

# Tempdent Dental Agency Limited

## Inspection report

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**Unique reference number:** 54778

**Name of lead inspector:** Diana Pinkney HMI

**Last day of inspection:** 19 November 2010

**Type of provider:** Independent learning provider

**Address:** Trojan House  
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## Information about the provider

1. Tempdent Dental Agency Limited (Tempdent) is a private company, based in North London. Since the previous inspection, the company has moved premises from Whetstone to its centre in Finchley. Tempdent also uses satellite centres in Bishops Stortford, Cambridgeshire, in Manchester city centre and in Barking, Essex. Tempdent was originally founded to supply temporary and permanent dental nurses to dentists in and around Greater London. Tempdent has provided training for dental nurses since 1999, and began offering publicly-funded training in September 2000. Approximately 60% of the current provision is government-funded training. The majority of learners are based in London and the surrounding areas.
2. The company has a contract with the London Skills Funding Agency to provide apprenticeship programmes. The main provision is in dental nursing advanced apprenticeships with 151 learners on the programme, of whom 4 are male. Most are aged between 19 and 24, with 15 learners aged 25 years or over and 32 learners aged between 16 and 18. Learners are employed in dental practices. In 2007, Tempdent began providing apprenticeships at level 2 and 3, in customer service and introduced apprenticeships in administration in 2008, followed by team leading and management in 2009. A total of 11 learners are currently on the programmes in customer service and administration. Only the provision in dental nursing was inspected.
3. The working population rate for London is 75% compared to 77% nationally. Minority ethnic groups account for approximately 29% of Greater London residents, compared with the national average of 9%.
4. Tempdent provides training on behalf of the following provider:
  - Keeping It Simple Training (administration, customer service, team leading, management and dental nursing).
5. No organisations provide training on behalf of Tempdent.

Type of provision	Number of enrolled learners in 2009/10
<b>Employer provision:</b> Apprenticeships	248 apprentices

## Summary report

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

<b>Overall effectiveness of provision</b>	<b>Grade 2</b>
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<b>Capacity to improve</b>	<b>Grade 2</b>
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	<b>Grade</b>
Outcomes for learners	2
Quality of provision	2
Leadership and management	2
Safeguarding	2
Equality and diversity	2

<b>Subject Areas</b>	<b>Grade</b>
Dental nursing	2

## Overall effectiveness

6. The overall effectiveness of Tempdent's provision is good. In the main programme area of dental nursing, learners' achievement of their apprenticeship qualifications is good and most learners complete in the time planned. Learners make good progress and enjoy their learning. They increase their knowledge, skills and confidence during the programme and apply their learning effectively in the workplace. The standard of their coursework, and in their job roles, is good. Learners feel safe at Tempdent and in their workplace, where they use safe working practices.
7. Teaching is good and well planned to make clear links between theory and practice. A wide range of approaches to teaching and learning is used effectively to engage learners and develop their understanding. Learners enjoy their learning and participate well during classes. Assessment is carried out effectively and is adapted to meet individual learners' needs. Assessors provide constructive feedback to learners, with clear guidance for development. Appropriate targets are set and monitored to support learners' achievement. The programme is arranged flexibly. It meets the needs of learners and their employers, who are supportive of the learning and assessment process. Learners receive good support for their learning, progress and individual needs.

8. The management of the programme is particularly good and managers set high standards that are met across the organisation. Frequent reviews of each learner's progress are carefully carried out. The promotion of safeguarding is good and the procedures to monitor workplace health and safety are thorough. Equality and diversity are promoted well and learners have a good understanding of their rights and responsibilities. The arrangements for quality improvement are effectively informed by users' views. The company has a good record of improvement since the last inspection, particularly in improving learners' achievement. However, its self-assessment of the provision is not sufficiently detailed or thorough. Tempdent provides good value for money.

