

Eden Training Solution Ltd

Independent learning provider

Inspection dates		02-05 June 2015
Overall effectiveness	This inspection:	Good-2
	Previous inspection:	Not previously inspected
Outcomes for learners		Good-2
Quality of teaching, learning and assessment		Good-2
Effectiveness of leadership and management		Good-2

Summary of key findings for learners

This provider is good because:

- overall success rates and completion on, or before, the planned end dates for current apprentices have significantly improved due to swift action by senior managers
- teaching, learning and assessment are good, with particularly effective links between theory and practice that clearly meet the needs of apprentices and employers
- the development of personal and social skills, such as improved self-confidence and enhanced team working is good and supports apprentices very effectively in their vocational roles
- apprentices' progress is quickly and accurately identified through the thorough progress reviews; actions are implemented to ensure apprentices make the progress expected of them
- managers at Eden Training Solutions Ltd (Eden) provide good management of change to meet the needs of Eden's staff, apprentices and employers; they have good awareness of local and regional employment opportunities through the regular and useful links with the Local Enterprise Partnership (LEP)

This is not yet an outstanding provider because:

- learning consultants do not always identify sufficiently or develop apprentices' wider knowledge and understanding of vocational themes or accurately record their understanding of equality and diversity
- learning consultants do not use sufficiently initial assessment to identify weaknesses in spelling, punctuation and grammar, nor do they consistently correct errors in oral and written work; the integration of English and mathematics into vocational training themes is inconsistent
- managers do not ensure that all members of staff have high standards of oral and written English and mathematics and that all documents, particularly learning materials and information leaflets, are error free
- during observations and when reporting on the quality of teaching, learning and assessment, insufficient emphasis is placed on learning and action planning for improvement; self-assessment and improvement planning are not sufficiently precise.

Full report

What does the provider need to do to improve further?

- Ensure that learning consultants focus clearly on developing apprentices' wider knowledge and skills relevant to their work roles including their responsibilities and understanding of equality and diversity in the workplace and their wider role in society, in addition to the emphasis that is currently placed on meeting assessment criteria.
- Learning consultants should make certain that apprentices clearly understand the importance of correct spelling, punctuation and grammar, identifying and correcting apprentices' errors in their oral and written work.
- Managers should make sure that all members of staff have high standards of oral and written English and mathematics and that all documents are error free, in order to provide clear and appropriate examples to apprentices.
- Ensure that quality assurance procedures to measure the effectiveness of teaching, learning and assessment have a clear focus on the standard of performance and that reports place sufficient emphasis on the effectiveness of promoting learning, and that action planning for improvement is clear, accurate and measureable. Emphasise key strengths and areas for improvement through self-assessment and ensure these are the major focus when compiling the quality improvement plan.

Inspection judgements

Outcomes for learners	Good
<ul style="list-style-type: none"> ▪ Eden currently has approximately 303 intermediate and 452 advanced apprentices. The largest vocational areas are health and social care; early years and playwork; sport, leisure and recreation; business management, administration; and customer service. ▪ A smaller number of apprentices are enrolled on programmes in retail; hospitality; warehousing; information and communication technology (ICT); teaching assistant; and higher-level apprenticeships. These apprenticeships were not inspected. Another company subcontracts Eden to train apprentices. Eden offered apprenticeships under its own contract for the first time in 2012. ▪ In 2013/14, the overall success rate for the 271 apprentices was good and considerably above the national rate. The success rates for apprentices of all ages are good. For the 156 intermediate apprentices the success rate is good and for the 115 advanced apprentices it is very good. ▪ For current apprentices, overall success rates and achievement by or before the planned end date are showing significant improvements. A very large majority of current apprentices are making good progress in their programmes. Almost all, on completion of their programme, remain in employment. ▪ Around only a quarter of intermediate apprentices progress onto advanced apprenticeship programmes. The progression rate onto the recently introduced higher apprenticeship programme is good with almost two thirds of the group recruited from the advanced apprenticeship programmes. ▪ Apprentices gain relevant and valuable personal and social skills that help them to grow in confidence and deal effectively with their colleagues and the clients with whom they work. They become more self-critical and aware of how they can improve the quality of their work and their working practices. They gain in confidence as they develop a range of relevant employability and vocational skills. For example, an intermediate apprentice in exercise and fitness, fully supported by the employer and the learning consultant, is now confident in organising and training a regular group of clients in a range of fitness activities at a local gym. 	

