

Orange Moon Training Limited

Monitoring visit report

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Name of lead inspector:	Emma Woods, Her Majesty's Inspector
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Type of provider:	Independent learning provider
Address:	6 Sherwood Rise Nottingham NG7 6JF

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 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

Orange Moon Training (OMT) has been offering training and development in childcare and teaching since 2015. It is part of a group of businesses which includes an Ofsted-registered childminder agency. OMT began to deliver apprenticeships in 2018. At the time of the monitoring visit, there were 81 apprentices on level 2 and 3 early years educator or supporting teaching and learning apprenticeships. OMT works with one subcontracted partner with around 30 apprentices in the same sectors.

The impact of COVID-19 (coronavirus) has been taken into account in the findings and progress judgements below.

Themes

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

Reasonable progress

Leaders and managers have a clear rationale for the apprenticeships they offer. Effective employer partnerships widen opportunities for those who wish to work in childcare or teaching. For example, the pre-apprenticeship course allows prospective apprentices to gain an insight into the role before progressing. Employers and partners are rightly satisfied with the responsiveness of leaders and assessors.

Leaders ensure that the principles and requirements of an apprenticeship are met. Assessors check apprentices' prior knowledge to ensure that an apprenticeship is suitable for them. At the start of the apprenticeship, assessors work effectively with apprentices to ensure that they are on the right level course.

Leaders ensure that assessors are well qualified and experienced. They invest in high-quality resources and equipment that enable apprentices to engage in their learning. For example, all apprentices receive access to relevant software and are able to have a laptop on loan.

Leaders know their provision well and self-assess their strengths and weaknesses fairly. Actions to improve weaknesses are identified. However, managers can focus more on compliance rather than improvement. Leaders follow a new and detailed quality calendar to ensure timely improvement activities, but it is too soon to judge the impact of these actions.

Leaders work with a subcontracted partner to offer training in childcare and teaching in hard-to-reach communities. This supports leaders' vision of diversifying the workforce in childcare settings. Leaders and managers ensure that there are suitable arrangements in place to oversee the quality of this provision.

Governors are well qualified to undertake their roles and challenge leaders to improve. Bi-monthly meetings have a strong focus on the quality of education. For example, governors sample teaching observations so that they understand improvement activities.

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

Apprentices develop new knowledge, skills and behaviours which support them to be successful in their roles. For example, teaching assistant apprentices learn techniques to manage behaviour and early years apprentices understand milestones in child development.

Apprentices receive their off-the-job training time. Assessors work well with employers to plan opportunities for apprentices to practise what they have learned. For example, apprentices shadow experienced staff to complete nursery risk assessments. A few apprentices do not benefit from this preparation and they use the time to complete assignments or conduct research.

Assessors sequence apprentices' training into monthly blocks with detailed topic-based resource packs. Assessors provide well-structured training sessions. For example, in sessions about equality and diversity, assessors check that apprentices understand key terms before moving on to more complex issues.

Apprentices produce work to a good standard. Assessors explain clearly in feedback what apprentices are doing well and what they need to do to improve. On the teaching assistant apprenticeship, assessors set useful extension tasks to challenge apprentices further.

Assessors monitor apprentices' progress carefully at monthly reviews. They are swift to intervene if there are concerns about an apprentice's progress. A few employers find it hard to attend progress reviews because of the demands of their work. Assessors are flexible and inform them of any updates in these cases.

Apprentices, who already have GCSEs in English and mathematics, struggle to explain how their skills are being developed. Assessors do not use opportunities to embed English and mathematics that occur in training sessions.

Assessors ensure that apprentices and employers understand the requirements for final assessments. Apprentices complete useful mock tests and presentations to develop their confidence. Employers are often involved and help apprentices to prepare their portfolios. Apprentices who complete their apprenticeship achieve merit or distinction grades.

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

Leaders, managers and assessors are experienced safeguarding practitioners. They ensure that appropriate policies and risk assessments are in place. Policies are understood and followed by assessors and employers. This ensures that apprentices receive timely support when they need it.

Assessors take care to check apprentices' welfare during their sessions. They are flexible in meeting their needs due to COVID-19, for example holding training sessions at flexible times. Apprentices know who to contact if they require any support or have concerns about a peer.

Assessors make good use of topical media stories to raise apprentices' awareness of national issues, for example debates about how safe women feel in society. Apprentices recall being taught about the dangers of extremism and radicalisation but they do not recall this in much detail. They are not always able to relate these risks to their local contexts and personal lives.

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