

Inspection of Showcase Training

Inspection dates: 13–15 October 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

Showcase Training is based in Gosport and was formed in 2015. The provider supplied education and training as a subcontractor before receiving a contract to deliver apprenticeships in 2017. They work with a large number of small nurseries and childcare providers. Almost all apprentices are working in childcare settings in the immediate locality with three apprentices based in Kent. The provider delivers standards-based apprenticeships in childcare. At the time of inspection there were 65 apprentices studying the level 2 early year educator and 115 apprentices studying the level 3 early year educator apprenticeship. Approximately half of the apprentices are aged 16-18.

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

Apprentices swiftly gain new knowledge, skills and behaviours that prepare them well for their future careers in childcare and playwork. They benefit from a curriculum that is planned and delivered effectively. Their training enables them to undertake increasingly complex tasks and additional responsibilities.

Apprentices are ambitious and have high expectations for what they can achieve. They are highly motivated, with a strong determination to succeed. They make substantial contributions to the workplace and are rightly valued by their employers. They use their resilience and flexibility to support their employers to overcome difficulties, such as staff shortages as a result of the COVID-19 (coronavirus) pandemic.

Apprentices develop increased self-assurance that supports them to deal confidently with challenges, both at work and in their personal lives. Apprentices feel safe and know how to stay safe both in the workplace and in wider society. They show positive and respectful attitudes towards their peers, tutors, colleagues and the parents of children in their care.

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

Assessors are very well qualified and highly experienced early years practitioners. They provide effective training with a clear structure that builds on apprentices' existing knowledge, skills and behaviour. As a result, apprentices develop, practise and consolidate their learning over time. For example, apprentices use their learning to recognise and support child development needs, such as language skills.

Assessors use the information they gather through initial assessment of apprentices' existing skills and knowledge well. They provide effective one-to-one support, guidance and feedback that enables apprentices to achieve their potential. They support apprentices to improve their skills in practical and theory sessions. Apprentices apply their learning to their jobs effectively. For example, they confidently provide parents with clear information on the activities their child has participated in and the progress they have made against their target milestones.

Leaders and assessors prioritise the promotion of topics that increase apprentices' understanding of equality, diversity, inclusion and British values. Assessors carefully facilitate discussions and debates with apprentices about current issues, such as hate crimes and racism. Apprentices develop their knowledge of world affairs and link their learning to British values. For example, apprentices explain to children the importance of tolerant behaviours, and encourage sharing.

Managers do not ensure apprentices have access to independent careers guidance, so apprentices are not able to explore fully the breadth of career options available to them. However, assessors do support apprentices to understand the range of further education options, including progression to a foundation degree, management apprenticeship or specialisms, such as special educational needs coordinators. Apprentices value the help they receive to complete their applications and prepare for interviews.

Apprentices with additional support needs receive effective guidance from assessors. For example, assessors support apprentices who have dyslexia well to develop strategies to improve the quality of their written work. They provide apprentices with resources such as overlays and software that converts speech to text. Apprentices with additional learning needs make the same good progress as their peers.

Leaders and managers do not effectively identify and promote additional opportunities that are supplementary to apprentices' vocational curriculum. As a result, apprentices have limited opportunities to participate in activities beyond those planned to meet the requirements of the apprenticeship standard. A small minority

of apprentices participated in themed challenges to promote mental and physical well-being, such as walking 10,000 steps a day for a month to raise funds for charity.

Leaders have been too slow to implement governance arrangements. Since the new provider monitoring visit, leaders have secured the services of three well-qualified and experienced governors. They are clear about their roles and have plans to hold leaders and managers to account for the use of public funds, the quality of education and to challenge leaders and managers to improve further. However, they have not yet met, as a result leaders have not benefitted from external scrutiny and challenge.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff ensure apprentices are safe. Staff have an excellent understanding of their responsibilities to safeguard apprentices. Designated lead staff are appropriately trained and manage disclosures meticulously. They work well with specialist agencies to provide high-quality training to assessors and staff on pertinent issues, such as radicalisation, knife crime and online safety. Assessors have developed expertise in supporting apprentices through discussions and learning activities. Apprentices recognise the dangers in society and know how to protect themselves and others from these. Apprentices know how to report concerns about themselves and the children in their care.

What does the provider need to do to improve?

- Leaders must ensure that all apprentices receive planned and impartial careers guidance to help them understand the wider career and progression opportunities available to them on completion of their apprenticeship.
- Staff should plan and promote a wider range of appropriate opportunities to support apprentices' personal development.
- Governors must ensure that they initiate formal meetings swiftly and for meetings to be timely so that their support and challenge is effective in ensuring apprentices and employers benefit from high-quality training and support.

Provider details

Unique reference number	1276528
Address	Unit 25, Basepoint Business Centre Aerodrome Road GOSPORT Hampshire PO13 0FQ
Contact number	01329 848714
Website	www.showcasetraining.co.uk
Principal/CEO	Luke Bailey
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	None

Information about this inspection

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 apprentices' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Carolyn Brownsea, lead inspector

Her Majesty's Inspector

Emma Leavey

Her Majesty's Inspector

Caroline Williams

Ofsted Inspector

Rebecca Jennings

Her Majesty's Inspector

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021