- Actions taken by managers in the tracking and monitoring of apprentices' progress, reviewing and revising where necessary the length of the apprenticeship programmes and starting functional skills earlier, have resulted in significantly improved overall success rates. With the high proportion of apprentices achieving by their planned end date, the successful completion of functional skills as an integral part of their programme has improved significantly.
- Eden has recognised that the very small number of apprentices from minority ethnic groups generally achieve at a higher level than other groups of apprentices, apart from those of Pakistani origin who achieve at a significantly lower rate. Female apprentices achieve at a significantly higher rate than male apprentices. Apprentices with learning difficulties and/or disabilities achieve at a lower rate than those without. The majority of these apprentices have left the programme due to factors beyond the control of Eden.

The quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are good, and this is reflected in the good and significantly improved overall success rates for the vast majority of apprentices.
- Learning consultants have high expectations for apprentices, encouraging, supporting and motivating them very effectively to develop relevant vocational, personal and social skills. They arrange their frequent visits to meet the needs of apprentices and the work environment, minimising disruption to business activities while maximising assessment opportunities. For example, one learning consultant arranges to observe apprentices working in a spa during busy periods and to assess their knowledge at quieter times.
- Learning consultants plan the majority of individual and small group coaching sessions very effectively. They make good adaptations to learning activities to suit the needs of individual apprentices, removing any potential barriers to learning. Learning activities successfully engage, motivate and challenge apprentices who make good progress during sessions.
- Resources available in the workplace are used skilfully to ensure that apprentices are able to apply their learning quickly. For example, in learning sessions on managing staff performance, business apprentices complete the analysis and pre-appraisal documents they will use in their workplace. They quickly develop a good understanding of the reason for using the analysis during the appraisal process to identify staff development requirements.
- Learning consultants check apprentices' knowledge and understanding thoroughly through the use of probing and extended questions. For example, during one session an apprentice was asked about, and answered correctly, the legal requirements of documentation for recording bruises on a vulnerable service user. Learning consultants use short oral and written tests effectively to check apprentices' understanding promptly before moving onto the next topic.
- Apprentices complete appropriate initial and diagnostic assessments at the start of their programmes to identify their strengths and weaknesses in English and mathematics. However, the results from these assessments are not used fully to plan precise learning activities for apprentices to ensure that they improve their skills. Too many learning resources focus exclusively on preparing apprentices for tests rather than being used for the progressive development of their knowledge, skills and understanding.
- Learning consultants monitor rigorously the progress apprentices make towards completing their qualifications. Apprentices and employers have a good understanding of the progress they are making and the units they still need to complete. Apprentices are set relevant targets at each visit. However, these do not always focus sufficiently on the development of knowledge and skills and not all apprentices are sufficiently involved in setting their own targets and planning actions.
- Assessment of competence and knowledge is thorough, and appropriate assessment methods are used in the majority of cases. Apprentices prepare carefully for professional discussions which are frequently recorded using digital voice recorders. Written observation records are detailed and maximise assessment across a number of units.

- Apprentices receive prompt oral feedback, which motivates and encourages them. Written feedback is not always detailed enough to enable apprentices to identify what they have done successfully and what they need to do to improve. Apprentices' spelling, punctuation and grammatical errors are not identified or corrected to enable them to highlight areas where they need to improve. Too many printed and handwritten documents that are given to apprentices contain spelling, punctuation and grammatical errors.
- Apprentices receive relevant advice and guidance at the start of their programme which ensures they work towards the most appropriate qualification. Records of mid-programme and end-of-programme advice and guidance are frequently too vague and do not sufficiently identify the benefits of progressing to further qualifications.
- Equality and diversity are not always integrated into teaching sessions to provide naturally occurring opportunities for developing apprentices' understanding, for example through the use of relevant questions. During progress reviews learning consultants do not record in sufficient detail the depth of knowledge and understanding the apprentices have of equality and diversity, health and safety and safeguarding.

