

Inspection of Boom Training Limited

Inspection dates:

29 June–2 July 2021

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Good

Apprenticeships

Good

Overall effectiveness at previous inspection

Not previously inspected

Information about this provider

Boom Training Limited is an independent learning provider based in Southampton delivering apprenticeships nationally. Boom Training Limited offers standards-based apprenticeships across business and administration, legal, finance and accounting, sales, marketing and procurement and education and childcare. As a result of COVID-19 (coronavirus), tutors teach and support apprentices remotely. At the time of the inspection, there were 142 apprentices on programmes from levels 2 to 5. Most apprentices study at level 3. Of the 142 apprentices, 67 study the level 3 business administrator standard. There were 18 apprentices on a finance and accounting apprenticeship, 17 studying the level 5 operations/departmental manager apprenticeship and 12 apprentices on the level 3 team leader standard. There were 12 customer service apprentices across levels 2 and 3. There were eight apprentices studying level 3 HR support. The remaining 5 apprentices were on a level 4 sales executive apprenticeship or a level 3 recruitment or teaching assistant programme.

What is it like to be a learner with this provider?

Apprentices enjoy their learning and rightly value the increased skills, knowledge and behaviours they gain throughout their apprenticeships. For example, level 3 business administration apprentices learn how to deal safely with confidential data and put this into practice effectively in their job roles. They learn how to communicate well with different customers and how to put nervous clients at ease. Level 5 operations/departmental manager apprentices develop the skills they need to enable them to support and develop their staff successfully. Accounting apprentices learn about double-entry bookkeeping and credit and debit, which make them more knowledgeable and effective employees.

Apprentices benefit from the skills and expertise of well-qualified and experienced tutors. Most tutors plan carefully and teach high-quality online learning sessions for apprentices. Apprentices receive useful feedback from tutors which enables them to improve their written work and practical skills quickly.

Apprentices develop well the professional behaviours that help them become effective employees. They improve their confidence during their apprenticeships. This helps them work successfully with customers and colleagues. Almost all apprentices attend their learning sessions. Most apprentices stay with their employers after they complete their apprenticeships. They benefit from salary rises and increased responsibility as a result of their new knowledge and skills.

What does the provider do well and what does it need to do better?

Leaders and managers have a clear intent for the apprenticeships they offer. Most apprentices are new recruits in their first role at work or less experienced employees. Leaders concentrate on developing the new knowledge and skills apprentices need to be effective in their first job. Leaders have designed their management apprenticeships successfully to enable new managers and those with little experience to become effective managers and senior leaders. Employers value the new knowledge and skills apprentices develop and apply at work.

Governance at Boom Training Limited is in its early stages. Leaders have appointed well-qualified board members to help them make improvements to their apprenticeships. The board members understand well the company's strengths and weaknesses. It is too early to see an impact from board members or to measure how effective board members will be at challenging and supporting leaders to make and sustain improvements.

Leaders have high expectations of staff. Managers use useful monthly team, standardisation and one-to-one meetings to make sure tutors train and support apprentices effectively. Leaders track apprentices' progress carefully. They help staff intervene swiftly to enable apprentices to catch up if they fall behind. Leaders use feedback from employers and apprentices to make effective improvements to their apprenticeships. For example, leaders recently introduced a 'settling in' period to

help apprentices in their first 12 weeks at work. During this time, tutors contact apprentices frequently to make sure that they are on the right programme and with the right employer.

Tutors plan their training thoroughly to make sure that apprentices develop quickly the substantial new knowledge and skills they need to be successful at work. For example, business administration apprentices learn early in their course about business legislation and how it applies in their workplace. Tutors who teach English and mathematics personalise their teaching for each apprentice to make sure they make good progress and achieve their qualifications. Leaders do not make sure that tutors plan effectively to connect on- and off-the-job training. Most employers do not have enough involvement in the structure or the content of the apprenticeships. As a result, not all apprentices are able to quickly practise at work the new skills they learn in training sessions.

Most apprentices benefit from useful feedback from tutors that helps them to improve their work. Apprentices act on this feedback to improve the content, structure and presentation of assignments. They produce better-quality work and achieve higher grades. Most apprentices' work is of a good standard. Most apprentices improve their English, mathematics and digital skills throughout their training. Tutors incorporate these skills well into their teaching. They explain carefully how apprentices can avoid repeating mistakes. As a result, apprentices' draft assignments require fewer corrections and they improve their written communication at work. Accounting apprentices gain a good understanding of percentages and apply this at work to calculate value added tax and customer discounts.

Leaders have carefully selected useful resources to help the personal development of apprentices. Management apprentices complete useful activities that enable them to understand their strengths, areas for development and personal preferences for learning. Tutors plan their teaching carefully to help apprentices successfully develop these areas. For example, tutors help apprentices understand how their own behaviour impacts their leadership style and the strategies they can use to manage their teams effectively. Leaders do not make sure all tutors use the personal development resources well enough to support apprentices. Not all apprentices benefit from careful planning to help them develop their personal skills. A few tutors point apprentices to resources but do not check that they use these to help develop their learning further.

Tutors help apprentices to increase their confidence rapidly through the training and support they provide. Apprentices take on more responsibility in their job and quickly become valuable employees. For example, accounting apprentices improve their problem-solving skills and make useful suggestions to their managers to help solve challenges at work. Tutors have high expectations of apprentices' behaviour in learning and in the workplace. Apprentices behave professionally, approach their learning enthusiastically and employers benefit from apprentices' improved and positive attitudes to their job.

Apprentices do not benefit from useful impartial careers advice. Tutors only discuss progression within current employers. Leaders do not make sure tutors have the knowledge or resources to be able to make sure apprentices understand the training and career opportunities they may benefit from after they complete their apprenticeship and in the future.

Safeguarding

The arrangements for safeguarding are effective.

Apprentices feel safe and are safe at work and in training. Leaders have appropriate safeguarding and 'Prevent' duty policies and procedures which they and staff follow. Staff complete suitable training to help them keep themselves and apprentices safe. Leaders carry out necessary checks to make sure that they recruit staff safely. Leaders have close links with local agencies in the areas where apprentices work and use these sensibly when resolving safeguarding concerns. Leaders and staff understand the threats apprentices may face. However, apprentices do not know enough about the risks in the areas they live and work. Although apprentices complete useful safeguarding training at the start of their apprenticeships, leaders do not check well enough that apprentices continue to develop their knowledge of this topic.

What does the provider need to do to improve?

- Leaders and managers should ensure all apprentices benefit from a well-planned and structured personal development programme that helps them develop valuable knowledge and skills beyond the vocational subject.
- Leaders and managers should ensure all apprentices benefit from impartial careers advice that helps them make informed choices for their future careers.
- Leaders and managers should make sure on- and off-the-job training are effectively linked to help apprentices swiftly apply their knowledge from taught sessions at work.

Provider details

Unique reference number	1276470
Address	Unit 1, Capstan Road Woolston Southampton SO19 9UR
Contact number	07769621671
Website	www.boomtrainingltd.co.uk
Principal/CEO	Andrew Hooper
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the managing director, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements including observing learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

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