

Rapid Improvement Limited

Monitoring visit report

Unique reference number:	1280303
Name of lead inspector:	Joanna Walters, Her Majesty's Inspector
Inspection date:	16 April 2021
Type of provider:	Independent learning provider
Address:	34-38 Upper Green East Mitcham Surrey CR4 2PB

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 follow-up safeguarding monitoring visit has been carried out consequent to the provider being found to be making insufficient progress with respect to safeguarding at their previous monitoring visit. It follows the arrangements outlined in the *Further education and skills inspection handbook*.

The focus of this visit is only on the safeguarding theme below.

Rapid Improvement Limited trains 60 apprentices in a range of standards and frameworks from levels two to five in health and social care, administration, and child development and well-being. The majority of apprentices are aged 19 years and over. There are 8 apprentices who are under 19 years old.

At the time of the monitoring visit, Rapid Improvement Limited had 352 adult learners studying a range of qualifications in childcare, health and social care, and functional skills.

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

Theme

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

Senior leaders and managers have taken positive actions to rectify shortcomings identified at the previous visit. The introduction of new designated safeguarding leads (DSL), a governing body and senior leader safeguarding meetings ensure that safeguarding is appropriately prioritised. As a result, the safeguarding culture has improved. Leaders now have a clear focus on safeguarding their learners.

Leaders and managers have renewed their safeguarding policy so that it better reflects statutory guidance and duties. DSLs train staff on how to identify and report safeguarding concerns effectively. As a result, staff record safeguarding concerns accurately and take appropriate action when necessary. Leaders and managers are alert to the fact they need to continue to monitor closely the implementation of their processes to ensure staff use them effectively over time.

Leaders have implemented an appropriate recruitment process for hiring staff. As a result, leaders are assured that staff are suitable to work with their learners.

Assessors routinely check on the welfare and safety of learners. They assess the risks that learners who work with children and vulnerable adults face. However, this process is new, and managers recognise that more work is needed to ensure that the factors informing the risk assessments are consistently applied by assessors.

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