

Eden Training Limited

Monitoring visit report

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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 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

Eden Training Limited (Eden) received a direct contract to provide levy-based apprenticeships in March 2017. Eden specialises in providing training to early years education professionals and has nine apprentices on level 2 and 3 apprenticeship frameworks. These include apprenticeships in supporting teaching and learning, specialist teaching, early years educator and play work.

Themes

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

Reasonable

Leaders and staff make good use of their experience and knowledge to provide high-quality apprenticeships in early years education. Employers and apprentices benefit from Eden's effective curriculum, which matches their training requirements and needs.

Leaders and staff work well with employers to recruit suitable apprentices. They select apprentices who are either new to their post or who will benefit fully from the substantial new knowledge, skills and behaviours included in the apprenticeship. For example, apprentices gain a deeper understanding of the theories of child development, which enables them to be more confident about varying their approaches to developing children's speech and language.

The small team of leaders and staff consists of highly qualified early years professionals. They make good use of their experience in supporting apprentices' skills development. Staff deepen their knowledge and understanding with frequent and relevant professional development. For example, they have undertaken research into, and analysis of, new school lockdown systems.

Leaders and staff have put in place adequate processes to identify the strengths and weaknesses of the provision. These include frequent visits to on-site training,

effective observation of teaching and learning, and feedback from apprentices and employers. These processes improve the quality of training and assessment.

Leaders and staff have thorough oversight of the progress that apprentices make on their apprenticeship. They review each apprentice's progress monthly, and adequately support apprentices who need it.

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

Staff take good account of apprentices' prior experience in schools, for example in learning support roles. Staff put in place comprehensive arrangements to assess individual apprentices' previous levels of learning. The information they gain from this is used well by experienced staff to plan a curriculum that builds progressively on apprentices' existing knowledge and skills.

Staff provide apprentices with a comprehensive induction to their programme. This enables apprentices to start with a good understanding of the programme's requirements. Staff guide apprentices on future career opportunities, particularly towards the end of the apprentices' programmes.

Staff support apprentices effectively through regular reviews and well-designed assignments. This enables apprentices to apply the knowledge they have gained to their real-school environment. For example, apprentices apply health and safety legislation to practice in their workplace by considering how to keep children safe from risks such as wet floors or using scissors incorrectly.

Employers benefit from apprentices becoming more competent as they work through their programmes and from their increasing contribution to the school community. For example, apprentices develop the confidence and ability to work independently with children on their mathematics and English skills.

Assessors track apprentices' skills development and intervene to support apprentices where needed. For example, assessors provide support and additional learning materials to apprentices. As a result, apprentices make cumulative gains in the knowledge, skills and behaviours they use in their schools to support children's development and learning.

Apprentices continue to develop their skills in English, mathematics and information and communication technology. Apprentices' written work meets the required standards and shows good application of theory to practice. They use these skills well to support the children they work with.

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

Apprentices demonstrate a very sound knowledge and understanding of safeguarding. Consequently, they are well equipped with a good range of strategies for keeping themselves and others safe at work. For example, they have a detailed knowledge of the correct procedures for identifying and reporting safeguarding concerns related to the children in their workplace.

Leaders and staff have put in place suitable policies and procedures to safeguard apprentices. These include checks to make sure that staff are suitable for their role. As a result, staff understand the reporting and recording procedures they need to follow should they have any concerns about apprentices' welfare or safety.

All staff have appropriate safeguarding training. Staff have good links with relevant local agencies, for example local authorities and support agencies for mental health. As a result, they can provide timely support to apprentices where needed.

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