Health and social care, early years and playwork

Apprenticeships

Good

Teaching, learning and assessment in health and social care and early years and playwork are good because:

- learners make good progress in their training activities and a very large majority of apprentices are successful in completing their programmes
- learning consultants plan clear and logical sessions, with a good range of activities which engage apprentices and promote their learning; they use questions very effectively to challenge and extend learning
- apprentices and employers benefit from high levels of support, flexibility and responsiveness from learning consultants; learners gain confidence and develop their ambitions, for example in aspiring to becoming care home managers
- learning consultants encourage apprentices to think deeply, extend their learning and relate theory to their individual workplaces and job roles, for example in considering legislative requirements when administering and recording medicines
- apprentices make good progress during learning sessions and develop a good understanding of the skills required, for example in promoting consistent boundaries for the behaviour of young children
- apprentices' written and practical work is of a good standard; they demonstrate high levels of communication skills when reminiscing with service users who have dementia and in extending young children's vocabulary when handling baby chickens in activity sessions
- learning consultants set independent work very effectively and this is supported by a wide variety of electronic resources; they give feedback regularly and this makes a good contribution to apprentices' progress
- learning consultants regularly monitor apprentices' progress and set targets, although these are focused on achievement of qualifications rather than on the development of skills and knowledge
- apprentices and employers are fully aware of apprentices' progress, targets and end dates and are confident that they will successfully complete their programme
- apprentices show a good understanding of the issues relating to health and safety, for example the need to record bruises on vulnerable service users or for young children to learn to wash their hands before and after touching animals

- apprentices feel safe and their knowledge of how to safeguard themselves at work is well developed, for example the need to keep doors open when they are changing nappies.

Teaching, learning and assessment in health and social care, early years and playwork are not yet outstanding because:

- learning consultants do not consistently develop apprentices' English and mathematical skills within sessions or correct spelling, punctuation and grammatical errors in written work; written feedback from learning consultants also contains too many spelling, punctuation and grammatical errors
- written and oral feedback, given by learning consultants, although positive, prompt and supportive, is too focused on the achievement of criteria rather than giving clear suggestions to help apprentices to develop their written work or their practice
- equality and diversity are not sufficiently integrated throughout learning sessions in relation to the topics being learned.

Sport, leisure and recreation

Apprenticeships

Good

Teaching, learning and assessment for apprentices in sport, leisure and recreation are good because:

- overall success rates for apprentices are good and improving; learning consultants set high standards for the vast majority of apprentices who have clear progression goals
- apprentices receive good support from employers in the workplace where opportunities for teaching, learning and assessment are good; for example, one employer, after encouraging a member of staff to enrol as an intermediate apprentice, enrolled on the same programme to develop knowledge and understanding of theory in exercise and fitness; both are now planning to progress onto the advanced apprenticeship programme
- apprentices are challenged and engaged, and learning is very much focused towards their needs; in one observed session on anatomy and physiology the learning consultant used a good range of learning resources to develop and extend independent learning skills, stretching and challenging the apprentice above the level of their current programme
- learning consultants are highly skilled and use their comprehensive industrial experience to plan, manage and assess learning
- the majority of learning sessions are good with outstanding features; a wide variety of teaching, learning and assessment activities stretch and challenge apprentices and build on prior learning very effectively to develop apprentices' knowledge and understanding of exercise and fitness
- apprentices have a personal learning plan which clearly details units to be completed, with target dates for completion, helping them to plan their learning activities; learners appreciate the level of support provided by the learning consultants
- progress reviews are regular and detailed and they help apprentices to understand what they have completed successfully and what they still need to do to develop; oral and written feedback are comprehensive and extremely helpful to apprentices
- apprentices are provided with excellent opportunities to consolidate their learning by putting theory into practice; for example, one apprentice having completed a teaching session in planning muscular fitness exercise then applied her newly developed knowledge and understanding to identify routines and repetitions on fixed weight machines to meet the needs of the clients.

Teaching, learning and assessment for apprentices in sport, leisure and recreation are not yet outstanding because:

- English and mathematics, although integrated into learning sessions, are not sufficiently applied to sport, leisure and recreation
- equality and diversity, safeguarding, and health and safety which are integrated into learning sessions, are insufficient in developing apprentices' knowledge and understanding of their application in sport, leisure and recreation.

