

Short inspection of Bosco Centre

Inspection date:

13 November 2019

Outcome

Bosco Centre continues to be a good provider.

Information about this provider

Bosco Centre is a registered charity based in the London Borough of Southwark. It is an education and community centre comprising a nursery, a training centre for students aged 16 to 19, and after-school clubs for the young people of Bermondsey. This inspection was of the training centre. Bosco delivers courses in youth work, administration, information technology and childcare.

At the time of inspection, the provider had 69 students studying on courses from entry level to level 3. A quarter of the students have learning difficulties and/or disabilities and the local authority provides additional funding for students with high needs.

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

Students are excited to learn at Bosco Centre, where tutors are skilful at planning and teaching lessons that help students develop their knowledge. Students like the small classes and the friendly staff. Staff care about students and are always available to listen to their concerns. Students are provided with good support to find work placements in areas that they are keen to work in. This includes placements in Bosco's nursery or youth centre. As a result, students improve their confidence and self-esteem.

Learners on supported internships are introduced to an authentic work environment at the busy Boscoffee, which operates five days a week from a local community centre. Tutors help learners with high needs to develop their confidence, communication skills and catering knowledge. This allows learners accurately to take customers' food and drinks orders. They produce meals, cakes and drinks to a high standard.

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

Since the previous inspection, senior managers have broadened the curriculum. They have established supported internships for students with high needs. They

have also introduced a range of business and information and communication technology courses in response to an increase in demand from local businesses. Students find the mindfulness programme, which includes arts and crafts and topical debates as part of a personal development programme, helpful in developing their emotional well-being.

Tutors help business learners to produce professional-looking reports and documents. For example, students can write memos and invoices in the correct format and to a good standard. Students are taught essential skills needed to work in an office environment, including how to prioritise their work so that all tasks are completed throughout the day. As a result, they develop skills and behaviours that are needed in the workplace.

Most tutors use information from assessments accurately to identify any deficits in students' knowledge. They provide good additional support to ensure that this missing knowledge is gained. However, in a few cases, tutors do not do this well enough, leaving students with insufficient knowledge of how to improve.

Staff provide good careers guidance to students. Students who are ambitious to develop their careers, such as business studies students who want to work in accountancy, know what steps to take to achieve their goals.

Staff appreciate the benefits that work experience brings to students. They ensure that all students participate in work experience related to their course, either with an external employer or in one of Bosco's venues. This supports students to be ready for future employment in areas that interest them.

Leaders, managers and trustees have a good understanding of the strengths and weaknesses of the provision. They have a realistic understanding of their role in the local area and of their students. As a result, leaders and managers are prudent about their plans for growth.

In monthly review meetings with students, tutors do not give sufficient attention to developing students' detailed knowledge of themes related to equality and diversity. For example, students have a limited understanding of protected characteristics and of different forms of discrimination.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers pay good attention to safeguarding. They have appropriate policies and procedures in place to deal with safeguarding referrals and issues. The designated safeguarding leads have developed appropriate links with local authorities, safeguarding boards and the 'Prevent' coordinator.

All staff, apprentices and students complete appropriate training in safeguarding. This includes understanding the dangers associated with radicalisation and

extremism, and how to stay safe online. Students have access to specialist support for those experiencing mental health issues. Students know how to report any concerns they have. Students know how to stay safe.

What does the provider need to do to improve?

- Tutors should ensure that they teach students in more detail about themes related to both equality and diversity.
- Leaders and managers should support tutors to improve further their use of information from assessments to help students continue to develop their knowledge.

Provider details

Unique reference number	50782
Address	281 Jamaica Road Rotherhithe SE16 4RS
Contact number	0207 232 0440
Website	www.bosco.ac.uk
Principal	Darren Coghlan
Provider type	Independent training provider
Date of previous inspection	30 November 2015
Main subcontractors	None

Information about this inspection

The inspection was the first short inspection carried out since Bosco Centre was judged to be good in November 2015.

The inspection team was assisted by the principal, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. 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 students' work, seeking the views of students, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Steve Lambert, lead inspector

Her Majesty's Inspector

Rosy Belton

Ofsted Inspector

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