

Lynwood Vets Limited

Monitoring visit report

Unique reference number: 1278657

Name of lead inspector: Steven Tucker Her Majesty's Inspector

Inspection dates: 31 July–1 August 2019

Type of provider: Independent learning provider

Address: Hampton Farm
Higher Bockhampton
Dorchester
DT2 8QH



Monitoring visit: main findings

Context and focus of visit

From October 2018, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision which began to be funded from April 2017 or after by ESFA and/or the apprenticeship levy. This monitoring visit was undertaken as part of those arrangements and as outlined in the *Further education and skills inspection handbook*, especially the sections entitled 'Providers newly directly funded to deliver apprenticeship training provision' and 'Monitoring visits'. The focus of these visits is on the themes set out below.

Lynwood Vets Limited is part of the VetPartners Group Limited. Until 2017, Lynwood Vets Limited delivered the veterinary nursing diploma at level 3 as a subcontractor to a college. Since 2017, it has held a contract to deliver apprenticeships in veterinary nursing at level 3. Currently, 10 apprentices are on framework apprenticeships and 19 are on standards-based apprenticeships. All apprentices are 19 years of age and over. Apprentices are recruited from veterinary practices in Dorset, Wiltshire, Somerset, Devon and Hampshire.

Themes

How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?

Reasonable progress

The apprenticeship programme meets the needs of employers very successfully. Employers place a high value on the training provided by Lynwood Vets Limited and many have used it to train their veterinary nurses over a long period.

Managers and employers work closely together to ensure that they recruit apprentices with integrity. The apprenticeships enable employees to move from unqualified roles in veterinary practices to better-paid jobs requiring qualifications. Employers invest heavily in their apprentices. They provide time for them to attend relevant training, as well as allocating a senior clinical practitioner to coach apprentices. However, managers have not tackled fully the variations in the quality of the support provided by coaches in different practices.

Leaders design the apprenticeship programme carefully to ensure that apprentices develop knowledge, skills and behaviours in an appropriate sequence. For example, apprentices completed their study of anatomy and physiology before taking responsibility for catheterising animals at work. The links between the on- and off-the-job training are a particular strength. Tutors ensure that the off-the-job training provides apprentices with the knowledge and skills they need to understand why things happen in the veterinary clinics. For example, apprentices knew how to apply

a bandage, but it was not until they studied theatre practices that they understood the reasons for choosing different bandages.

Managers have developed an apprenticeship programme that improves more than just apprentices' clinical practice. A senior nurse in a practice explained to inspectors how sensitively apprentices discussed the cost of treatment with clients as a result of their training.

Managers do not receive sufficient external scrutiny to check the quality of the apprenticeships they provide. They recognise correctly that they rely too heavily on informal feedback from apprentices and employers. They do not set and review key performance indicators of quality with the parent company, employers and other stakeholders.

What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices? **Reasonable progress**

Apprentices develop substantial new knowledge, skills and behaviours. They use these to improve quickly their practice in the workplace. As a result, they develop high levels of confidence and are rightly valued by their employers.

Tutors plan assessments of apprentices' knowledge and skills very carefully. They check their apprentices' progress systematically through weekly knowledge tests, regular tutorials and practice examinations. Tutors provide the detailed feedback apprentices need to understand their areas for improvement. For example, a tutor highlighted that apprentices needed to supplement their answer to a question about dosage levels by providing details of how to administer medication.

Tutors work closely with employers to ensure that any apprentices who fall behind receive the support they need to catch up. This includes providing relevant additional coaching or tutorial sessions.

Tutors place a high priority on teaching apprentices the English and mathematics they need for their work. For example, they teach them how to identify and use prefixes and suffixes. This ensures that apprentices learn quickly how to decipher and use complex veterinary terminology accurately.

Tutors have extensive expertise and are suitably qualified. They set high standards which lead to apprentices producing high-quality work and being thoroughly prepared for their examinations. Apprentices appreciate that tutors extend their knowledge by teaching them more detail than they need for their qualification.

Tutors recruit apprentices onto the correct level of apprenticeship, but they do not identify apprentices' prior knowledge, skills and behaviours in sufficient detail. This slows the progress of a small number of apprentices.

How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Reasonable progress

Managers have established appropriate links with the local safeguarding board and other agencies. As a result, they know how to obtain support or refer learners to an appropriate organisation when necessary. Apprentices feel safe and are safe, and are confident in the support and guidance their tutors provide.

Two managers are trained as designated safeguarding leads. They obtain the necessary confirmation that each member of staff is safe to work with young or vulnerable apprentices.

Managers have ensured that all staff have been trained on safeguarding and the 'Prevent' duty. During induction, tutors provide apprentices with useful information about radicalisation and extremism. However, they do not teach apprentices enough about the risks associated with radicalisation and extremism in the rural areas where they work or the risks they face online.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Learner View

Learner View is a website where learners can tell Ofsted what they think about their college or provider. They can also see what other learners think about them too. To find out more go to www.learnerview.ofsted.gov.uk.

Employer View

Employer View is a website where employers can tell Ofsted what they think about their employees' college or provider. They can also see what other employers think about them too. To find out more go to www.employerview.ofsted.gov.uk.

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

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

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2019