

Inspection of Rentokil Initial (1896) Limited

Inspection dates: 12–15 November 2019

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

Rentokil Initial (1896) Limited (Rentokil Initial UK) is a global employer whose United Kingdom office is based in Blackwater, Surrey. Rentokil Initial UK started their apprenticeship programmes in 2017. Apprentices work at locations throughout the country and receive residential training in Crawley, West Sussex. In addition, staff provide face-to-face and online individual training for apprentices at work.

At the time of the inspection 368 apprentices were on standards-based apprenticeships, all of whom were aged 19 and over. The large majority study on a level 2 customer service practitioner apprenticeship. A small number study on a level 3 team leader/supervisor apprenticeship which the company introduced in June 2019. Rentokil Initial UK works with one subcontractor, NA College, which supports apprentices taking their functional skills English and mathematics qualifications.

What is it like to be a learner with this provider?

Apprentices enjoy their learning and show high levels of professionalism at work and in training. Almost all are enthusiastic about their apprenticeships. They are motivated to learn, and to develop their skills and knowledge. Apprentices become more self-assured because of their apprenticeships. They develop the skills to deal with customers effectively. They become more aware of the impact of their behaviour on customers. Apprentices learn how to adapt their language to ensure that customers understand them.

Apprentices benefit from a carefully planned curriculum that enables them to build their knowledge and perfect their skills. Almost all make good progress developing their customer service and team leading skills. As part of their apprenticeship they complete additional qualifications and courses which add to their skills as pest control technicians. Apprentices develop better time management skills, enabling them to manage larger geographical areas. They learn and improve their personal organisation. Employers support apprentices well with their learning and ensure that they feel safe. Apprentices benefit from an up-to-date curriculum which helps them learn about international legislation and environmental matters. A few apprentices are less clear about how their apprenticeship will enhance their work.

What does the provider do well and what does it need to do better?

Leaders have designed and planned their apprenticeships very carefully. They ensure that apprentices develop the skills that they need to be successful when working with customers or leading teams. Skilled and experienced leaders and governors have high expectations for their apprentices. They are ambitious and passionate about helping apprentices improve their customer service skills and become more professional. Almost all apprentices understand that the skills that they learn lead to an improved experience for their customers.

Leaders and managers plan the curriculum for apprentices logically. They make sure that each new topic builds sensibly on previous work and links well to workplace training. They ensure that apprentices develop and improve their knowledge of topics such as treating customers as individuals, team working and getting things right first time. They identify and support apprentices who need extra help effectively. Apprentices quickly become skilled and independent workers, applying these skills effectively. Almost all apprentices who complete their apprenticeship gain distinction grades.

Most apprentices value and appreciate their learning. They develop the confidence to adapt and enhance their working practice to meet the needs of their customers. Apprentices tell us how they have improved their approach to giving feedback to customers. They learn to speak confidently to clients about the legislative requirements of their products. Those working in primary schools and nursing homes understand how to avoid causing confusion or anxiety. They learn to deal with customers who are angry or unwilling to accept responsibility for pest control

problems.

Leaders make sure that assessors are experienced and knowledgeable company members. Assessors use their skills to contextualise learning effectively for apprentices. They motivate apprentices to take part enthusiastically in learning. Assessors use practical tasks, field observations and theoretical lessons to prepare apprentices successfully for the work they carry out with customers. Assessors question apprentices carefully to check that they understand important concepts such as product knowledge and building trust with customers. Apprentices value the new knowledge and skills that assessors help them develop.

Assessors give apprentices detailed feedback about the strengths that they develop. As a result, apprentices improve their confidence in dealing with challenging customers, communicating clearly and team working. Not enough assessors help apprentices identify and improve their weaknesses. They do not set apprentices clear targets to help them improve their written work. As a result, a few apprentices are unclear whether their work is accurate and lack the knowledge of what to do to improve. Leaders plan sensibly to help most assessors improve their teaching skills but acknowledge that a few assessors need more help to become skilled trainers.

Apprentices benefit from high-quality and bespoke online resources. These enable them to quickly develop their product knowledge, understand their role within the company and improve their professionalism. Apprentices gain from good physical resources such as well-equipped training centres, where they improve their practical skills and learn how to apply their product knowledge in the workplace.

Leaders plan well to develop apprentices' personal skills and knowledge. Apprentices learn about topics such as life in modern Britain and staying safe. They apply this knowledge confidently to the workplace. Apprentices learn about unconscious bias, which improves their objectivity when managing their teams. They understand how to deal tactfully with situations, such as needing to wear their safety boots when entering a mosque. Leaders and managers ensure that apprentices' well-being is a priority. They understand how personal worries affect how well apprentices do their jobs and make sure that apprentices know how to access support and guidance.

Most apprentices understand that their apprenticeship will help them gain more responsibilities. They are clear about their next steps. For example, apprentices starting as pest control technicians use the skills they develop to progress to the role of field biologist. Just under half of those who complete their apprenticeships are promoted quickly. Staff do not help apprentices understand how the skills they develop during their apprenticeships will help them if they wish to progress to different careers.

Leaders and managers use useful skills audits to identify apprentices' prior knowledge of customer service and team leading. However, they do not use the results of these audits consistently to plan individualised programmes for all apprentices. This leads to a few apprentices repeating training that they have covered with previous employers.

Leaders do not plan in enough detail to improve apprentices' English and mathematics skills. Although most apprentices pass their level 1 functional skills examinations during their apprenticeship, leaders do not ensure that all those who need to study these qualifications do so quickly. They do not ensure that those who have already gained these qualifications benefit from a carefully planned programme to develop their skills further.

Governors hold senior leaders to account for the quality of their apprenticeships. They receive detailed reports that help them understand the strengths and weaknesses of their apprenticeship programmes. Leaders and governors have clear and sensible plans to improve their knowledge of the quality of teaching by their subcontractor but it is too early to judge the effectiveness of their actions. They understand the need to develop and improve the consistency and effectiveness of their assessors.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff ensure that apprentices are safe. Senior staff who lead on safeguarding are appropriately trained. They quickly and diligently resolve safeguarding concerns. Staff receive regular training and updates on safeguarding and know how to refer any concerns. Leaders follow safe recruitment practices.

Apprentices feel safe in learning and at work. They work safely and know how to raise any concerns. Leaders use promotional campaigns effectively to raise apprentices' awareness of themes such as avoiding drink-driving at Christmas. Although apprentices learn about the 'Prevent' duty, leaders do not track how well assessors develop apprentices' knowledge about staying safe from local risks.

What does the provider need to do to improve?

- Improve the quality and consistency of feedback that apprentices receive so that all apprentices know how to improve their work, and check that apprentices use this feedback to further improve their knowledge, skills and behaviours.
- Improve apprentices' English and mathematics skills, to better support those who already have relevant qualifications and those who need to sit these examinations.
- Improve the classroom skills of assessors so that all apprentices benefit from consistently high-quality teaching and training.
- Ensure that all apprentices know why they are on the apprenticeship programme and the benefits that the programme brings to their company work.

Provider details

Unique reference number	1276508
Address	Riverbank Meadows Business Park Blackwater Camberley GU17 9AB
Contact number	07515 064474
Website	Rentokil.co.uk
Principal/CEO	Phill Wood
Provider type	Employer provider
Date of previous inspection	Not previously inspected
Main subcontractors	NA College

Information about this inspection

The inspection team was assisted by the head of training academy, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements including observing learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

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