

Inspection of Creative Sport & Leisure Ltd

Inspection dates: 28 September–1 October 2021

Overall effectiveness	Good
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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

Creative Sport & Leisure Limited (CSL) is an apprenticeship provider based in Rayleigh, Essex. It has 175 apprentices, studying 15 standards-based qualifications from level 2 to level 5. Most apprentices are studying at levels 2 and 3. At Level 4, apprentices are studying sports coaching. Level 5 apprentices study learning and skills teacher and departmental manager apprenticeships.

At the time of inspection, CSL had apprentices studying standards in sport, leisure and recreation, education and training, and business administration and management. The largest proportion of these are working towards level 2 community activator coach and level 3 personal trainer apprentices.

Five apprentices have high needs. CSL has one subcontractor, Future Fit Training. Future Fit Training apprentices study the level 3 personal trainer apprenticeship.

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

Apprentices have a positive attitude to learning. They strive and meet the high standards of professional behaviour that tutors and employers expect. Apprentices understand fully their responsibilities for role modelling good behaviour at work. They develop skills and behaviours that are equally appropriate to working with children in schools, or elite athletes preparing for the Olympic Games.

Apprentices are effectively supported and quickly build professional relationships with their tutors. Apprentices feel confident about discussing their prior qualifications and additional needs with tutors. As a result, apprentices benefit from training plans that are closely adapted to their experience and abilities.

Apprentices model very effectively the values of respect and tolerance. Operations manager apprentices lead by example, enabling their team members to develop positive attitudes to their work. Apprentices enjoy coaching and leadership opportunities with professionals from a wide range of backgrounds and cultures.

Apprentices develop skills that are matched closely to their employers' needs. As a result, apprentices become trusted team members and can progress quickly in their work roles. Business administration and customer service apprentices take up additional responsibilities, such as managing the room booking systems.

Apprentices feel safe. They know who to contact if they have concerns and feel comfortable to do so. Apprentices have professional discussions that improve their understanding of how to keep themselves safe and know how to do this in their workplace.

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

Leaders have developed good partnership working with national governing bodies for sports coaching. They have extensive and detailed knowledge of the sport and leisure industry at regional and national levels. Leaders use this knowledge highly effectively to design and provide a well-planned curriculum that meets employers' needs.

Leaders ensure that tutors are highly experienced sector specialists. Tutors make good use of their industry knowledge to design individual training programmes for apprentices. Tutors use their skills effectively to ensure that apprentices receive a rich and relevant curriculum. Teacher apprentices learn positive handling techniques and know how to meet complex and special educational needs with their pupils. They support pupils with autism to develop phonics, speech and language. High-performance apprentice sports coaches benefit from working with elite athletes, including Paralympic athletes.

Tutors' use of online and remote learning is very good. During the pandemic, for example, they made good use of technology to enable apprentices to gain a detailed understanding of how personal beliefs and values shape sports coaching philosophy.

Tutors use assessments very effectively to ensure that apprentices develop a deep and secure understanding of their subject. Tutors assess carefully the starting points of apprentices. Tutors give apprentices ongoing developmental feedback that allows apprentices to build on their prior knowledge constructively. Apprentices gain confidence in their abilities to apply their new skills and knowledge in the workplace as a result. Personal trainer apprentices are motivated to learn new skills and knowledge, such as nutrition. They use good communication skills to build empathy with clients during consultations.

Leaders and tutors successfully minimise social disadvantage among apprentices. They ensure that all apprentices are given the same opportunity to succeed from their starting points. Tutors liaise effectively with the learning support team to ensure that apprentices overcome personal challenges and stay physically and mentally healthy. Tutors and employers listen to apprentices' concerns and act swiftly to adjust workloads, referring apprentices to support agencies where necessary. As a result, apprentices develop resilience and independence in their job roles. Community sports health officer apprentices develop the confidence to plan and present sessions to disaffected young people.

Apprentices receive effective careers guidance. Most have aspirational career plans that include further training. They show a good understanding of how to achieve their ambitions through appropriate progression routes. Apprentice teaching assistants, for example, aim to progress to qualified teacher status. Business administration apprentices aim to manage their own teams on completion of their apprenticeships.

Governors do not have sufficient oversight of the quality of training. As a result, governors do not challenge leaders to make continuous and sustainable improvement. Governors provide effective strategic leadership. They ensure that the training provided aligns with employers' needs and national priorities most effectively. Governors work closely with national bodies to develop and introduce new apprenticeship standards to the leisure sector.

Leaders have not ensured that employers understand their commitment to apprenticeships. As a result, a minority of apprentices do not have adequate time to analyse or record the benefits of their training and experiences with their employers. These apprentices make slow progress. Leaders identify accurately their provision's strengths and areas for development. In most cases, they take effective action to rectify weaknesses.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have a good understanding of their safeguarding responsibilities. They prioritise appropriately the health, safety and well-being of apprentices. Staff benefit from regular updates on emerging safeguarding issues and adopt them in their practice. Staff responsible for safeguarding have a range of good links to external agencies in different regions. As a result, apprentices across the country have access to appropriate support.

Apprentices have a basic understanding of how to keep themselves and others safe from radicalisation and extremism in the workplace. They can identify the signs that an individual may be at risk of radicalisation.

What does the provider need to do to improve?

- Leaders need to ensure that employers understand and commit fully to the principles of an apprenticeship. Leaders need to ensure that employers give appropriate time to apprentices, allowing apprentices to reflect on and benefit from their learning in the workplace.
- Governors need greater oversight of training to challenge leaders to make continuous and sustainable improvement.

Provider details

Unique reference number	1280360
Address	Vantage House 6–7 Claydons Lane Rayleigh SS6 7UP
Contact number	01268 552 218
Website	www.creativesportandleisure.co.uk
Principal/CEO	David Kreyling
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	Future Fit Training

Information about this inspection

The inspection team was assisted by the director of learning and primary deployment, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous monitoring visit 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.

Inspection team

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