

McDonald's Restaurants Ltd

Inspection report

Unique reference number: 53281

Name of lead inspector: Neil Edwards HMI

Last day of inspection: 22 October 2010

Type of provider: Employer

Address: 11-59 High Road
East Finchley
London
N2 8AW

Telephone number: 0870 241 3300

Information about the provider

1. McDonald's Restaurants Ltd (McDonald's) was founded in the United States of America in 1955 and came to the United Kingdom (UK) in 1974. The company's UK head office is in East Finchley, London. The UK has around 1,200 McDonald's restaurants, serving about three and half million people each day. McDonald's own approximately 35% of its restaurants in the UK and the rest are franchised businesses. The company and its franchisees employ 85,000 people, 60% of whom are under 21 years of age. McDonald's are one of the largest employers of under 21 year olds in the country.
2. McDonald's has provided training in the UK since 1974 and started a company funded Skills for Life programme in 2006. McDonald's began offering hospitality and catering apprenticeships in January 2009, which integrate into the company's training programmes. Currently the Skills Funding Agency, National Employer Service (NES) fund 3,770 apprentices. McDonald's also provides apprenticeship training to approximately 2,000 employees which the NES does not fund. These were not part of this inspection, nor were the learners on the skills for life provision.
3. McDonald's restaurants across the UK employ apprentices. The company's national education manager and her business people team manage the quality of the provision. All training takes place in the restaurants. Crew trainers and managers provide the training. Apprentices have access to on-line learning materials and receive support from e-tutors employed by an external company. This is the first inspection of McDonald's Restaurants Ltd.

Type of provision	Number of enrolled learners in 2009/10
Employer provision: Apprenticeships	5,500 apprentices

Summary report

Grades: 1 is outstanding; 2 is good; 3 is satisfactory; 4 is inadequate

Overall effectiveness of provision		Grade 2
Capacity to improve		Grade 2
		Grade
Outcomes for learners		2
Quality of provision		2
Leadership and management		2
Safeguarding		2
Equality and diversity		2
Subject Areas		Grade
Hospitality and catering		2

Overall effectiveness

- The overall effectiveness of McDonald's provision is good. Apprentices progress towards their qualifications well and they enjoy their learning. Retention, particularly for the hospitality and catering industry, is outstanding. Apprentices development of practical skills and knowledge in areas such as stock control, health and safety and environmental awareness is particularly good. They demonstrate good and often outstanding personal and social skills with customers. Most apprentices who have already completed their apprenticeship have gained promotion or progress onto further study. Apprentices' contributions to local and national charitable events is good.
- Practical training and learning are good. Most apprentices use well the very high quality learning materials along with the outstanding on-line materials and tests. The majority of apprentices make good use of their e-tutor to support their learning and they have regular and effective contact with their trainers in the restaurants. Care, guidance and support are satisfactory. Arrangements for assessments are appropriate with assessors providing clear feedback to apprentices.
- Leadership and management are good. Directors and senior managers demonstrate outstanding strategic vision and clear direction. Partnerships with franchisees and suppliers are very effective and staff make good use of these to

ensure they meet the needs of apprentices. Arrangements to safeguard apprentices and for equality and diversity are good. Quality improvement arrangements are effective and have led to a rapid raising of standards in most areas since the start of the programme. The company makes good use of apprentices', staff and franchisees' feedback to inform self-assessment. The development plan identifies clearly the actions to make further improvements.

Main findings

- Outcomes for learners are good. Overall success rates are at a satisfactory level and increasing substantially. Apprentices have made significant improvements in completing their programmes within the agreed time. Apprentices are making good progress and retention is outstanding.
- Apprentices demonstrate good and often outstanding personal and social skills, particularly when dealing with customers. They enjoy their training and develop in confidence and self-esteem. Apprentices' development of literacy, language and numeracy is satisfactory. They feel safe, and arrangements for health, safety and food hygiene are outstanding.
- Apprentices develop very good work skills, which prepares them well for the industry. They work productively and with self-assurance. Progression routes are outstanding and although the programme is relatively new, most of those completing their apprenticeship gain promotion.
- Teaching and learning are good. Apprentices engage thoroughly in workplace learning with good supervision by responsive trainers. Learning materials are very good and are well received and used by apprentices. On-line learning provision is excellent and includes an e-tutor facility.
- Arrangements for assessment are satisfactory. Assessment recording is clear. It takes place at a time that suits apprentices' needs and the operational demands of the business. Initial assessment is mostly thorough, although in a small proportion of restaurants the identification of an accurate completion date for apprentices is weak.
- Apprentices benefit from frequent one-to-one contact with trainers and they have a good understanding of their progress. Records of reviews, which are undertaken every eight weeks, are clear. However, in most cases, target setting is inadequate.
- The apprenticeship is outstanding in meeting the needs of apprentices and bringing about business improvements. Progression onto company training programmes, an externally accredited advanced level Diploma and a foundation degree are excellent. The programme is an integral part of career development within McDonald's.
- Care guidance and support for apprentices are satisfactory. Specialist e-tutor support for apprentices is good although not all apprentices use this service effectively. Individual support by trainers is satisfactory and in a minority of instances is good. However, most trainers lack appropriate knowledge or

