

Eurosource Solutions Limited

Independent learning provider

Inspection dates

1–3 May 2018

Overall effectiveness		Requires improvement	
Effectiveness of leadership and management	Requires improvement	Adult learning programmes	Requires improvement
Quality of teaching, learning and assessment	Requires improvement		
Personal development, behaviour and welfare	Good		
Outcomes for learners	Requires improvement		
Overall effectiveness at previous inspection		Not previously inspected	

Summary of key findings

This is a provider that requires improvement

- Leaders have not implemented quickly enough the actions needed to improve the quality of adult learning programmes.
- As no governing body exists, leaders are not challenged or held to account for improving the quality of adult learning programmes.
- Leaders and managers do not use data effectively to identify weaknesses or take swift action to improve education and training.
- Training advisers set imprecise and vague targets with learners. As a result, too many learners do not make the progress expected of them.
- Staff place a minority of learners on programmes which do not meet their needs and abilities, or the requirements of their qualification.
- Too many learners – particularly on health and social care and early years programmes – make slow progress. As a result, almost half do not complete their qualifications in the agreed timescales.

The provider has the following strengths

- Staff provide good careers guidance which enables learners to make informed decisions about their future career plans.
- Learners develop good practical and technical skills in the workplace. As a result, they apply theoretical concepts well in practical situations.
- Most learners are highly motivated and enthusiastic and take pride in their work. They produce work of a high standard.
- Staff develop highly effective partnerships with employers, leading to tailored training which meets the needs of individual businesses.

Full report

Information about the provider

- Eurosource Solutions Limited (Eurosource) is an independent learning provider based in Newcastle-under-Lyme, Staffordshire. Eurosource was set up in 1989 to provide education and training in the public and private sectors. In 2009, Eurosource began delivering apprenticeships as a subcontractor. The company was given a contract for courses funded by adult learning loans in August 2016. The majority of the 141 adult learners enrol on certificate and diploma courses in health and social care, early years and supporting teaching and learning. Eurosource also offers qualifications in business administration and hairdressing and beauty therapy.
- Eurosource has recently started to provide apprenticeship programmes. The majority of apprentices are on level 2 and level 3 programmes in early years and health and social care. Apprenticeship provision was not inspected and graded as part of this inspection. This provision will be inspected at a later date.

What does the provider need to do to improve further?

- Implement urgently the new management structure and governance arrangements to ensure that:
 - leaders and managers have clear oversight of the provision
 - leaders and managers quickly implement actions to address weaknesses in order to improve the quality of education and training and outcomes for learners
 - once governance arrangements have been established, governors challenge leaders and managers effectively and hold them to account for their actions.
- Improve rapidly the management and reporting of data in order to monitor learners' progress and outcomes, to identify trends in achievement rates, including differences in achievement between groups of learners, and to provide information on the destinations of learners. Ensure that the suite of reports produced by the management information system reflects the needs of the company.
- Improve the progress made by learners, particularly those taking programmes in health and social care and early years, to ensure that they complete their qualifications within the agreed timescale.
- Improve the effectiveness of information, advice and guidance to place learners on the correct programmes to meet their individual needs and the requirements of their qualification.
- Ensure that training advisers set targets with learners which are precise and focused on the skills, knowledge and behaviours needed to be a successful learner, so that learners make the progress expected of them.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Directors and managers do not have sufficient oversight of the quality of adult learning programmes. They have been too slow to identify and put right all the weaknesses identified in the self-assessment report.
- Leaders and managers do not use or analyse data with sufficient rigour to enable them to monitor the performance of adult learners. They have sufficient information to monitor the progress and outcomes of different groups of learners, but do not use this quickly enough to take steps to improve learners' progress. In addition, managers set unrealistic timescales within which learners should complete their programmes. As a result, the proportion of adult learners achieving their qualifications within the planned time is too low.
- Leaders and managers do not track and monitor well enough the progression and destinations of learners after they leave their programmes. They do not know how learners use the skills and knowledge gained from their courses in their job roles. As a result, they are unable to evaluate fully the effectiveness of education and training to inform the future development of learning programmes.
- The self-assessment report is broadly accurate in identifying strengths and weaknesses, but it lacks detail and evaluation. Although the views of learners and employers are gathered, leaders and managers do not use this information to evaluate and assess specific key strengths and weaknesses of the provision. The quality improvement plan provides sufficient detail to make it helpful to leaders and managers in making improvements. However, they have been too slow to implement the plan and do not monitor the progress of actions on a regular basis.
- Through the business plan, senior leaders demonstrate a clear commitment to providing high-quality training. They have an ambitious vision to provide training that increases learners' social mobility and adds value to employers' businesses. Staff contribute to the review of the plan and the key areas for development.
- At the time of inspection, Eurosource was undergoing a management restructuring following a period of instability. A number of staff, including managers and one of the three directors, have recently left the company. These factors have distracted leaders and reduced their capacity to improve existing weaknesses swiftly. Since the appointment of a new director to the team, leaders have refocused their attention on the business's core objectives. The leadership team is currently in the process of appointing key management positions to address leadership capacity.
- Managers conduct effective observations of teaching, learning and assessment. They monitor training advisers' performance on a regular basis, and their findings inform continuous professional development to meet the needs of individual staff. Staff value the training they receive, which is leading to improvements, such as better practice in one-to-one sessions with learners.
- Leaders and managers work effectively in partnership with employers to provide programmes that are tailored to meet the needs of individual businesses. For example, Eurosource offers bespoke training for a number of local early years providers that