Administration, business management and customer service

Apprenticeships

Good

Teaching, learning and assessment in administration, business management and customer service are good because:

- success rates are good and for current apprentices are showing significant improvement; learning consultants have high expectations for their apprentices and effectively challenge them to develop high levels of relevant vocational skills
- apprentices receive good and effective well-planned support from their employers and from knowledgeable learning consultants who visit them frequently to enable them to make good progress in working towards their qualifications
- apprentices, as they make progress, are given increased responsibility and opportunities to extend their vocational skills further; for example, in managing poor performance one apprentice was tasked to identify approaches to the analysis and reporting of results and decide the appropriate documentation to use where none currently existed
- apprentices are proactive in identifying and negotiating what learning they consider they need to develop their knowledge and understanding of business principles in, for example, the wider use of emails and the management of productive meetings
- most individual coaching sessions are thoroughly planned by learning consultants who link learning activities well to apprentices' workplaces; for example in sessions with management apprentices, learning consultants made good use of appraisal documents to develop the apprentices' understanding of the use of performance analysis in setting targets for staff
- learning consultants skilfully plan face-to-face and on-the-job visits to maximise assessment opportunities by, for example, visiting apprentices at work during busy periods to ensure that relevant assessment opportunities are maximised
- apprentices and employers are actively involved in choosing relevant and challenging optional units which meet the needs of apprentices and their employers; for example, a customer service apprentice chose a 'social media in business' unit which will help develop skills to promote business services to current and prospective clients
- learning consultants make good use of assessment methods to identify apprentices' competence and knowledge; they make good use of observations to assess apprentices' competence across the range of units and professional discussions, supported by line managers' witness statements, to confirm apprentices' knowledge
- learning consultants use a good range of learning resources to support apprentices' learning; apprentices use comprehensive information booklets on performance management to help them understand the theory and develop their knowledge and understanding of management principles.

Teaching, learning and assessment in administration, business management and customer service are not yet outstanding because:

- learning consultants do not always involve apprentices sufficiently in identifying their precise learning needs in individual units at the start of their programme
- the promotion of the importance of correct spelling, punctuation and grammar is insufficient; errors in apprentices' written work are not identified and too many documents given to apprentices contain errors.

The effectiveness of leadership and management

Good

- Senior managers are very committed to providing a high-quality training service to enable all learners to develop their occupational and personal effectiveness and to succeed in their chosen careers. Eden successfully obtained its own Skills Funding Agency contract in 2012, prior to which subcontracted provision was delivered on behalf of other training organisations. Managers have high expectations for what apprentices can achieve.
- Senior managers have been particularly effective in managing change. When the remaining subcontracting arrangement was unexpectedly withdrawn towards the end of 2014, with a consequent loss of income, they successfully reduced the number of middle managers and restructured the management team. The impact of this restructuring has had no adverse impact on apprentices who have continued uninterrupted with their apprenticeship training.
- Performance management is good. Underperformance is now identified quickly and tackled immediately. Internal quality assurance of apprentices' portfolios is good. Managers have implemented a good range of quality assurance and quality improvement initiatives. These include, for example, learner voice and employer voice questionnaires, resource reviews, standardisation meetings and moderation events. A comprehensive quality calendar shows clearly the scheduling of each activity and the associated staff members.
- Staff development opportunities are good and most staff take full advantage of them. For example, all learning consultants are currently preparing for functional skills tests at level 2 in English, mathematics and ICT whether or not they already hold other qualifications in these subjects. Overall, the standard of written English throughout the company requires improvement. Too many basic errors are being made in written and word-processed documents which remain uncorrected.
- Managers are giving a high priority to improving overall success rates further and to ensuring that all apprentices complete their programme on or before the planned end dates. Changes have been made to the system for observing teaching, learning and assessment. However, the observation reports place insufficient emphasis on learning, on what is being learned and on apprentices' progress. Key strengths and key areas for improvement often lack detail and action planning for improvement is weak.
- Learning consultants receive very good support from their team leaders. Team leaders accompany them to workplaces when they visit apprentices for coaching and assessment purposes and they provide good advice and guidance which is enabling learning consultants to work more skilfully and efficiently with apprentices. Senior managers are particularly approachable and are readily available to discuss, coach, mentor and support colleagues to enable them to work effectively with their apprentices and to ensure they continually improve the service they provide.
- The self-assessment process is inclusive and staff have good opportunities to contribute to the self-assessment report through team meetings, monthly one-to-one meetings with their managers and in self-assessment workshops. Apprentices and employers are also encouraged to contribute to the process but the extent to which they do so is very variable. While the provision is accurately graded and the self-assessment report is evaluative, it does not clearly present key strengths and key areas for improvement to facilitate quality-improvement planning. The quality

improvement plan is not related closely enough to the self-assessment report and the impact of the actions taken is not always sufficiently explicit.