## Main findings

- Outcomes for learners are good. In dental nursing, achievement and completion of the apprenticeship programme in the time planned are good and are above the national rate. Achievement for the customer service apprenticeship is outstanding. However, too few learners complete in the time planned. Outcomes for learners are broadly similar for different groups.
- Learners in dental nursing enjoy their learning and most current learners are making good progress. They develop their professional practice skills effectively during the programme. Learners' workplace skills improve in the development and use of good clinical practice and in their ability to provide appropriate care and support to patients.
- The standard of learners' coursework and in their job roles is good. Learners develop increased knowledge, skill and confidence which they apply well in the workplace. They also improve their ability to work effectively as a team member within a dental practice. Learners' written work is clearly presented and well researched.
- Learners feel safe at work and at Tempdent. They have a good awareness of health and safety matters. Learners use safe working practices in their work, and these are promoted effectively in their training at Tempdent and in the workplace.
- Teaching and learning are good. Off-the-job sessions are carefully planned by tutors to make very effective links between theory and practice. Tutors use a wide range of teaching and learning strategies to engage learners and extend their knowledge, skills and understanding. Learners enjoy their classes and contribute well during the sessions.
- Assessors use a range of well-chosen strategies to check learning and understanding. The strategies used are adapted effectively to meet individual learners' needs. The feedback provided to learners is constructive with clear guidance for development. Challenging and realistic targets are set to support learners' achievement. The individual targets are closely monitored at regular progress reviews.
- The programme meets the needs of learners and employers well. Provision is arranged flexibly to meet individual needs. Workplace assessment visits are well planned to respond to users' requirements. Assessment plans are tailored

effectively to meet the learning and personal needs of individual learners. Employers actively support the learning and assessment process.

- Learners receive good support for their learning, progress and individual needs. Staff respond promptly and effectively to support learners with personal issues. Learners receive good initial advice and guidance. Initial assessment is suitable and carried out prior to the programme. However, assessment of learners' self-declared additional learning needs is not undertaken until after the programme has started.
- Leaders and managers set and maintain high standards. Target setting is used well to raise expectations and, overall, the use of data to monitor provision is good. Operational management is particularly good; the provision is planned and organised well, with frequent and systematic reviews of each learner's progress. Communications within Tempdent and staff teamwork are very good.
- The promotion of safeguarding is good and is meeting government requirements. Staff have been trained appropriately and potential safeguarding issues have been addressed effectively. Suitable risk assessments are carried out for learners aged up to 18. The procedures to monitor workplace health and safety are thorough.
- Equality and diversity are promoted well to learners. Staff have received recent update training in equality and diversity matters, and in related legislation. The monitoring of performance of different groups is effective overall. Recruitment to the programme is inclusive of different groups of learners. However, Tempdent's efforts to increase recruitment of male learners have had limited success.
- Arrangements for quality improvement are satisfactory. Procedures to monitor quality are effective and used appropriately to support improvements. Staff contribute to self-assessment. However, the process and the self-assessment report are insufficiently evaluative and comprehensive. Self-assessment is not used sufficiently to drive improvement of the provision.

### **What does Tempdent need to do to improve further?**

- Ensure that the revised approach to monitor and support customer service learners' progress is effective so that more learners achieve by their planned framework completion date.
- Develop systems to ensure suitable assessment for learners who declare additional learning needs, with appropriate arrangements for their support established before they begin their programme.
- Continue to target the recruitment of male learners in order to increase their numbers on the dental nursing apprenticeship.
- Improve the process for self-assessment to fully and comprehensively evaluate the quality of the provision. Develop systematic arrangements to identify relevant and strong evidence to support judgements made in the self-assessment report.

## **Summary of the views of users as confirmed by inspectors**

### **What learners like:**

- the help and support they receive from their assessors
- the teaching and the amount of work covered in each lesson
- the way in which the course is organised
- meeting with other dental nurses at the classes
- the support and help provided with personal issues
- becoming more confident in their job roles as a result of what they have learned
- the helpful staff at Tempdent and their positive attitude.

### **What learners would like to see improved:**

- the lateness of the scheduled finishing time for evening classes.

## **Summary of the views of employers as confirmed by inspectors**

### **What employers like:**

- the efficient and well-structured programme
- the friendly support for themselves and their learners
- the good and thorough training.

### **What employers would like to see improved:**

- more locations for off-the-job training
- more frequent feedback on learners' progress.

## Main inspection report

### Capacity to make and sustain improvement

**Grade 2**

9. Tempdent has demonstrated good capacity to improve and the company has a sound track record of improvement. Senior staff have a clear vision and appropriate priorities to improve quality and raise expectations for users. The number of learners recruited has increased substantially since the last inspection. Target setting to improve learners' achievement is ambitious and targets are met. Learners' achievements are good and have improved significantly over the previous three years. The company has an appropriate management structure and sufficient staff and other resources to carry through its plans for improvement.
10. The processes for quality improvement are effective overall and suitably informed by users' views. The areas identified for improvement at the last inspection have been addressed effectively and strengths have been maintained. Quality improvement procedures are thorough and implemented well. Staff are committed to securing sustained improvements to benefit the learners and contribute to the process of self-assessment. However, the self-assessment report generally lacks sufficient evidence to evaluate provision and support the judgements made. Self-assessment is not used sufficiently for quality improvement of the provision.