develops the professional practice of leaders, managers and business administrators, as well as that of early years staff within companies.

- Staff promote diversity well using the electronic portfolio system, newsletters and training resources. Training advisers effectively integrate themes relating to diversity into their sessions. Learners demonstrate a good understanding of diversity and fundamental British values.

The governance of the provider

- Currently, no governance arrangements exist to challenge or hold senior leaders to account for improving the quality of provision for adult learners. However, in the self-assessment report, directors have identified the lack of governance as an area for development and they are currently reviewing governance arrangements.

Safeguarding arrangements are effective

- Managers implement appropriate safeguarding policies and procedures to ensure that staff know to whom they should report any safeguarding concerns they have about their learners, and how to go about this. However, managers do not always record in sufficient detail the actions taken in response to safeguarding concerns.
- Managers carry out appropriate checks to ensure that staff conduct safe recruitment practices.
- All staff receive regular and appropriate training to keep learners safe. Learners feel safe and have a good awareness of safeguarding practices, including e-safety and the risks associated with radicalisation and extremist behaviour.

Quality of teaching, learning and assessment

Requires improvement

- Staff have not devised sufficiently personalised information, advice and guidance to meet the needs of new learners. As a result, they place a minority of learners on programmes which do not match their individual needs and abilities, or the requirements of their qualification. For example, learners on early years programmes working only with children aged two years and over were placed on programmes with specific units for working with babies. As a result, employers had to release learners from the workplace to attend alternative childcare settings to gain the skills, knowledge and experience to meet the requirements of the unit.
- Training advisers are too slow to identify learners' additional learning support needs. Consequently, these learners do not receive additional learning support quickly enough, which results in them making slow progress.
- Training advisers do not track, monitor and record thoroughly enough learners' progress. Too few employers contribute to the review of individual learners' progress. Advisers set targets with learners which are imprecise and often vague, focusing on completion of units by specific dates rather than on the development of skills and knowledge. As a result, too many learners do not make the progress expected of them.
- A good range of high-quality electronic learning resources, developed by training advisers,

help learners develop their understanding of topics such as good mental health and well-being, and abusive cultural practices, for example breast ironing and forced marriage.

- The standard and quality of learners' work are at least good. They receive clear and constructive feedback from training advisers to help them improve the quality and technical content of their work.
- Training advisers identify learners' starting points in English and mathematics accurately. Learners who need extra help to develop these skills receive good additional support from specialist staff, enabling them to improve their skills in their job roles. For example, health and social care learners develop English skills to enable them to write clear care plans and reports for their patients.
- Training advisers are well qualified and have extensive experience in their specialist subject areas. They use their experience well to help learners develop new skills and behaviours to enable them to carry out their job roles effectively. For example, learners on early years programmes work closely with training advisers to update and amend risk assessments for pre-school premises.
- Through careful planning of one-to-one learning sessions, training advisers provide most learners with personalised learning sessions that reflect their prior learning and abilities well. They use skilful questioning to test knowledge and to motivate learners to extend their learning continually. Training advisers provide learners with interesting and varied activities that develop good vocational and academic skills, such as independent research skills.