- Managers have a very good awareness of the local and regional employment opportunities. Strategically, senior managers have very realistic projections for expanding the business and for responding to local and regional vocational training needs. An 'open-door' policy is operated and applications from those who can benefit from an apprenticeship programme are welcome. Overall, programmes are skilfully managed and delivered on employers' premises. Functional skills are not yet fully integrated into apprenticeship programmes and learners' English and mathematical competencies are often insufficiently developed.
- The provider places a high priority on equality and diversity. Appropriate policies and procedures have been implemented and staff training is good. Learners and staff are suitably protected and there is zero tolerance of bullying, harassment, discrimination and unfair treatment. Apprentices' knowledge and understanding of equality and diversity are underdeveloped. Learning consultants lack the confidence to challenge or correct apprentices' incorrect perceptions.
- Safeguarding of apprentices and staff is good. Safeguarding arrangements are regularly reviewed and learners say they feel safe. All staff receive regular update training and, with the exception of the named safeguarding officer, have a level 2 qualification. The safeguarding officer is appropriately qualified at level 3. Apprentices are continually reminded of the dangers of cyber-bullying, online grooming and internet fraud. Good emphasis has recently been placed on the importance of introducing them to the 'Prevent agenda' and the dangers associated with terrorism, extremism and radicalisation.

Record of Main Findings (RMF)

Provider name

Inspection grades are based on a provider's performance: 1: Outstanding 2: Good 3: Requires improvement 4: Inadequate	Overall	14-16 part-time provision	14-16 full-time provision	16-19 study programmes	Traineeships	19+ learning programmes	Apprenticeships	Employability	Community learning
Overall effectiveness	2	N/A	N/A	N/A	N/A	N/A	2	N/A	N/A
Outcomes for learners	2	N/A	N/A	N/A	N/A	N/A	2	N/A	N/A
The quality of teaching, learning and assessment	2	N/A	N/A	N/A	N/A	N/A	2	N/A	N/A
The effectiveness of leadership and management	2	N/A	N/A	N/A	N/A	N/A	2	N/A	N/A

Subject areas graded for the quality of teaching, learning and assessment	Grade
Health and social care	2
Early Years and Playwork	2
Sport, leisure and recreation	2
Administration	2
Business management	2
Customer service	2

Type of provider	Independent learning provider								
Age range of learners	16+								
Approximate number of all learners over the previous full contract year	804								
Principal/CEO	Lorna Newbould								
Date of previous inspection	Not previously inspected								
Website address	www.eden-ts.com								
Provider information at the time of the inspection									
Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 and above		
Total number of learners (excluding apprenticeships)	16-18	19+	16-18	19+	16-18	19+	16-18	19+	
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Number of apprentices by Apprenticeship level and age	Intermediate		Advanced		Higher				
	16-18	19+	16-18	19+	16-18		19+		
	46	257	40	412	N/A		49		
Number of traineeships	16-19		19+		Total				
	N/A		N/A		N/A				
Number of learners aged 14-16	N/A								
Full-time	N/A								
Part-time	N/A								
Number of community learners	N/A								
Number of employability learners	N/A								
Funding received from	Skills Funding Agency (SFA)								
At the time of inspection the provider contracts with the following main subcontractors:	N/A								

Contextual information

Eden Training Solutions Ltd has its headquarters based in Rotherham in South Yorkshire and a marketing and sales office in Castleford. It was formed in September 2008 as a training provider to the logistics and other associated industries. The provision focused on legislative changes for professional drivers. From August 2009 to March 2010, funded training was wholly Train to Gain. At this time, due to funding constraints and market changes, the company introduced apprentice programmes as a subcontractor for a larger training organisation. The company currently provides its own government-funded apprenticeships in Yorkshire and Humberside, the North East, North West, West Midlands and the East Midlands. The board includes the two founder directors who are responsible for finance, contracts and quality. The senior management team consists of the two founder directors, one business directors and a head of department. An operational management team supports the senior team.

Information about this inspection

Lead inspector	Alan Hatcher
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Five additional inspectors, assisted by the managing director as nominee, carried out the inspection with short notice. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. Inspectors also used data on learners' achievements over the last three years to help them make judgements. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected throughout the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider. Inspectors looked at the quality of teaching, learning and assessment across the provision and graded the sector subject areas listed in the report above.

What inspection judgements mean

Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Handbook for the inspection of further education and skills 2012*, Part 2:

www.gov.uk/government/publications/handbook-for-the-inspection-of-further-education-and-skills-from-september-2012

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