

Inspection of ABM Training (UK) Ltd

Inspection dates: 14 to 16 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

ABM Training (UK) Ltd (ABM Training) was established in 2008. Initially providing training in the health and social care sector, ABM Training began direct training in apprenticeships in November 2017. ABM Training received a new provider monitoring visit in August 2018. At that time, inspectors judged the provider to be making reasonable progress across all themes. The provider was subsequently seen in February 2021 as part of the progress monitoring visit programme. Inspectors found the provider to be making insufficient progress.

At the time of this inspection, ABM Training had 235 apprentices in learning. Of these, 13 were studying level 3 teaching assistant apprenticeships, 33 were studying level 2 adult care worker apprenticeships, 58 were studying level 3 lead adult care worker apprenticeships, 49 were studying level 4 children, young people and families practitioner apprenticeships, and 17 were studying level 5 children, young people and families manager apprenticeships. The remaining apprentices were studying on level 2 team leader, level 2 early years practitioner, level 3 early years educator, or level 5 leader in adult care apprenticeship courses.

At the time of this inspection, ABM training had no subcontracted provision.

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

Most apprentices enjoy their learning. They quickly develop the skills, knowledge and behaviours to better support the vulnerable people in their care. For example, level 3 teaching assistant apprentices use their knowledge of health and safety to support children with increasingly complex needs. Most apprentices make good progress and achieve merit or distinction grades, and some gain promotion at work.

Most apprentices rightly value the training and support from staff to develop new skills and knowledge, and so become better at their jobs. For example, level 4 children, young people and family practitioner apprentices become increasingly able to apply social theory to supporting vulnerable people. Where learners have been anxious to return to learning following the pandemic, they describe the frequent contact and support that have enabled them to continue in their studies. Apprentices appreciate the professional and positive relationships they enjoy with staff. Consequently, the vast majority of apprentices remain in learning and attend their training sessions well.

Most apprentices develop professional behaviours, confidence and resilience quickly. For example, level 3 adult care worker apprentices become increasingly able to challenge poor or unsafe practice at work. As a result, apprentices quickly understand and demonstrate the importance of responsibility for themselves and those in their care.

Apprentices do not benefit from opportunities to develop their wider interests or talents.

Apprentices understand the risks related to their specific job roles. For example, business administrator apprentices complete additional e-safety training. Staff teach care worker apprentices how to keep safe when working alone with vulnerable adults.

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

The members of the newly appointed senior leadership team are highly ambitious for their apprentices and staff. They have rapidly introduced effective changes to the curriculum so that the vast majority of apprentices make good progress and become better employees. Staff have equally high aspirations for apprentices to make progress quickly and achieve distinction and merit grades, which most do.

Leaders and managers have planned training well that meets skills gaps and sector needs, which have been exacerbated by COVID-19 (coronavirus) in both the child and healthcare sectors. They work well with most employers to design training to meet their business needs. For example, leaders worked closely with the Kent Autistic Trust to include training specific to autism spectrum disorder. Apprentices were able to apply the theory to the support they provide to those in their care.

Leaders have a good understanding of the quality of training. They use this information well to resolve weaknesses. For example, they have recently appointed an experienced advisory body, which has quickly begun to support and challenge leaders well. Leaders monitor apprentices' progress effectively, and so intervene quickly where progress is slower than expected.

The vast majority of employers speak enthusiastically about the impact that apprentices' training has had on their organisations. Staff support most employers well to understand their role and responsibilities to their apprentices. For example, staff offer voluntary coaching workshops to employers to help them better support apprentices in the workplace. Staff do not ensure that all employers are sufficiently well informed about apprentices' progress. In these few instances, apprentices' progress is slower.

Leaders ensure that staff are well qualified and experienced. Staff have individual training budgets that they use to tailor their professional development and become better teachers. Leaders support staff well and have involved them closely in the recent changes to training.

Staff ensure that the vast majority of courses are well planned and are taught in a sensible order. For example, staff who teach the level 2 adult care worker apprenticeship teach personal development first, so that apprentices are more self-reflective and better carers. Staff use their expertise to teach high-quality training sessions. They ensure that the vast majority of apprentices benefit from high-quality, off-the-job training that is well aligned with their roles. Consequently, apprentices produce work of a good, and often better, standard. They quickly apply their learning in their workplace. For example, level 3 teaching assistant apprentices become increasingly able to work with children of different age groups and with different learning needs.

Staff use assessment well to plan learning and review apprentices' progress. Apprentices rightly value the useful feedback that helps them to understand how to develop their work and become better at their jobs. Staff ensure that the vast majority of apprentices understand, and are well prepared for their final assessment.

Staff support well most apprentices who need English or mathematics qualifications as part of the courses. They use sector-specific examples to help apprentices develop the literacy and numeracy skills necessary for their job roles. For example, level 2 adult care worker apprentices are taught about ratios and measurements in preparing medicines.

Training staff support apprentices with additional support needs well. They put in place appropriate measures to ensure that these learners remain in learning and make as good progress as their peers.

Too few apprentices receive individualised information and guidance about their next steps. Therefore, too few understand the opportunities available to them at the end of their studies.

Safeguarding

The arrangements for safeguarding are effective.

The well-qualified designated safeguarding lead (DSL) and deputies have suitable policies and procedures in place to help keep apprentices safe. They follow appropriate safer recruitment processes to check that staff are safe to work with apprentices.

The DSL and deputies ensure that staff know how to identify and report concerns. During the pandemic, the DSL provided useful additional training on mental health and domestic violence to help keep apprentices safe. Staff check that apprentices are safe in their workplace.

Apprentices feel safe, including online, and know whom to speak with if they have concerns. They understand the risks of radicalisation.

What does the provider need to do to improve?

- Leaders should ensure that all apprentices receive individualised information and guidance about their next steps, so that they understand the opportunities available to them at the end of their studies.
- Leaders should ensure that all employers understand apprentices' progress and learning as well as requirements for the final assessments, so that they can support apprentices to achieve.
- Leaders should ensure that all apprentices have opportunities to extend their learning and development beyond the apprenticeship curriculum, including opportunities for social action.

Provider details

Unique reference number	1276416
Address	Grove End Farm Sittingbourne Kent ME9 8DY
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Website	www.abmtraining.co.uk
CEO	Simon Greenleaf
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 quality manager, 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 visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

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