

Yuzu Training Limited

Monitoring visit report

Unique reference number:	2554081
Name of lead inspector:	Peter Cox, Her Majesty's Inspector
Inspection dates:	29–30 March 2021
Type of provider:	Independent learning provider
Address:	5-7 Commercial Road Totton Southampton SO40 3BX

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.

Yuzu Training Limited is an independent learning provider. The company provides training to the hospitality sector. Yuzu Training Limited changed its name from Costa Enterprise Academy in 2019. It currently also acts as a subcontractor of apprenticeship programmes, although these programmes were out of scope for this monitoring visit. At the time of the monitoring visit, Yuzu Training Limited has 35 standards-based apprentices. Of these, 10 apprentices study retail management at level 4, 20 apprentices study team leadership at level 3, and the remaining apprentices study retailer at level 2 or learning and development practitioner at level 3.

As a result of the pandemic, apprentices are now taught entirely online. No apprentices have been required to take a break in learning during the pandemic.

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?

Significant progress

Leaders have a clear vision to support the hospitality sector by developing apprentices into competent and proficient managers and team leaders. Leaders work closely with employers and local enterprise partnerships to design courses that meet regional economic needs very well. They have designed an ambitious curriculum which ensures that apprentices develop the knowledge and skills they need to quickly become better leaders.

Leaders and managers understand the strengths and weaknesses of their provision in considerable detail. They have robust strategies in place to monitor the quality of

provision and ensure sustained and rapid improvements where required. Experienced and well-informed members of the governing body hold senior leaders to account extremely effectively.

Leaders make sure that they satisfy the principles and requirements of apprenticeships. Staff ensure that apprentices and employers understand the requirements for the final assessment well. Staff enrol apprentices carefully onto suitable programmes which meet employers' needs. Leaders and managers track apprentices' progress carefully. They identify apprentices who have fallen behind and swiftly help them to catch up.

Leaders communicate effectively and frequently with employers. Employers value the positive impact that apprentices have on their businesses. Apprentices quickly become increasingly confident and skilful managers and help to make their businesses more profitable.

Leaders make sure that training staff are appropriately qualified and have high levels of relevant expertise and experience. Leaders use highly individualised and frequent training to help staff remain vocationally competent and become better teachers. For example, during the pandemic, leaders helped training staff to become more confident and competent at teaching online. Training staff complete level 3 teaching qualifications which help them to plan learning and teach more effectively.

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

The vast majority of apprentices develop substantial, new knowledge and skills through their training. Apprentices speak highly of the knowledge and skills they are developing which help them become better leaders and managers. For example, level 3 learning and development practitioner apprentices become better at supporting and training new managers. Apprentices become more confident, increasingly skilled at managing teams, and help make their businesses more cost-effective.

Training staff use their expertise to teach high-quality training sessions. They use their detailed knowledge of apprentices' existing knowledge and their roles to plan learning carefully. They make frequent reference to apprentices' prior experience and current job roles to tailor learning to apprentices' needs. For example, training staff used an apprentice's experience of a store opening to skilfully explain different models for evaluating the success of a project. Almost all apprentices make rapid progress in their training.

Most training staff assess apprentices' knowledge and understanding carefully. They use this information to identify and fill gaps in learning effectively. A few apprentices do not receive or remember feedback that helps them improve their work. Consequently, they do not make as quick progress as their peers.

Training staff support apprentices who need to complete examinations in English and mathematics effectively. Training staff help apprentices who do not require these qualifications to improve their literacy and numeracy skills well. Training staff use relevant examples and work-based scenarios to help apprentices develop these skills quickly.

Training staff prepare apprentices for their final assessment effectively. Staff check that employers understand their roles within these assessments.

Training staff give apprentices clear career and progression guidance within their current employment. However, training staff do not provide all apprentices with sufficient information about possible progression routes beyond their current employer.

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

Leaders and managers have rightly prioritised safeguarding. They have developed thorough and comprehensive processes to keep apprentices safe. Staff discuss a considerable range of safeguarding topics with apprentices frequently. Apprentices feel and are safe. They understand in detail how to keep themselves safe and know who to contact if they have concerns. Apprentices use their helpful training to improve safeguarding procedures in their workplaces. For example, apprentices understand how to keep safe when asking customers to observe coronavirus health restrictions. Leaders understand the need to develop further apprentices' knowledge of staying safe from local risks.

The experienced and well-informed designated safeguarding lead ensures that staff are safe to work with young people and vulnerable adults. All staff and members of the governing body receive suitable and frequent safeguarding and 'Prevent' duty training. Staff complete thorough risk assessments of apprentices to identify and support those who may be at risk.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
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E: enquiries@ofsted.gov.uk
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