

WS Training Ltd

Monitoring visit report

Unique reference number: 55448

Name of lead inspector: Linnia Khemdoudi, Her Majesty's Inspector

Inspection date: 23 June 2021

Type of provider: Independent learning provider

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Monitoring visit: main findings

Context and focus of visit

This monitoring visit focused on the providers safeguarding arrangements. It follows a safeguarding concern that was raised with Ofsted. This visit was undertaken as outlined in the [operational note on visits carried out from January 2021](#) and with reference to the further education and skills handbook.

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

Theme

How leaders and managers ensure the safeguarding and well-being of their learners.

Reasonable progress

Leaders have ensured that staff understand fully how to keep learners in their care safe. Several staff have trained to be mental health first-aiders. They support an increasing number of learners who disclose concerns about their own mental well-being. Leaders have good relationships with all relevant external support services. The impact is that most learners get professional support when needed.

Tutors have developed trusting relationships with learners to ensure that they are safe. Staff record safeguarding incidents effectively using an agreed system. All staff are knowledgeable and understand how to report concerns effectively. Leaders' recording is detailed; appropriate follow up and monitoring is carried out. This contributes towards learners being looked after effectively in the setting. Learners are confident that adults care for them. Learners trust them implicitly to look after them.

Tutors cover a broad range of appropriate safeguarding topics in lessons. For example, identifying healthy/unhealthy personal relationships, how to remain safe with strangers and e-safety. However, teachers do not develop learners' strategies to apply this learning to a range of real life scenarios.

Leaders' arrangements to ensure that learners progress to their next steps in learning are incomplete. Leaders often do not put sufficient support in place to assure themselves that learners' plans result in learners' intended destination.

Staff develop good relationships with learners' carers, employers and parents. Staff communicate frequently with them to check on learners' well-being when they are not in college. As a result, learners are supported at home and in their work settings effectively.

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