### Outcomes for learners

**Grade 2**

11. Learners' achievements are good overall. Success rates are generally similar for different groups of learners. In the main programme area of dental nursing, success rates have increased significantly from 53% in 2006/07, to 80% in 2008/09, and are above the national average. Most learners in dental nursing complete their apprenticeship in the time planned; the rate has increased from 36% in 2006/07 to 70% in 2008/09 and is well above the national average.
12. All learners on the customer service programmes completed their apprenticeship in 2008/09. However, the rate at which learners complete these programmes in the time planned has declined from 64% in 2006/07 to 20% in 2008/09.
13. Learners in dental nursing enjoy their learning and most are making good progress. They develop their professional skills well during the programme, particularly in delivering the practical and caring skills necessary in clinical practice. Development of learners' written communication skills, and of their skill and confidence with the application of numbers, is good. Learners' written work is clearly presented and well researched.
14. The standard of learners' work is good. Learners develop increased knowledge, skill and confidence which they apply well in the workplace. They also improve their effectiveness as part of a dental practice team. Learners often work

independently, providing effective support and oral health advice to patients. On completing their programmes, most learners are given additional responsibilities at work.

15. Learners feel safe at work and at Tempdent. They have a good awareness of health and safety matters. Learners use safe working practices in their employment, and these are promoted effectively in their training at Tempdent and in the workplace.

## **The quality of provision**

## **Grade 2**

16. Teaching and learning are good. The off-the-job classes are carefully planned and meet the needs of individual learners well. Links between theory and vocational practice are made very effectively during the classes. Tutors draw on their own vocational experience to suitably illustrate examples. They use a wide range of teaching and learning activities appropriately to extend learners' knowledge, skills and understanding. Individual coaching of learners is good. Learners enjoy their classes and contribute well during the sessions. They have a good recall of topics previously covered in the programme.
17. Assessment is good and assessment activities are carefully planned. A range of well-chosen assessment strategies is used effectively. The feedback provided to learners by assessors is constructive, with clear guidance for improvement. Challenging and realistic targets are set to support learners' achievement and are recorded on learners' individual learning plans. The individual targets are closely monitored with learners at their regular progress reviews. Detailed action plans are agreed with the learner to address any slow progress or other identified areas of concern. Equality and diversity are effectively promoted to learners during assessments and progress reviews.
18. The provision is responsive to individual learners' and employers' needs. The timings of the classes are flexible with day-time, evening and weekend sessions for off-the-job training. Workplace assessment visits are arranged to meet the needs of learners, their employers and the dental practices. Assessment plans are tailored effectively to meet the learning and personal needs of individual learners.
19. Tempdent has established productive partnerships with learners' employers. The dentists and practice managers contribute very effectively to learners' workplace training and assessment. They are proactive in arranging opportunities for assessment in the workplace. Wherever possible, they ensure that learners have an appropriate space to meet with their assessor for feedback and associated course work.
20. The support provided to learners is good. Learners receive good support for their learning, progress and individual needs. Staff respond promptly and effectively to support learners with personal issues that are a barrier to learning, by adapting the provision to meet their circumstances. Clear records are made

of these interventions; this was identified as an area for improvement at the previous inspection.

21. Learners receive good initial advice and guidance, and the course requirements are clearly explained to them. Initial assessment is carried out prior to the programme, and is suitable and effective. The outcomes are fully discussed with the learner during their enrolment interview which includes the opportunity to disclose any specific learning needs. However, assessment of learners' self-declared additional learning needs is not carried out until after their course has started.