Personal development, behaviour and welfare

Good

- Learners enjoy their learning. They are enthusiastic and keen to acquire new skills and knowledge. Learners develop high levels of confidence and self-esteem. Employers value the contributions learners make to the workplace and the innovative ways of working they bring. Learners can articulate clearly their learning and describe accurately the skills they have learned. For example, learners on supporting teaching and learning programmes, and early years learners, develop good skills of observation. These help them in making longitudinal observational studies of children's development. Learners take pride in their work, are self-motivated and produce work to a good standard.
- Most learners develop good practical skills and apply theoretical concepts to practical situations well. For example, learners on early years courses are able to apply Bowlby's theory of attachment when new children start at nursery. Hairdressing learners develop skills in a range of techniques supported by their understanding of anatomy and physiology.
- Learners, particularly those on hairdressing and beauty therapy courses, demonstrate high levels of mutual respect for colleagues. They work alongside each other harmoniously and receive good levels of support from colleagues to develop practical and technical skills.
- The majority of training advisers provide learners with effective and impartial careers guidance which enables them to develop clear career plans. Training advisers complement good careers guidance by directing learners to the National Careers Service, local further education colleges and the National Apprenticeship Service website.

- The majority of learners have a good understanding of the risks of radicalisation and extremism and are aware of the 'Prevent' duty. They feel safe in the workplace. The majority of learners on early years and health and social care programmes have a thorough knowledge of safeguarding and understand British values. These topics are integral to their qualifications. Training advisers promote equality and celebrate diversity skilfully during off-the-job training and reviews of learning. The effective promotion of health and safety in practical vocational lessons for hairdressing and beauty therapy ensures that learners work safely in salons.

Outcomes for learners

Requires improvement

- Most learners on courses funded by adult learning loans achieved their qualifications in 2016/17. However, almost a third of learners did not complete their qualifications in the agreed timescales, owing to managers setting unrealistically short timescales for achievement.
- Current learners, particularly the small number of learners in hairdressing and beauty therapy, develop good practical skills that support them well in the workplace. They produce work of a high standard, often exceeding what is expected of them. However, too many learners, particularly in health and social care and childcare, make slow progress towards completion of their qualifications. Although current learners now have realistic timescales in which to complete their qualifications, almost half are unlikely to complete within these agreed timescales.
- Managers collect a wide range of data, including data concerning the participation and achievement of different groups of learners. However, they do not routinely analyse or use data to identify under-representation, differences in achievement or other weaknesses in the provision. For example, male learners and learners from minority ethnic groups are significantly under-represented. Managers do not have any actions in place currently to increase the participation of learners from under-represented groups.
- Although managers collect information from learners during interviews at the end of their learning programmes, they do not use this information well enough to track learners' destinations in detail. Approximately two thirds of learners progress to further education, gain promotion in the workplace or gain employment in settings where previously they have been volunteers.
- Most learners who are volunteers at the start of their programmes gain employment before or on achievement of their qualification.

Provider details

Unique reference number	1248048
Type of provider	Independent learning provider
Age range of learners	19+
Approximate number of all learners over the previous full contract year	51
Principal/CEO	Wilf Buck
Telephone number	01782 711 927
Website	www.eurosourcesolutions.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 or above	
Total number of learners (excluding apprenticeships)	16–18	19+	16–18	19+	16–18	19+	16–18	19+
	-	-	-	-	-	102	-	39
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	-	-	-	-	-	-		
Number of traineeships	16–19		19+		Total			
	-		-		-			
Number of learners aged 14 to 16	N/A							
Number of learners for which the provider receives high-needs funding	N/A							
At the time of inspection, the provider contracts with the following main subcontractors:	N/A							

Information about this inspection

The inspection team was assisted by the managing director, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans. Inspectors used individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions, assessments and progress reviews. The inspection took into account all relevant provision at the provider.

Inspection team

Anita Pyrkotsch-Jones, lead inspector	Her Majesty's Inspector
Elaine Price	Her Majesty's Inspector
Maura Cummins	Ofsted Inspector
Jai Sharda	Her Majesty's Inspector

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