibilities for actions are allocated. Many targets for completion are ongoing, with no specific timescales allocated to them.

11. GDN's health and safety practices are satisfactory. The provider has a detailed health and safety policy which is regularly reviewed and revised to meet external demands. All venues receive an inspection before learners begin programmes at them. The initial vetting is thorough and detailed. A health and safety manager carries out this area of work supported by an assessor who has received in-house training. Action plans are given to venues not meeting GDN's standards. Health and safety is monitored against clear criteria during progress reviews. Regular formal reports are presented at monthly meetings and staff are made aware of risk assessment policy and practice.

12. Learners receive satisfactory initial advice and guidance. GDN has been accredited with the matrix quality standard for information, advice and guidance. Learners are given clear information about the qualifications available at GDN, the potential progression routes and the support available. This information is reinforced at an initial interview with the provider. A new website developed in April 2006 is an effective vehicle for detailed information on career routes and additional qualifications. Not all learners have access to this.

13. GDN's strategic planning is weak. The business plan is not sufficiently clear or focused on identifying the organisation's key objectives for future development. A number of plans are in use and the links between these documents are not coherent. Objectives outlined in the development plan are not set in a clear timescale and milestones for complex activities are not identified. For example, as a result of market analysis, GDN wants to increase its market share by 40 per cent by the end of 2007. There is no indication of how it will achieve this. The business plan does not contain any strategic qualitative or quantitative targets for the key objectives. It is not clear how progress will be measured and evaluated. Headline targets are set for retention and achievement but it is not clear how they link to operational targets. There is effective analysis of recent national and regional changes and an identification of strengths, weaknesses and threats for the organisation. However, this is not used to plan a future strategic direction for the organisation. There is no consideration of the implications for staff development or increased resources to take account of new developments and aspirations. The report does not contain any projected financial planning and costing to take the organisation forward. Contingency planning and risk assessments are not considered. A strategic activity plan monitors the areas which have been prioritised for action, but end dates have not been signed off or registered as completed. These are not identified as priorities in the strategic plan. Staff find the plan complex and are not fully aware of the progress or completion of tasks within the plan, or the key priority areas for development.

14. GDN does not have an effective strategy for literacy and numeracy support. Its procedures for identifying learners with additional learning needs and providing them with support are inadequate. GDN has no clear procedures to support staff carrying out initial

assessment activities. All learners complete a skills test in literacy and numeracy at induction but are not informed as to the significance or details of their results. The test is used in selecting the appropriate programme level for learners and to identify those at entry level 3 who require additional support. No further diagnostic tests are carried out. The tests do not lead to the creation of an appropriate and planned individual learning programme for learners. Learners at entry level 3 and other learners who have failed their key skills exams or are struggling to complete work are offered additional contact time with assessors, drop-in sessions to catch up, and individual support. Assessors and work-based managers involved in providing support for learners are not qualified to teach literacy and numeracy skills. No-one is qualified to identify or teach dyslexic learners. There are no clear procedures for referrals to external specialist agencies for specialist support. Staff development in literacy and numeracy at level 2 and 3 is planned for assessors and the work-based learning manager. Thirty-eight per cent of current learners have been identified as needing literacy or numeracy skills support.