## **Leadership and management**

## **Grade 2**

22. Leaders and managers set and maintain high standards. Target setting is used well to raise expectations and, overall, the use of data to monitor provision is good. Operational management is particularly good, and the provision is planned and organised well at each site. Tempdent has introduced the new apprenticeship for dental nursing very effectively. The arrangements to frequently review each learner's progress ensure close and effective monitoring of their development and support. Communications within Tempdent and teamwork are very good. Staff are suitably qualified and experienced, and they participate in an appropriate range of professional development.
23. Tempdent promotes the safeguarding of learners well and is meeting government requirements. Staff have received relevant training in safeguarding and the designated safeguarding officer has had appropriate training for the role. The company has clear policies and procedures for safeguarding which are effectively promoted to learners and staff. Potential safeguarding issues have been addressed effectively. Thorough health and safety checks are carried out to monitor employers' workplace arrangements and prompt actions are taken to resolve any issues. Suitable risk assessments of activities are carried out for learners aged up to 18. Learners are closely supervised when they are using Tempdent's computers.
24. The promotion of equality and diversity is good. Staff have received recent update training in equality and diversity matters, and in related legislation. All employers are required to have a suitable policy for equality and diversity which is checked before learners begin their programme. Suitable equalities policies and procedures are in place, including those for bullying and harassment, and complaints and appeals. Staff have successfully intervened to resolve issues in the workplace. Recruitment to the programme is inclusive of different groups of learners and the staff profile broadly reflects the learner population. Tempdent has worked hard to increase recruitment of male learners and to break down barriers to their employment in the sector, however with limited success. Achievement data by different groups are effectively monitored. The systematic monitoring of performance by ethnicity is recent but thorough, and the timely achievement gap for Black learners has reduced. Tempdent celebrates learners' success well at its graduation days.

25. Tempdent engages well with users to support and promote improvement. Good use is made of contact with individual learners and employers to obtain feedback about the provision. Appropriately designed surveys are carried out to seek learners' views of their induction and their programme, at mid-point and on completion. The company makes strong efforts to ensure sufficient feedback is obtained from employers through different approaches to survey their views. The responses to user surveys are carefully analysed to identify and implement actions for improvement. A clear strategy and performance monitoring indicators for responsiveness to employers are in place.
26. The overall arrangements for quality improvement are effective and good improvements have been made to learners' achievements. Actions to improve the rate at which learners complete the customer service programmes in the planned time have been implemented. However, it is too soon to judge their effectiveness. Internal verification is thorough and used appropriately to support improvements. The procedures for observation of teaching and learning, and assessment, are effective. Quality improvement activities are suitably structured within an annual quality cycle. Staff contribute to self-assessment, however the process and the self-assessment report are not sufficiently evaluative or detailed.
27. Tempdent uses its resources very effectively to secure value for money. Outcomes for learners are good and most are making good progress. Learners develop their skills and knowledge well. The learning environment at Tempdent's centre is suitable and has improved since the last inspection. Resources are satisfactory and are managed effectively to meet learners' needs. The use of staff time, skills and expertise is well planned. The company is committed to managing its resources in a sustainable way and has established a clear strategy for sustainable development.

## Information about the inspection

28. One of Her Majesty's Inspectors (HMI) and two additional inspectors, assisted by the provider's managing director, as nominee, carried out the inspection. Inspectors also took account of the provider's most recent self-assessment report and development plans, comments from the funding body, the previous inspection report, and data on learners and their achievement over the period since the previous inspection.
29. Inspectors used group and individual interviews, telephone calls and emails to gain the views of learners and employers. They also looked at questionnaires learners and employers had recently completed for the provider. They observed learning sessions, assessments and progress reviews. Inspectors collected evidence from programmes in each of the subject areas the provider offers.

**Record of Main Findings (RMF)**  
**Tempdent Dental Agency Limited**

**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 <b>using the 4 point scale</b> 1: Outstanding; 2: Good; 3: Satisfactory; 4: Inadequate	Overall	Employer responsive
<b>Approximate number of enrolled learners</b>		
Full-time learners	162	162
Part-time learners		
<b>Overall effectiveness</b>	<b>2</b>	<b>2</b>
<b>Capacity to improve</b>	2	
<b>Outcomes for learners</b>	<b>2</b>	<b>2</b>
How well do learners achieve and enjoy their learning?	2	
How well do learners attain their learning goals?	2	
How well do learners progress?	2	
How well do learners improve their economic and social well-being through learning and development?	2	
How safe do learners feel?	2	
<i>Are learners able to make informed choices about their own health and well being?*</i>		
<i>How well do learners make a positive contribution to the community?*</i>		
<b>Quality of provision</b>	<b>2</b>	<b>2</b>
How effectively do teaching, training and assessment support learning and development?	2	
How effectively does the provision meet the needs and interests of users?	2	
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	
<b>Leadership and management</b>	<b>2</b>	
How effectively do leaders and managers raise expectations and promote ambition throughout the organisation?	2	
<i>How effectively do governors and supervisory bodies provide leadership, direction and challenge?*</i>		
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?	3	
How efficiently and effectively does the provider use its available resources to secure value for money?	2	

\*where applicable to the type of provision

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