

# Inspection of Let Me Play Limited

Inspection dates: 9–12 March 2020

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

## Information about this provider

Let Me Play Limited was founded in 2004. The training arm of the organisation trades under the name of LMP Education (LMP). At the time of inspection, there were 791 apprentices across 32 programmes, from levels 2 to 5. Programmes included teaching assistant, early years educators and supporting sport in schools. LMP also offers apprenticeships to support school operations such as business administrator, school business professional, facilities supervisor, ICT infrastructure technician and laboratory technician.

Nearly three quarters of the apprentices work in schools across the country that are part of multi-academy trusts. Some 87 apprentices are employed through LMP's apprenticeship training agency (ATA) company. 51 apprentices are on programmes at Level 2, 657 at Level 3, and 83 apprentices at Level 4 or above. Some 95 apprentices are on frameworks and 696 are on apprenticeship standards. A third of apprentices work in London, two-thirds work in other areas of the country.

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

Apprentices value working in educational settings where they can have a positive impact on their colleagues and the children in their workplaces. They look forward to becoming qualified professionals.

Apprentices take part in informative training, mainly through one-to-one online sessions. Apprentices are happy with the convenience of receiving remote training while they are at work. A few would benefit from more direct interaction with their tutors.

Apprentices value the professional approaches that tutors teach them so that they can instigate improvements at work. Teaching assistant apprentices suggest systems such as food labelling to help reduce waste. Business administration, human resources and team leader apprentices use pivot tables in spreadsheets to improve efficiency.

Tutors reassure apprentices in their ability to achieve their ambitions. They help apprentices who suffer from anxiety to manage their emotions. As a result, apprentices gain self-confidence.

The majority of apprentices receive good support to move into employment. They either remain with their employer when they achieve their qualification or receive effective support to find new employment. However, tutors do not provide sufficiently detailed careers information to all apprentices. As a result, a small minority of apprentices are unclear about the full range of career paths available to them.

In a few cases, tutors do not discuss the order of course content early enough with apprentices' line managers. Consequently, apprentices do not always have the opportunity to put theoretical knowledge into practice.

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

Since Ofsted's monitoring visit, leaders have expanded the number of apprenticeships on offer. They have contracted with substantially more employers and apprentices. Leaders have also introduced an advisory board to fulfil the governance function. The board is starting to provide useful scrutiny, support and challenge to leaders and managers, particularly towards longer-term strategic planning.

Leaders have a strong mission for LMP, to train young people to work in schools and upskill school employees to gain promotions. They have identified a clear strategic purpose and market for the organisation which responds well to the development needs of employers and learners. As a result, LMP places apprentices with suitable employers and prepares apprentices well for their next steps.

Leaders and managers have implemented several changes in recent months. For example, they have recently rationalised the number of apprenticeships they offer. They have also reviewed and updated the organisational structure. These changes to the curriculum, and quality improvement initiatives, have had a positive impact on raising standards. As a result, the proportion of apprentices who achieve their qualification has increased markedly.

In a small minority of cases, tutors do not engage employers in planning apprentices' training early enough into the programme. For example, in business administration, tutors discuss the order of training content with the line manager after the apprentice has been on programme for 3 months. As a result, a few apprentices do not always learn the relevant knowledge soon enough to meet the needs of their employers. In other programmes, such as on school business professional apprenticeships, topics are taught in a well-thought-out order. For example, tutors teach budgeting at an appropriate time of year for apprentices to complete and submit annual school budgets.

Tutors identify accurately the knowledge and expertise apprentices have when they enrol. Staff use this information well to place apprentices on programmes suited to their experience and aspirations. Leaders and managers have implemented effective advice and guidance processes. They use their networks with schools well to help ensure apprentices go into employment.

Leaders and managers have developed an ambitious curriculum. Most tutors teach apprentices the competencies they need to achieve their qualifications and succeed in the workplace. For example, teaching assistant and early years educator apprentices develop their knowledge and understanding of pedagogy. As a result, they are better able to respond to children's needs and run high-quality sessions.

Tutors teach the vast majority of apprentices' training through informative, remote, online one-to-one training sessions and quarterly reviews. Tutors set suitable assignments for apprentices to self-study between these sessions. This model has improved attendance since the start of this year. Leaders do not ensure that all tutors have the skills they need to provide a consistently high quality of education using remote training techniques. As a result, at times apprentices do not understand the key learning topics they have covered.

In the majority of cases, skilled tutors use prompt assessment and discussions productively to improve the standard of apprentices' work. Tutors check apprentices' understanding and help them to fill in any gaps in their knowledge. Tutors also discuss apprentices' assignments to help them gain a deeper understanding of theory. For example, tutors of human resources apprentices use questioning skilfully to explore change management models. As a result, apprentices learn how to use these models at work.

Leaders and managers have not yet done enough to improve the quality of training in English and mathematics for all apprentices. Tutors explain basic concepts in mathematics clearly, such as area and perimeter of squares and triangles, but do not give

enough time for apprentices to understand how to work out these measurements for more challenging shapes, such as circles. Tutors of human resources apprentices hold follow-up discussions during reviews to thoroughly check apprentices' understanding, but other tutors do not. A few apprentices who are preparing for mathematics functional skills examinations do not have sufficient access to learning resources. As a result, they are not fully prepared for their exams.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders promote a positive culture of safeguarding and well-being. They have appropriate policies and procedures to safeguard learners and meet their obligations under the 'Prevent' duty. They carry out suitable pre-employment checks on staff. Leaders ensure staff complete relevant safeguarding training and invest in training to support apprentices with their mental health.

Apprentices feel safe and know how to report any concerns. They understand the importance of safeguarding the children in their care. Staff inform apprentices thoughtfully of any local concerns. As a result, apprentices are vigilant and take appropriate steps to keep safe.

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

- Leaders and managers must ensure that all tutors communicate with the line managers of apprentices in a more timely manner. In particular, tutors should liaise with line managers and apprentices promptly at the start of the programme to make sure apprentices learn necessary skills at an appropriate time.
- Leaders and managers should train tutors who are not yet skilled to provide online training so they can teach apprentices more effectively.
- Leaders must improve the quality of English and mathematics training to ensure tutors explain concepts fully so apprentices develop the skills they need at a suitable point in their apprenticeships.

## Provider details

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<b>Address</b>	4 Berghem Mews Blythe Road London W14 0HN
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<b>Website</b>	<a href="http://www.letmeplay.co.uk">www.letmeplay.co.uk</a>
<b>Principal/CEO</b>	Matthew Lord
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	Not previously inspected
<b>Main subcontractors</b>	Watson Martin

## Information about this inspection

The inspection team was assisted by the co-founder and 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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