

Mobius Partners Limited

Monitoring visit report

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| Unique reference number: | 2626852 |
| Name of lead inspector: | Emma Barrett-Peel, Her Majesty's Inspector |
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| Type of provider: | Independent learning provider |
| Address: | Brighter Horizons Training and Development 3 Grooms Ct Parbrook Billingshurst RH14 9EU |

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.

Mobius Partners Limited (trading as Brighter Horizons Training) is an independent learning provider that specialises in apprenticeships in the early years sector. The training centre and head office is in Billingshurst, West Sussex. However, the provider offers training nationally. At the time of the monitoring visit, there were 46 apprentices all on standards-based programmes. There were four level 2 early years practitioners, 36 level 3 early years educator apprentices, five apprentices on a level 3 apprenticeship in business administration or management and one on the level 4 assessor/coach standard. All apprentices at the provider work in an early years setting.

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 and managers have carefully selected apprenticeship standards that they have the expert knowledge and skills to teach exceptionally well. As a result, apprentices and employers benefit from the clear and focused training the provider offers.

The knowledgeable members of the governance board meet quarterly. Board members effectively challenge and support managers to make rapid improvements. For example, feedback from staff, employers and apprentices to the board led to a change in the portfolio system used. Governors, leaders and managers know the strengths and weakness of the provision. They use their knowledge effectively to review, challenge and make improvements against their own quality plan. Leaders use specialist external support for quality and compliance to make sure apprentices' experiences and their training is constantly improved.

Leaders have a well-planned and ambitious curriculum that helps apprentices quickly become skilled employees. Staff adapt the training in response to feedback from employers. For example, they revisit topics, such as health and safety, to improve apprentices' behaviours at work.

Leaders' and managers' relationships with employers is extremely effective. Employers work with teaching staff to plan high-quality, on- and off-the-job training and participate fully in the progress reviews apprentices have with assessors. The requirements of successful apprenticeship provision are met.

Leaders and managers have made sure staff are highly qualified, experienced and skilled teachers. Assessors are proactive and supported to keep their knowledge current, through training and sector publications. Leaders' and managers' checks on the quality of teaching are thorough. They provide staff with detailed and useful feedback to help them to further improve their teaching and help apprentices become confident and competent early years practitioners.

What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices? Significant progress

Apprentices quickly develop substantial new knowledge, skills and behaviours and consistently produce high-quality work. They are very keen to study and expand their new knowledge and apply it at work. For example, team leader apprentices develop and understand leadership styles and apply these when leading their teams.

Assessors use their vast experience and knowledge to teach apprentices to ensure they swiftly develop the knowledge, skills and behaviours they need to be successful practitioners in their jobs. Assessors use their assessment of apprentices' knowledge and skills to adapt the curriculum. For example, some apprentices who already have knowledge or experience in the early years work on additional tasks in the safeguarding and employment rights topics. This makes sure apprentices acquire further new knowledge regardless of previous experience.

Apprentices benefit from assessors and employers working closely together to plan their training. For example, assessors teach apprentices the principles of risk assessments; apprentices then work with employers to complete risk assessments in their settings. As a result, apprentices can apply their new knowledge at work after lessons.

Staff make sure apprentices and employers have a thorough understanding of the end-point assessment and how to achieve a high grade. Assessors provide apprentices with additional projects that help extend their knowledge and skills and work towards the highest grade.

Assessors help apprentices to continue to improve their English skills. Apprentices complete useful activities that enhance their own writing styles. Apprentices working at higher levels complete a book review to further develop their reading, interpretation and presentation of key information.

Assessors use assessment well to review and adjust their teaching. For example, recent assessment of level 2 apprentices resulted in adjustments to the teaching of safeguarding legislation. Apprentices benefit from useful feedback that supports them to improve their work and make good progress. Staff use effective procedures to quickly identify and support apprentices that fall behind to catch up.

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

Leaders have developed a strong culture and emphasis on safeguarding. This is demonstrated in the apprentices' knowledge of how to keep themselves safe. Leaders have trained all staff extensively and assessors use their knowledge effectively to make sure training for apprentices is very relevant to the early years sector. Case studies help apprentices understand potential risks to the children they work with and how this can impact their own safety and well-being. Apprentices can talk confidently about the training and how it has improved their knowledge.

Leaders implement their well-designed, extensive policies and procedures effectively to keep staff and apprentices safe. Leaders have made sure they have established strong links to external agencies in the areas they work. Apprentices know who they can talk to and feel confident when they have a concern. They are very well supported.

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