understanding to give effective additional support for learners with learning difficulties.

- Leaders, managers and trainers at all levels are exceptionally committed to the apprenticeship programme. It is valued highly and seen as being an important qualification for staff and in helping to improve business performance. Since the apprenticeship started, productivity and efficiency have increased and staff confidence and competences have improved.
- The apprenticeship is managed and resourced well. McDonald's takes care in selecting key staff to ensure they are effective in supporting apprentices and improving quality. Monitoring of apprentices' progress is thorough. The clearly presented data from each restaurant highlights issues early and monitors progress.
- Strategic leadership is outstanding. McDonald's has established a separate education company to oversee the programme and provide clear governance. It has implemented improvements to increase success rates for apprentices.
- Arrangements for safeguarding, equality and diversity are good. Leaders and managers place a high priority on equality and employ staff from across the communities in which they work. Managers use equality data to inform improvements where needed. However, trainers lack confidence to ensure appropriate reinforcement of equality and diversity takes place at reviews.
- Quality improvement is good. The business people team are highly experienced and monitor the provision thoroughly. Internal and external communications are outstanding. Detailed processes for quality checks and comprehensive arrangements for collecting trainers' and apprentices' feedback are in place.

What does McDonald's need to do to improve further?

- Improve guidance on completing learners' reviews so that all apprentices have clear short-term targets.
- Improve the consistency of initial assessment across the provision so that all apprentices are given more accurate and informed completion dates.
- Raise awareness of equality and diversity amongst crew trainers so they have greater confidence to discuss, challenge, and reinforce understanding amongst apprentices.
- Improve trainers' knowledge and understanding of learning difficulties so that they are more able to give better specialist support to apprentices.

Summary of the views of users as confirmed by inspectors

What learners like:

- good personal support from all staff but particularly crew trainers
- learning new skills, knowledge and improving communication to improve professionalism at work

- the opportunities the programme offers to progress in McDonald's, externally and into higher education
- being able to complete subjects like English and maths successfully for the first time
- gaining greater knowledge about the business, how it is run and other job roles through completing the programme
- being part of a culturally diverse workforce where staff share experiences of their backgrounds and use this to improve their customer service
- gaining additional qualifications including health and safety and food safety
- the way the programme works in conjunction with the training that McDonald's already provides.

What learners would like to see improved:

- more time available to complete theory work and meet with trainers
- improved signposting on the electronic learning environment, so that information is easier to find
- more individual help with maths, English, and dyslexia, and improved feedback following tests.

Summary of the views of employers as confirmed by inspectors**What employers like:**

- the way that the apprenticeship supports the business plan and apprentices progression to supervisory and management roles
- the improvements in the apprentices' performance, standards of work, morale, confidence and the interest they have in their job role
- the range of skills they develop, resulting in better trained staff
- structured approach to the apprenticeship
- the positive impact of the programme on staff retention and reducing turnover
- the commitment of the education team and their outstanding support and communication
- the significant improvements the education team have made to the programme and learning materials over the last six months.

What employers would like to see improved:

- opportunities to share experiences and support with trainers from both McDonald's and franchisees
- more help and support for apprentices with their literacy and numeracy skills.

Main inspection report

Capacity to make and sustain improvement

Grade 2

7. McDonald's capacity to improve is good. Senior managers set ambitious targets for recruitment and success. Success rates are at a satisfactory level and rising rapidly. Apprentices develop good workplace skills and most of those who have already completed their apprenticeship have gained promotion or gone on to higher qualifications.
8. Processes for quality improvement are good and established well. Most improvements already made to the provision are highly effective. McDonald's has established a separate education company, which provides outstanding strategic governance and leadership of the programme. Management of the apprenticeship is good.
9. The self-assessment report contains most of the strengths and areas for improvement agreed by inspectors. The report takes good account of apprentice, franchisee and staff views, although a few of the grades were lower than the inspection grades. The resulting action plan is realistic and has already led to rapid improvements and increased success rates. This is the company's first inspection and first self-assessment report.

