

# Inspection of Took Us A Long Time Limited

Inspection dates: 7–10 January 2020

## Overall effectiveness

## Requires improvement

The quality of education	<b>Requires improvement</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Requires improvement</b>
Leadership and management	<b>Requires improvement</b>
Apprenticeships	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Not previously inspected

## Information about this provider

Took Us A Long Time Limited is the subsidiary trading company of Tasty PLC, a branded restaurant operator in the UK casual dining market. It operates two restaurant brands, Wildwood Restaurants and dim t, with a total of 56 restaurants nationally. Its head office is in Camden, London. Took Us A Long Time Limited became a prime contractor for apprenticeships in August 2017 and had a new provider monitoring visit in April 2019. At the time of the inspection, there were 22 apprentices on the level 2 production chef standard, 17 on the level 2 hospitality team member standard and three on the level 3 hospitality supervisor standard. Took Us A Long Time Limited subcontracts to Lifetime Training to deliver the functional skills aspect of the apprenticeship.

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

Apprentices engage in their programme with enthusiasm and commitment. They work in safe, busy restaurants with colleagues from diverse backgrounds. They develop in confidence and broaden their understanding of other cultures. Apprentices who speak English as an additional language really like that their line managers and training managers insist that they always speak English. As a result, they improve their English speaking and listening skills.

Apprentices often contribute to improving the success of the restaurants they work in, which is valued by their line managers. For example, apprentices make good suggestions to improve food safety management systems. They ensure that the restaurants they work in show potentially harmful food allergens in their menus. Many apprentices have been promoted into more senior roles and aspire to progress to higher levels of study.

Too many apprentices have found their studies in English and mathematics to be chaotic. For example, they are not building on their knowledge and skills. Their examinations have been poorly organised. As a result, many apprentices have not passed their qualifications and have not achieved their apprenticeship in the planned time.

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

When leaders and managers first started the apprenticeship programme, they did not select employees appropriately, and this led to a very high proportion of apprentices leaving the programme early. Staff did not consider what apprentices already knew and could do at the start of their apprenticeship. Too many apprentices were on programmes that did not challenge them. As a result, few apprentices achieved their qualifications. Leaders and managers have completely changed their recruitment and selection process for future apprentices. Their approach is appropriate, but the effectiveness has not been tested as no new apprentices have been recruited since the monitoring visit in April 2019.

Leaders and managers have made effective improvements to the apprenticeship programme. They ensure that apprentices benefit from an ambitious curriculum that deepens their understanding and supports them to gain a wider range of skills within the sector. For example, apprentices on level 2 hospitality team member standards learn how to cook some of the dishes they serve in the restaurant.

Leaders and managers have not acted swiftly enough with their subcontractor to improve the teaching of English and mathematics. Many apprentices who have made good progress towards achieving their apprenticeship standard have not gained qualifications in English or mathematics. As a result, apprentices have been delayed in taking their end-point assessment.

Training managers, who teach and assess apprentices, have extensive knowledge

and experience in hospitality and catering. They use this very effectively to build on apprentices' knowledge in the training workshops and one-to-one sessions. They set apprentices challenging business projects and tasks to help them make improvement suggestions in their restaurants. As a result, apprentices deepen their knowledge of how the business runs and becomes more profitable.

Training managers use a wide range of assessment methods to check apprentices' understanding and practical competence. They use questioning effectively in the progress reviews and professional discussions to encourage apprentices to elaborate on their answers. For example, training managers ensure that apprentices recall and demonstrate their understanding of food hygiene and safety in their written and practical work. They give apprentices clear feedback on how to deepen their understanding.

Apprentices benefit from using good-quality training resources, including those available online, to help them embed knowledge and prepare for their end-point assessment. For example, apprentices review short films, booklets and mock tests to use during their on- and off-the-job training. As a result, apprentices feel well supported and ready for their assessments.

Apprentices work diligently on their projects and assignments. They hand work in on time. Many apprentices have gained in confidence and developed resilience since being on the programme. For example, apprentices continue to want to work towards achieving their English and mathematics skills qualifications despite the many issues they have experienced.

Apprentices show respect for each other, their peers and their training managers. They have a good understanding of British values. For example, they understand and appreciate the benefits of living in a democracy.

Leaders and managers have not included in the curriculum enough information for apprentices beyond the vocational and technical aspects of the programme. For example, too many apprentices do not know what opportunities are available to them after they complete their apprenticeship. Managers have started to introduce topics to cover mental health awareness and healthy lifestyles. However, this requires further development.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers have suitable safeguarding policies and procedures in place. The designated and deputy safeguarding leads have attended appropriate training and ensure that staff working with apprentices are safe to do so. All staff working in the apprenticeship team and apprentices' line managers have completed 'Prevent' duty training.

Apprentices have a good understanding of the dangers associated with extremism

and radicalisation. They can identify the types of suspicious conversations or actions among their customers. Apprentices feel safe and know whom to contact should they have any safeguarding concerns.

### **What does the provider need to do to improve?**

- Leaders must improve how they recruit apprentices onto programmes, so that apprentices are at the level they need to be at and remain on their programme. Staff need to pinpoint the knowledge, skills and behaviours apprentices already have at the start of their programme, then use this information to influence their teaching and learning activities.
- Leaders must improve the support arrangements for apprentices who need to complete English and mathematics qualifications. They must work rapidly to ensure that apprentices are not delayed further in taking their end-point assessment.
- Staff should ensure that apprentices have a good understanding of the opportunities available to them on completion of their programme.

## Provider details

<b>Unique reference number</b>	1278678
<b>Address</b>	32 Charlotte Street London W1T 2NQ
<b>Contact number</b>	0207 637 1166
<b>Website</b>	<a href="http://www.wildwoodrestaurants.co.uk/contact/">www.wildwoodrestaurants.co.uk/contact/</a>
<b>CEO</b>	Jonny Plant
<b>Provider type</b>	Employer provider
<b>Date of previous inspection</b>	Not previously inspected
<b>Main subcontractors</b>	Lifetime Training

## Information about this inspection

The inspection team was assisted by the head of people, 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 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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