

Inspection of People and Business Development Ltd

Inspection dates: 14–17 January 2020

Overall effectiveness

Inadequate

The quality of education	Inadequate
Behaviour and attitudes	Requires improvement
Personal development	Requires improvement
Leadership and management	Inadequate
Adult learning programmes	Inadequate
Apprenticeships	Inadequate
Overall effectiveness at previous inspection	Requires improvement

Information about this provider

People and Business Development Ltd (PBD) is an independent learning provider based in Haverhill, Suffolk. It offers apprenticeships and adult learning programmes for learners in the early years education sector, the vast majority aged 19 and over. It recruits apprentices and adult learners in Hampshire, Nottinghamshire, Kent and London. Most learners are based in the East of England.

At the time of inspection 300 apprentices and 90 adults were in learning. PBD offers non-levy apprenticeships at level 2 and level 3 in childcare. Most apprenticeships are working towards framework-based qualifications. However, it has recently introduced a standards-based course. Adult learners study level 3 and level 5 children and young people's workforce qualifications. PBD has developed an online learning delivery model that suits the rural nature of many of the workplace settings.

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

Apprentices and adult learners study at work in a wide range of employers' premises and at home. They prefer learning online because it often avoids difficult journeys from rural locations.

Apprentices gain little from studying their apprenticeship with PBD. Too few complete their training on time. Assessors do not recognise apprentices' existing knowledge and skills when planning learning.

Adult learners do not experience good-quality training. They are not able to access their online learning in time to apply it in their job roles. Assessors do not enable learners to reflect meaningfully on their workplace practice. Too many adults leave before completing their learning programmes.

Apprentices and adult learners receive effective personal help and encouragement from assessors. This enables them to overcome the many personal challenges they experience.

Apprentices and adult learners become valued members of staff in the workplace. Employers have high expectations and provide them with effective support, coaching and guidance. As a result, they attend well and develop good skills and professional behaviours. They confidently carry out similar duties to permanent staff, often without supervision.

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

Since the previous inspection, leaders have failed to act quickly to improve the quality of education. Too few apprentices complete their qualification on time. Too many adult learners leave their programme early. Assessors do not provide additional study guidance or support to those apprentices who require extra help to complete their learning. External advice and challenge have had little measurable impact on improving the experience of apprentices and adult learners.

Leaders and assessors have not developed a coherent programme of study. They do not consider the work that apprentices and adult learners do when planning learning. Leaders do not give access to online theory in time for it to be useful to apprentices and adult learners at work, for example learning about educational theory at the start of the programme.

Leaders do not share the programme of learning with employers, apprentices and adult learners. This prevents employers planning meaningful work to complement the online learning. Consequently, the most able learners are often frustrated by the slow pace of their learning.

Assessors do not establish apprentices and adult learners' starting points and do not have the information they need to plan effective learning. Employers are not

involved in deciding what course and level are best for their employees. As a result, too many apprentices and adult learners change the level of their programme or leave.

Assessors do not feedback effectively to apprentices and adult learners about the quality of their work in a timely way. They do not clearly explain what apprentices and learners need to do to improve.

Assessors focus too much on the completion of isolated academic tasks. They do not focus on the skills apprentices are or should be developing. Most apprentices and adult learners are unclear about how the course is helping them develop their workplace skills or progress in their chosen career.

Leaders do not make sure that apprentices receive effective careers advice and guidance. Apprentices are not aware of their career options on completion of their course. Too few receive ongoing advice to help them plan their career.

Apprentices and adult learners gain a good understanding of equality and diversity. They understand how to apply their new knowledge in the workplace. For example, apprentices develop appropriate care plans for children with Down's syndrome.

Leaders' strategy to improve the English and mathematics skills of apprentices is weak. Apprentices do not know what level of qualification they are working towards. Most make slow progress in passing their qualifications.

Adult learners and apprentices take pride in their work. They produce written assessments to the standard expected. The care they provide to children is good.

Leaders do not know if apprentices receive effective off-the-job learning. Assessors do not ensure that apprentices record what activities they have completed and what they have learned. They do not check how apprentices apply their new knowledge to their job roles.

Leaders do not help assessors develop their teaching skills and knowledge. As a result, assessors do not know how to improve. They do not know how to plan high-quality learning. Assessors have appropriate vocational knowledge and skills.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead has appropriate qualifications to carry out the role effectively. Leaders carry out suitable employment checks on new staff. They effectively monitor the completion of mandatory training for staff.

Apprentices and adult learners develop their understanding of safeguarding and equalities well. They can clearly articulate their safeguarding responsibilities for the children in their care. They feel safe and are safe in their workplaces.

What does the provider need to do to improve?

- Leaders need to ensure that apprentices complete their apprenticeship within the time planned.
- Leaders need to swiftly reduce the proportion of adult learners who leave their programme early.
- Leaders must make sure that assessors receive the training they need to become high-quality educators and trainers.
- Leaders need to ensure that assessors use the existing skills and understanding that apprentices and adult learners have when they begin their programme, to plan rewarding training.
- Assessors must consider what apprentices and adult learners do in their workplace when planning learning and assessment.
- Leaders must ensure that apprentices and adult learners receive good-quality ongoing careers advice and guidance.
- Leaders must make sure that apprentices improve their English and mathematics skills. They must ensure that apprentices pass their English and mathematics qualifications.

Provider details

Unique reference number	58563
Address	Homefield Road West Haverhill CB9 8QP
Contact number	01440 731731
Website	www.pbdevelopment.co.uk
Principal/CEO	Janet Dawson Jenny Simanis
Provider type	Independent learning provider
Date of previous inspection	5–8 June 2018

Information about this inspection

The inspection team was assisted by the co-director, 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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