Outcomes for learners

Grade 2

10. Outcomes for learners are good. Measures to increase success rates since the start of the programme have been particularly successful. Success rates are at a satisfactory level. Few differences exist between different groups of apprentices although success rates of the small proportion of Black Caribbean and Black African apprentices are lower. The self-assessment process has recognised this issue and actions are in place to improve this. Retention, particularly for the industry, is outstanding. Most apprentices successfully undertake additional courses in food safety and first aid. Since the start of the programme in January 2009, across the United Kingdom, around 1,000 apprentices have successfully completed the apprenticeship and there are another 3,771 apprentices currently in learning. McDonald's closely monitors apprentices' progress, which for the majority, is good.
11. Apprentices demonstrate good and often outstanding personal and social skills, particularly when communicating with customers. They thoroughly enjoy their learning and indicate this is fun and exciting. Their development in confidence and self-esteem is particularly good. Apprentices' development of literacy, numeracy and language skills is satisfactory.
12. All apprentices feel particularly safe; health, safety and food hygiene is an integral part of their learning. They develop good transferable work skills including stock control and customer service. Training prepares apprentices,

well for a wide range of jobs within their restaurants. Progression routes are outstanding and although the programme is relatively new, most of those completing their apprenticeship have gained promotion or progressed to higher education courses.

13. Apprentices are fully involved in charity events and the promotion of well-being is good. Apprentices have a clear understanding of healthy living, and the importance of health, hygiene and fitness is a crucial aspect of the programme.

The quality of provision

Grade 2

14. The quality of provision is good. Apprentices thoroughly engage in workplace learning with good teaching and training by crew trainers and training managers. In-house developed learning materials are outstanding, and used well by apprentices. The electronic learning environment is good and includes good access to an e-tutor for key-skills and literacy, numeracy and language support.
15. Assessment practices are satisfactory, with good planning and clear feedback. Assessment is on demand, at a time that suits apprentices' and business needs. Trainers have good operational skills and apply them consistently to good effect in training and assessment across a wide area. Initial assessment is satisfactory although in planning learning, in a small proportion of restaurants, training staff do not always use this information fully. Apprentices in these restaurants often have similar end dates regardless of their ability. Progress reviews are generally thorough but in a few cases, target setting is poor. Crew trainers have received recent training to improve this, although it is too early to see any impact.
16. Key skills projects are good with clear links made to operational activities. Apprentices value the opportunity to improve their literacy and numeracy skills through the key skills projects. E-tutors are experienced and well qualified. They effectively support apprentices in their work. Key skills workbooks are effective for the majority of apprentices and help them to develop their communication and numeracy skills. However, some apprentices with learning difficulties find the text is too small and difficult to read.
17. Partnership working is good. The particularly effective arrangements with franchisees supports fully the apprenticeship programme. Most restaurants have good links to their local community. A minority of restaurants have developed good partnerships with local colleges, which provide literacy, numeracy and language courses to apprentices.
18. The provision is excellent in meeting the needs and interests of apprentices and the business. Most apprentices have few formal qualifications at the start of the programme and they clearly value the opportunities to gain accredited awards. Progression routes to an advanced level Diploma and a company established foundation degree are good.

19. Care, guidance, and support for apprentices are good. Regular one-to-one support which crew trainers provide is especially effective and valued by apprentices. Induction to the programme is thorough. Most apprentices benefit from the e-learning materials for English and mathematics. However, apprentices who do not speak English as their first language find the e-learning materials difficult to follow. Tutors are available on-line although on occasion apprentices do not use this facility effectively, which slows their progress. Arrangements for information, advice and guidance are good and most apprentices progress rapidly in their career.

