

Inspection of Adalta Development Ltd

Inspection dates: 21–24 September 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

Adalta Development Limited is an independent training provider established in 2003 to provide management training to businesses across the country. It began delivering directly funded apprenticeships for levy-funded businesses in July 2017. At the time of the inspection, there were 37 apprentices enrolled on standards-based programmes. Thirteen were on the level 3 team leader/supervisor apprenticeship standard and 24 were on the level 5 operations/departmental manager apprenticeship standard. The provider works with four employers based in the north and south of England. All apprentices are aged 19 years and over. The provider has no subcontracted provision.

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

Apprentices talk enthusiastically about their programme and enjoy their studies. They value highly the coaching sessions they receive from assessors. Apprentices apply what they learn in these sessions to the tasks they do at work.

Apprentices swiftly develop the professional behaviours they need for their job roles. They learn how to conduct themselves confidently and courteously. For example, level 5 management apprentices learn how to resolve conflict in their teams effectively. Consequently, apprentices become more confident and resilient managers.

Apprentices are motivated and have a positive attitude to their learning. They told us they develop a more positive outlook as a result of the training they receive. They learn how to develop empathy skills which they apply effectively in the workplace. Apprentices listen more skilfully to their team members and offer solutions such as revising performance targets. This helps team members manage their anxieties better.

Apprentices increase in confidence during their apprenticeship. Team leader apprentices develop the confidence to work with external partners on projects. Apprentices learn how to collaborate effectively with partners and establish key responsibilities for the project. Consequently, apprentices successfully design and lead projects in the workplace.

Apprentices feel safe. They value the highly effective pastoral support given by assessors to help them overcome personal challenges. As a result, apprentices continue in their studies.

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

Leaders provide ambitious, high-quality training programmes for aspiring managers and leaders. They identified that managers who are technically advanced in their industry often lack the skills to become effective leaders and managers. Through the management apprenticeship programmes, most apprentices gain the additional skills they need to be effective in their job roles or promotions.

Leaders plan training to enable apprentices to incrementally build their knowledge, skills and behaviours. Apprentices learn about self-awareness before moving onto more challenging topics such as project management. This enables apprentices to identify their own skills gaps and analyse the skills required to create an effective project management team.

Leaders work effectively with employers to develop a meaningful curriculum that enables apprentices to apply their learning and develop new knowledge, skills and behaviours. Apprentices complete projects at work that involve working with external agencies. For example, apprentices visited businesses in the local

community to discuss safeguarding practices. As a result, apprentices gain an increased understanding of legislation which supports information sharing between them and other external organisations.

Assessors identify what apprentices already know and can do accurately at the start of their apprenticeships. Apprentices receive individual plans to help them develop their skills. For example, assessors focus on topics such as delegation to improve the skills of apprentices. As a result, apprentices use delegation well to develop team members and prepare them for future promotion. However, classroom deliverers do not routinely use information about apprentices' prior knowledge, skills and experience to plan a curriculum that is sufficiently challenging for the most able.

Assessors use a range of effective assessment strategies to check that apprentices learn and remember new knowledge, skills and behaviours as part of their apprenticeship. Apprentices recall knowledge on identifying behaviours of a 'results-driven' manager compared to a 'people-centred' manager. They value the use of role play and professional discussions to prepare them for the workplace and their final assessments.

Assessors carefully monitor apprentices' progress through frequent review and coaching sessions. They put action plans in place and provide individual support to those apprentices that fall behind. As a result, apprentices remain on programme and succeed.

Staff are appropriately qualified and have significant industry experience. They complete training courses to keep up to date with new management theories. They continue to work as senior leaders. However, staff do not receive training on the craft of teaching. Consequently, a small minority of apprentices do not make the progress they are capable of.

Leaders do not provide appropriate careers information, advice and guidance to apprentices. Apprentices receive careers advice on roles within their current organisation. However, they are not given sufficient information on their next steps, such as further training and development or wider career opportunities.

Leaders have effective governance arrangements in place. They provide accurate information to the advisory board to enable the board to fully support and challenge leaders. At advisory board meetings, members monitor the progress leaders make in improving the quality of the training that apprentices receive.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead (DSL) and team have the appropriate skills and training to carry out their roles competently. The DSL benefits from attending external networks to learn about effective safeguarding practice. This informs

additional training for staff that enables them to fully support apprentices through personal difficulties and challenges.

Leaders have appropriate procedures in place to identify apprentices who may be at risk of harm. They put additional support in place swiftly and liaise well with external agencies. As a result, apprentices feel safe and value the support they receive from staff.

Apprentices benefit from discussions with assessors to help them recognise safeguarding concerns in their teams at work. Apprentices learn how to better support their teams' health and well-being.

What does the provider need to do to improve?

- Leaders should provide deliverers with relevant training that develops their teaching skills and further improves the quality of training that apprentices receive.
- Leaders should ensure that deliverers use information about apprentices' prior knowledge, skills and experience to routinely plan an individualised curriculum that enables all apprentices to make the progress of which they are capable.
- Leaders should improve the careers information, advice and guidance that apprentices receive to ensure that they are fully informed of the wider opportunities available to them.

Provider details

Unique reference number	1276466
Address	Adalta Development Ltd 9 Riverside Waters Meeting Road BOLTON Lancashire BL1 8TU
Contact number	0345 021 2356
Website	www.adaltadevelopment.co.uk
Principal/CEO	Vicky Preece and Karen Young
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 director, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans. 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 apprentices, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

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