

# Peach Orator Limited

Monitoring visit report

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**Unique reference number:** 58441

**Name of lead inspector:** Jacque Brown, Her Majesty's Inspector

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**Type of provider:** Independent learning provider

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# 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 three themes set out below.

Peach Orator Limited is an independent learning provider based in Barnsley and provides apprenticeships across the country. At the time of the monitoring visit it had 57 apprentices enrolled on a range of programmes from level 2 to level 5, including business administration, learning support/mentoring and management. Seventeen of these apprentices are enrolled on standards-based apprenticeships, the remainder are on frameworks. Training for a further 80 apprentices is subcontracted to Parenta Training, based in Maidstone, Kent. These apprentices are predominantly on level 2 and level 3 frameworks in children and young people's workforce.

## Themes

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

### Reasonable progress

Leaders and managers have a clear vision for their apprenticeship provision and focus on providing high-quality apprenticeships. Leaders and managers ensure that they place people onto an appropriate apprenticeship that will meet their long-term career goals.

Leaders and managers ensure that the requirements for an apprenticeship are met. They ensure that apprentices who do not have English and/or mathematics skills at level 2 are given the opportunity to develop these. They ensure that assessors identify the areas that apprentices need to work on at the start of their apprenticeship and plan their individual programme. As a result, the vast majority of apprentices are making expected progress in English and mathematics. Managers ensure that apprentices have appropriate off-the-job training that improves their performance in the workplace.

Managers ensure that apprentices develop new skills, knowledge and behaviours. For example, how to claim certificates and batch headers on a business administration apprenticeship and how to prepare budgets and chair meetings on a management apprenticeship.

Leaders and managers effectively monitor the quality of provision delivered by the subcontractor. They make appropriate use of the results of quality monitoring activities to improve the provision delivered by Parenta.

Managers have good oversight of the progress apprentices are making. They monitor the progress of minority and vulnerable groups of apprentices well.

Leaders and managers have accurately identified areas requiring improvement and have implemented a suitable quality improvement plan. Leaders and managers are making appropriate reasonable progress against actions identified in the plan.

Leaders and managers do not have effective enough governance arrangements in place to provide support and challenge. They recognise this and are currently in the process of developing their governing body.

**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 benefit from a thorough induction process that includes a comprehensive assessment of their vocational and English and mathematics skills. As a result, assessors know what apprentices need to work on at the start of their programme and develop appropriate programmes of study. Apprentices receive accurate initial advice and guidance at the start of their programmes from well qualified staff.

Tutors visit apprentices in their workplace sufficiently frequently to monitor their progress. As a result, the majority of apprentices make at least expected progress. At Parenta, where a small minority of apprentices are making less than expected progress, managers have put a robust action plan in place. Consequently, these apprentices are now making improved progress in catching up. Most employers are appropriately involved in progress reviews. As a result, apprentices know what they need to improve in the workplace.

Tutors provide useful feedback to apprentices so that they know what to do to make improvements in their practical work and assignments. A small minority of tutors and assessors at Parenta need to provide more guidance to apprentices to help them develop further. Apprentices develop new skills and knowledge that helps them work confidently and safely within their childcare settings. However, the targets that a minority of tutors set in progress reviews are not sufficiently detailed or challenging to show apprentices how they should improve their work. Targets do not always focus on wider vocational skills that apprentices need to develop.

Tutors and assessors have appropriate qualifications and vocational expertise. They use these to develop a range of skills, knowledge and behaviours in apprentices.

Managers ensure that appropriately qualified staff provide effective support for apprentices with special educational needs.

The majority of apprentices are clear about their career goals and understand how their apprenticeship will help them to achieve these and to progress to further qualifications.

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

Managers ensure that there are appropriate arrangements in place to safeguard apprentices. Managers ensure that staff are safe to work with apprentices through an effective safer recruitment process. Managers ensure that there are thorough health and safety checks in place to keep apprentices safe in the workplace.

The designated safeguarding lead has appropriate training to be effective in her role. Managers deal well with the low number of concerns they receive, including making referrals to outside agencies, where appropriate.

Managers ensure that all staff and apprentices complete appropriate training to ensure that they understand safeguarding and the 'Prevent' duty. As a result, staff and apprentices know how to respond if there is a safeguarding concern.

Managers ensure that there is a 'Prevent' risk assessment and action plan in place. However, managers recognise that they need to ensure that all local concerns are included, given the wide scope of delivery across the United Kingdom.

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