Leadership and management

Grade 2

20. Leadership and management are good. Leaders, managers and trainers at all levels are exceptionally committed to the apprenticeship programme. Leaders set high expectations and closely monitor the success and impact of the scheme. Since the apprenticeship started, productivity and efficiency have increased, staff confidence and competence have improved, and staff turnover is now lower. The apprenticeship programme is structured and managed well, with good resources. McDonald's takes care in selecting the quality team and trainers, who come from operational roles and are effective at supporting trainers and improving quality. Monitoring of apprentices' progress is good. Trainers and managers respond swiftly when needing to ensure apprentices complete successfully. Partnership working with the awarding body and sector skills council is good, and McDonald's was one of the first employers to become an awarding organisation.
21. Strategic leadership of the apprenticeship is outstanding. McDonald's has established a separate education company to oversee the programme and provide governance. Directors of the company are passionate about the apprenticeship programme and committed to its success. They have received training in governance, are clearly informed and they manage performance well. Directors use their authority to ensure improvements take place quickly, leading to improved successes for apprentices.
22. Health, safety, and safeguarding arrangements are good. Clear procedures ensure apprentices' safety, security and well-being; with particular emphasis on those that are under 18 years of age, work in remote locations or at night. Staff are clear about the company's safeguarding arrangements and have good access to a telephone helpdesk for reporting issues. The quality team maintain comprehensive records of their subcontracted e-tutors' Criminal Records Bureau checks.
23. Arrangements for promoting equality and diversity are good. Leaders and managers place a high priority on creating a company culture that welcomes diversity. They monitor thoroughly all stages of recruitment, selection and progression, and introduce good initiatives to increase participation by under-represented groups. Apprentices have a good appreciation of equality and diversity. The company uses a wide range of individual and group activities to

help increase apprentices' potential to achieve. The education team have greatly improved the data they use to analyse success rates of different groups although their actions have not yet sufficiently increased the lower success rates of the small number of Black Caribbean and Black African apprentices. Management of complaints is effective. However, crew trainers lack confidence to be able to challenge apprentices' views and opinions and to reinforce equality and diversity during progress reviews.

24. Quality improvement is good and based on well-established processes across the 1,200 restaurants. The self-assessment process is central to these arrangements. A dedicated and experienced quality team work closely with restaurants and give clear guidance to staff and apprentices. Communications are outstanding. A detailed process is in place for quality checks and audits, and comprehensive arrangements for collecting trainer, franchisee and apprentices' feedback. Specially trained staff called 'golden pens' are based in each restaurant to guide and monitor the work of internal verifiers, and link with the quality managers.
25. A member of the quality team coordinates the self-assessment report. Trainers in the restaurants are able to comment on the strengths and areas for improvement. The monitoring of the resulting quality improvement plan is thorough. Although trainers in the restaurants do not see the completed self-assessment report, they are familiar with the improvements the company needs to make.
26. Value for money is good. Success rates are satisfactory and rising. The apprenticeship programme involves thousands of employees across 1,200 restaurants and McDonald's has seen a significant business impact after only 18 months of operating the programme.

Information about the inspection

27. Three of Her Majesty's Inspectors (HMI) and five additional inspectors, assisted by the provider's national education manager, as nominee, carried out the inspection. Inspectors also took account of the provider's self-assessment report and development plans, comments from the National Employer Service and data on apprentices and their achievement since the start of the programme.
28. Inspectors used group and individual interviews, telephone calls and emails. They looked at questionnaires apprentices, managers and trainers had recently completed. They observed learning sessions, assessments and progress reviews. Inspectors collected evidence from the subject area the provider offers.

Record of Main Findings (RMF)**McDonald's Restaurants Ltd**

Learning types: 14 – 16: Young apprenticeships; Diplomas; **16-18 Learner responsive:** FE full- and part-time courses, Foundation learning tier, including Entry to Employment; **19+ responsive:** FE full- and part-time courses; **Employer responsive:** Train to Gain, apprenticeships

Grades using the 4 point scale 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive
Approximate number of enrolled learners		
Full-time learners	3770	3770
Part-time learners	0	0
Overall effectiveness	2	2
Capacity to improve	2	
Outcomes for learners	2	2
How well do learners achieve and enjoy their learning?	3	
How well do learners attain their learning goals?	3	
How well do learners progress?	2	
How well do learners improve their economic and social well-being through learning and development?	1	
How safe do learners feel?	1	
<i>Are learners able to make informed choices about their own health and well being?*</i>	2	
<i>How well do learners make a positive contribution to the community?*</i>	2	
Quality of provision	2	2
How effectively do teaching, training and assessment support learning and development?	2	
How effectively does the provision meet the needs and interests of users?	1	
How well partnerships with schools, employers, community groups and others lead to benefits for learners?	2	
How effective are the care, guidance and support learners receive in helping them to achieve?	2	
Leadership and management	2	2
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	1	
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>	1	
How effectively does the provider promote the safeguarding of learners?	2	
How effectively does the provider actively promote equality and diversity, tackle discrimination and narrow the achievement gap?	2	
How effectively does the provider engage with users to support and promote improvement?	2	
How effectively does self-assessment improve the quality of the provision and outcomes for learners?	2	
How efficiently and effectively does the provider use its available resources to secure value for money?	2	

*where applicable to the type of provision

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester, M2 7LA

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

© Crown copyright 2010