### **Equality of opportunity**

### **Contributory grade 3**

15. GDN has a satisfactory commitment to equality of opportunity and the safety of learners. It has a satisfactory range of up-to-date equal opportunities policies and procedures, including specific policies on bullying and harassment, complaints and whistleblowing. Staff are regularly updated on changes, and equality of opportunity is a regular agenda item at staff meetings.
16. The detailed handbook for learners includes copies of relevant equal opportunities policies. Learners are issued with a detailed and well-thought-out workbook on equality of opportunity at induction but this is not used effectively to reinforce understanding.
17. GDN is strongly committed to the health and safety of staff and learners. All employers' premises are audited and monitored for compliance with relevant health and safety legislation. Learners who live and work at a distance from GDN are provided with transport to attend training sessions. GDN's premises covers two floors and there are no lifts to the upper floors, although learners are accommodated on the ground floor. The teaching accommodation is easily accessible and there are toilet facilities for people with restricted mobility. Recruitment and training materials are available in different formats if required, and include a well-designed website.
18. GDN is actively seeking to recruit learners from under-represented groups through its 'M Power' project and work with employers. The employer engagement manager works actively to attract men into learning by attending careers seminars and meetings. GDN has a well-used website for employers and existing and prospective learners, which has a section on men in childcare. However, there are currently no men on the childcare programmes, and few learners from non-white minority ethnic backgrounds. A range of data on learners' age, gender and ethnicity is collected at different points in the programme, but GDN makes little use of the data to develop or improve recruitment or success rates among different intakes.
19. GDN does not sufficiently reinforce equality and diversity. Although learners are issued with an equality and diversity workbook at induction, they receive few materials and little training to develop their understanding. Many learners do not complete the workbook and in some cases their incorrect answers to tasks are not corrected. Some learners do display a good understanding of equality and diversity in the workplace but

others do not understand key concepts, with many reporting that equality is about 'treating everyone the same'. Learners show little understanding of their own rights as learners, although most do understand the complaints procedure. All reviews include questions on equality of opportunity, but these are often simplistic closed questions that do not develop learners' understanding. Although reviews are audited there is no monitoring of the quality of equal opportunities coverage.

### **Quality improvement**

### **Contributory grade 4**

20. GDN has recently developed good systems to monitor and record learners' progress to improve retention and achievement. The centre manager has initiated a system which effectively monitors each learner's progress against all programme components. Learners' progress is monitored every week by the manager and is discussed with assessors. The monitoring system is updated every three months, but not all of the information used in the system is accurate. For example, a number of learners are recorded as still being on programme but have actually left GDN. Staff targets are set and monitored against timely completion on milestones within the apprenticeship programme, such as learners' achievement of key skills qualifications and technical certificates. Staff are making regular and improved use at monthly meetings of data reports on learners' performance. Discussions take place on learners' progress, retention, achievement and attendance. Staff analyse the data to identify underlying reasons for learners leaving their programme or not attending training. Attendance at training has been poor over 2004-05 at lower than 50 per cent, and figures for July 2006 show attendance at 43 per cent. Small increases in attendance have occurred over the past few months. The centre manager makes good use of audits of training reviews to check learners' progress against targets and planned end dates. Action plans are drawn up for assessors to identify improvements to their performance in setting learners specific, measurable targets and supporting their completion.

21. The collection of learners' and employers' feedback is satisfactory. GDN collects learners' feedback after induction and mid-programme. Employers' feedback is collected through questionnaires and the review process. Employers attending the employers' forum days are asked to fill in a post-forum evaluation questionnaire. Collated reports are produced and discussed at staff meetings. GDN is responsive to feedback and makes immediate changes. For example, it moved the time of the evening training sessions to twilight sessions so that learners are not as tired after a day's work. It also provided laptop computers and printers for staff to make training and assessments in the workplace more easy. It uses feedback less well as part of the self-assessment report.

22. GDN now has a yearly plan for monitoring the cycle of quality improvement activities such as learners' reviews, file audits, standardisation meetings, external verification visits, contract performance and questionnaires. It is not clear how these fit into the overall self-assessment process. Standardisation meetings are held every three months. These are well attended and staff discuss the recent changes to the qualification structures and standards. Evaluation of the outcomes of quality improvement activities is not systematic.

23. The provider is making insufficient use of observation to evaluate the quality of the learners' experience. Observations of training are not carried out as a systematic part of quality improvement and are not included in the quality monitoring plan. Observations are not used to evaluate the effectiveness of training activities or to identify areas for improvement. Insufficient focus is placed on the quality of key aspects of the learners'

experience. GDN does not observe programme start-ups, inductions, interviews, initial assessments or key skills training on a systematic basis. Observations of assessment take place as part of the internal verification process or during staff development and training for teaching or assessment qualifications. The criteria being evaluated vary for each observation and the outcomes are not used in identifying good or poor practice. Subsequent action plans support staff members' continuing professional development. There is no objective measure of the quality of training within the organisation to guide the self-assessment process.

