

# Reach4Skills Training Limited

Monitoring visit report

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<b>Name of lead inspector:</b>	Carolyn Brownsea, Her Majesty's Inspector
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<b>Type of provider:</b>	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 themes set out below.

Reach4Skills Training Ltd began to deliver childcare apprenticeships as a subcontractor in 2016. The company has had a direct contract to deliver levy-funded apprenticeships since 2018. It delivers framework and standards-based apprenticeships. Currently, there are three apprentices studying business administration, and early years workforce all at level 3.

## Themes

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

### Reasonable progress

Leaders have a carefully considered business strategy. They specialise in providing good opportunities that support employers in the childcare sector to develop their workforce. Leaders have planned relevant apprenticeship programmes that meet the needs of apprentices and their employers. Leaders also ensure that they meet the requirements of an apprenticeship in full.

Leaders recruit well-qualified staff. They plan their continuing professional development thoroughly and link it to a supportive appraisal process. Leaders monitor tutors' personal targets systematically. Tutors without a teaching or assessor qualification complete these quickly as part of their induction programme. This improves the quality of teaching, learning and assessment.

Leaders and tutors have a good understanding of the needs of employers. They explain fully employers' responsibilities and their expectations of them when recruiting apprentices. They monitor employers' adherence to these responsibilities and expectations rigorously and take appropriate action when employers fail to meet them.

Leaders work successfully with employers to recruit apprentices with integrity. They ensure that programmes support apprentices to develop substantial new knowledge, skills, understanding and behaviours that enable them to progress in their jobs.

Leaders have accurate oversight of the progress that apprentices make on their apprenticeship. They review apprentices' progress thoroughly each month. They put in place appropriate measures to support those who fall behind in their training. As a result, apprentices overcome their barriers to learning and subsequently progress at an appropriate pace.

Leaders have rightly focused on initiatives that have successfully improved achievement rates for apprentices. However, leaders and managers do not have sufficient oversight of the impact of these initiatives on the quality of teaching, learning and assessment.

The large majority of apprentices have gained English and mathematics qualifications at level 2. Leaders have introduced a strategy successfully to develop apprentices' English, mathematical and digital skills to higher levels.

**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**

The majority of apprentices develop substantial and vocationally specific knowledge, skills, understanding and behaviours. These enable them to improve their performance at work and achieve their career goals. For example, apprentices develop systems that support their employers to improve stock-control management and staff deployment.

Tutors are skilful in using assessment of apprentices' starting points to identify apprentices' personal and career aspirations. They use the information effectively to ensure the suitability of the apprenticeship programme. Tutors refer employers to alternative training that meets their needs better when appropriate.

Tutors establish apprentices' starting points accurately to plan learning. They work closely with employers to plan and sequence training. This ensures that apprentices develop rapidly the knowledge and skills they require to progress in their job roles.

Tutors use a range of teaching and learning methods effectively, including individual coaching and job shadowing. As a result, apprentices can now tell the difference between 'incident' and 'accident' and they have made the required change to reporting documentation. Tutors prepare apprentices appropriately for their final assessments and inspire them to aim for high grades.

Apprentices benefit from frequent contact with their tutors. Tutors implement assessments and reviews to fit in with apprentices' work patterns and employers' business needs. The majority of employers participate effectively in apprentices' progress reviews. They contribute appropriately to planning on-the-job learning and target setting.

Tutors analyse carefully and act promptly on feedback they collect from apprentices and employers. As a result, tutors have introduced additional video-voice calls for those apprentices who want more face-to-face contact.

Tutors have a good understanding of end-point assessment requirements. They have researched the options carefully to enable employers to make an informed choice when selecting an end-point assessment organisation.

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

**Reasonable progress**

Safeguarding arrangements are fully established and effective. Leaders place a high priority on safeguarding. Tutors benefit from regular training that increases their knowledge and confidence. This enables them to develop apprentices' and employers' understanding of safeguarding and how to keep themselves and others safe.

Leaders manage complex safeguarding and 'Prevent' duty disclosures confidently. The designated safeguarding officer has made appropriate referrals and records the actions meticulously.

Leaders implement processes that underpin the safe and robust recruitment of staff. All new staff complete promptly a thorough induction programme. They have a good introduction to the safeguarding and 'Prevent' duty policy and reporting processes and procedures. All employees receive the necessary checks.

Apprentices understand the risks associated with radicalisation and extremism and how they apply in their work and everyday lives. Tutors choose hot topics carefully, which successfully promote an increased awareness of current issues such as knife crime.

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