24. Internal verification is not carried out rigorously enough. It has not identified weaknesses in assessment practice in areas including arrangements for feedback to learners, the sufficiency of key skills evidence in portfolios, observations, witness statements and the quality of reviews. The inspection team had little confidence in the reliability and rigour of some of the evidence presented in portfolios.

25. GDN has an ineffective self-assessment process. The self-assessment plan is largely descriptive, outlining what the provider has in place or is currently doing. It makes insufficient reference to qualitative and quantitative data as a basis for judgement and does not focus enough on the learners' experience. It includes little critical or evaluative judgement and does not clearly identify strengths and weaknesses. GDN has not rectified weaknesses identified at the previous inspection, such as slow progress and the incompleteness of quality improvement procedures. Some strengths identified at the previous inspection have not been maintained. Many of the strengths and weaknesses identified by inspectors have not been identified in the self-assessment report, which is GDN's second. Staff views are included in the report but the views of the employers, learners and stakeholders are not adequately represented.

## AREAS OF LEARNING

### Health, public services and care

### Grade 4

Contributory areas:	Number of learners	Contributory grade
<b>Early years</b>		<b>4</b>
Apprenticeships for young people	81	4
NVQ training for young people	8	4

26. GDN has 89 learners funded by the LSC, comprising 28 apprentices, 53 advanced apprentices and eight learners following NVQs at level 4. All learners are on programmes leading to qualifications in childcare and education. In addition, there are 27 self-funded learners. All learners are employed in a range of early years settings. GDN provides off-the-job training through a regular programme of training sessions and drop-in sessions at its centre. Learners who are unable to attend the centre for training are offered transport to GDN. 'Booster' sessions are offered to assist learners working towards their key skills qualifications. Assessors plan to visit learners at their place of work for training, assessment and review every 10 weeks, with more frequent visits for those with additional needs.

#### **Early years**

##### *Strengths*

- good development of vocational skills

##### *Weaknesses*

- very slow progress
- inadequate learning experience for many learners
- poor assessment practice
- inadequate support for learners

#### **Achievement and standards**

27. Most learners, particularly those on the level 4 NVQ programme, develop good vocational skills. Their understanding of childcare practice and their ability to meet the developmental needs of children improve as well as their management skills at level 4. For example, learners engage children in appropriate activities and employ an appropriate balance between encouraging children to be independent and ensuring a safe and secure environment. Most apprentices develop increased confidence and are more able to work independently.

28. Overall success rates are variable. Advanced apprenticeship success rates have improved from 29 per cent in 2003-04 and 2004-05 to 41 per cent so far in 2005-06. Apprenticeship success rates rose from 28 per cent in 2003-04 to 53 per cent in 2004-05 but fell to 33 per cent in 2005-06. However, four advanced apprentices and seven apprentices who transferred from the old early years qualification to the new childcare

and education standards have been identified by GDN as early leavers rather than transfers. All 11 are in fact still on programme, increasing the overall success rates for 2005-06 to 57 per cent for advanced apprentices and 46 per cent for apprentices.

29. Many learners make slow progress towards completion of the qualification. Over 25 per cent of learners are out of funding, with some level 4 NVQ learners still on programme four years after registration. GDN has identified these learners and monitors their progress towards completion through more frequent assessment visits and through the use of an action plan with short-term targets. However, significant numbers of learners still within their funding period are also making very slow progress. For example, some learners have been on programme for six months and have not yet achieved an NVQ unit.

Programme	End Year	Success Rate	No, of learners	Provider NVQ Rate	National NVQ Rate	Provider framework rate	National framework rate
Advanced Apprenticeships	2003-04	overall	35	34	48	29	31
		timely	29	0	30	0	19
	2004-05	overall	17	41	48	29	48
		timely	17	6	21	18	31
Apprenticeships	2003-04	overall	29	34	47	28	32
		timely	31	3	24	3	16
	2004-05	overall	36	58	50	53	39
		timely	34	6	29	3	22
NVQ training for young people	2003-04	overall	11	91	46	0	0
		timely	3	33	33	0	0
	2004-05	overall	5	41	56	0	0
		timely	6	0	48	0	0

For details of how to calculate overall and timely success rates please refer to the "Quality Improvement Pack" (available from the Learning and Skills Council's website: [www.lsc.gov.uk](http://www.lsc.gov.uk)).

### The quality of provision

30. GDN provides weekly early evening training and drop-in support sessions for learners. Resources for training in GDN's centre are good. Learners who do attend training sessions find them helpful and the planning and delivery of training sessions is satisfactory. Most employers encourage attendance at sessions and transport is arranged for learners who live or work at a distance from GDN. However, attendance has been low at 50 per cent or less over the past 12 months. Many learners have not attended a single session. Assessors deliver some training in the workplace but resources for training in the workplace are inadequate. Assessors do not visit learners frequently enough, with some learners only being seen every 10 weeks. Including the director of training, GDN currently only has three assessors, two of whom are also internal verifiers.

31. Detailed learning packs on equality of opportunity and employees' rights and responsibilities have been developed for learners but there is little delivery of the

background knowledge required for these and little reinforcement in training sessions or assessors' visits.

32. Assessment practice is poor. The better portfolios demonstrate an effective balance in the use of a wide range of methods to collect evidence. They contain comprehensive and useful feedback on observations and a satisfactory assessment procedure involving planning, evidence collection, feedback and further action plans. However, for too many learners, insufficient evidence is collected through observation of them working with children. Many portfolios contain no more than one or two observations. Some learners have been in training for six months or more and have not yet been observed at work. Many observations are unduly lengthy and too often lack focus. Some accounts of observations for different learners were very similar. A range of evidence is used in learners' portfolios but too much emphasis is placed on the collection of evidence through questions and answers, professional discussions, learners' accounts of their own performance and witness statements. Many learners' accounts of their own performance are not signed or countersigned. Many witness statements are not specific to an element of a unit and are not focused on the learners' competency at a specific task, but are generic in nature. Many key skills portfolios do not contain evidence of learners' competence or logbook records of learners' key skills progress. Some learners express concern about the lack of security for arrangements for collection of completed work and return of assessed work.

33. All apprentices have an initial assessment of their skills levels in literacy and numeracy but no further diagnostic assessment is carried out. Over 40 per cent of GDN's learners need additional support and the skills support they receive is not satisfactory. Literacy and numeracy skills support is offered by assessors through additional visits and meetings with learners but the assessors are not qualified basic skills tutors, they are not following an individualised learning plan, they are not recording skills progress made by learners and they are not informing employers of any support that is being offered.

34. Some learners and employers report that they are satisfied with the access that they have to assessors between visits to the workplace and with the regularity of assessors' visits. However, many learners' individual needs for support are not being met. For example, they are not having sufficient individual time with their assessors, particularly those who do not attend training sessions. During their visits to learners, assessors help them to develop a detailed action plan for progress. However, many targets are vague and do not support progress. Some learners do not receive portfolio advice or planned activities that they fully understand. The employer liaison officer visits learners to ensure they are handing work in as planned and to resolve any employer-related issues. There is little, if any support available to learners when they have personal issues affecting their progress.

### **Leadership and management**

35. The management team for early years comprises the director of training, the work-based manager and the centre manager, supported by the employer engagement manager. The three assessors are shortly to be joined by a new lead internal verifier, but at the moment there are too few assessors to support learners adequately, especially those unable to attend the centre for training. Although there are well-established systems to monitor the work of the assessors, the quality and frequency of assessment and internal verification is inadequate.

36. Communications between the early years team and management are satisfactory and the assessors have a well-documented plan of work for each week, with one day a week set aside for planning. However, there are many occasions when the plans have to amended.

