

Inspection of Tempest Management Training Limited

Inspection dates:

11–13 October 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Apprenticeships

Requires improvement

Overall effectiveness at previous inspection

Not previously inspected

Information about this provider

Tempest Management Training Limited (Tempest) has been established for 20 years and provides training in care and management. Tempest began offering apprenticeships directly in 2017. All apprentices study standards-based apprenticeships. At the time of the inspection, there were 101 apprentices. Twenty-five study level 2 adult care and 42 study level 3 adult care worker apprenticeships. These apprentices work in a range of care homes and domiciliary settings in the East Midlands. Twelve level 3 team leader apprentices work for large manufacturing companies or small businesses. The remaining apprentices study level 4 or 5 management.

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

Care apprentices try hard to study, alongside their busy and challenging work. Around a third of care apprentices are catching up with their studies due to the disruption from COVID-19. Coaches arrange training around the pressures of work for apprentices but this is not planned well enough, so their learning is disjointed.

Team leader apprentices develop new knowledge, skills and behaviours that help them in their new jobs. Apprentices quickly learn a range of helpful practical management tools and techniques, for example how to manage their time and their teams using the Eisenhower Matrix.

Leaders and coaches create a culture that is collaborative and inclusive. Apprentices share views and reflect on their own practice freely. Coaches undertake effective activities with apprentices to challenge unconscious bias. For example, care apprentices create a shopping list based on a surname to challenge their pre-conceptions.

Apprentices feel safe in their roles and training and know who to contact if they have any concerns. Coaches teach apprentices useful information about how to stay safe online. This is invaluable for care apprentices who now use computers a lot more for their studies.

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

Coaches in care do not adapt training sessions and materials well enough. Due to COVID-19 the large majority of care apprentices attend one-to-one sessions instead of half-day workshops. Pressures at work mean that these one-to-ones vary in duration and frequency. Coaches use the same material as the half-day workshops. There are too many learning objectives and long slide decks for the sessions. As a result, apprentices' learning is disorganised and coaches often need to revisit material as it is rushed.

Coaches do not always use assessment well enough. In sessions they do not do enough to check whether apprentices understand what they are taught. They set work for apprentices to do afterwards. In the best cases, activities are well-designed to check that apprentices understand the topics they are taught. In the weaker cases, apprentices apply and reflect on topics they do not understand.

Many care apprentices do not get enough off-the-job time. Consequently, these apprentices are passed their planned end date. Leaders strive to work with employers to address this, but staff shortages are often the overriding priority. Where an employer persists in not meeting their commitment, leaders end the partnership once apprentices complete their studies.

The experience for apprentices who attend monthly workshops is better. Leaders work with coaches to sequence this curriculum well. Team leader apprentices start

by evaluating their strengths and weaknesses using a SWOT analysis. This provides them with the foundation to move on to recognising individual leadership styles.

Coaches and line managers plan team leader apprentices' off-the-job learning effectively. Opportunities for apprentices to apply what they learn with their teams occur frequently. Where this is not the case, they shadow other departments, such as the finance team to apply budget management.

Coaches are appropriately knowledgeable and qualified in the subjects that they teach. They use this experience well to set examples and scenarios that apprentices can relate to. For example, resources reflect the difference in care homes and domiciliary settings according to apprentices' roles.

Apprentices complete an assessment at the start of their studies to identify any additional support needs. Coaches use this information to make effective adjustments for apprentices, for example extra one-to-one sessions or additional time for assignments. Apprentices attend their sessions well. The reasons for any absence are due to justifiable work pressures. Leaders and coaches monitor this closely and replan sessions swiftly.

Apprentices who complete their apprenticeship achieve it; around half gain distinction or merit grades. However, in too many instances care apprentices only achieve this on their second attempt. Team leader apprentices all achieve a merit or distinction on their first attempt.

Leaders recognise the outcomes for care are not good enough. Leaders now work with coaches to develop and undertake useful mock preparation for final assessments with apprentices. Early indications are that this helps apprentices achieve a merit or distinction grade first time around.

In care, around a quarter of apprentices left their apprenticeship in the last academic year. For the large majority this is due to understandable COVID-19 challenges, and most left the sector. Leaders work hard to intervene and support apprentices to overcome these challenges where they can. Leaders have strengthened further the information, advice and guidance which apprentices and employers receive before joining an apprenticeship.

Leaders recently appointed a quality manager to sharpen the focus on improvement. Coaches' areas for development are correctly identified. Leaders are in the process of implementing a well-thought-out training plan. However, it is too soon for inspectors to judge the impact.

Apprentices receive good independent careers guidance from their coaches. Apprentices know what they can study next or what career opportunities there are for them. Most team leaders secure promotion after studying the level 3 apprenticeship and progress onto a level 5 management qualification.

Governors know the provider well. At formal biannual meetings governors consider detailed updates on the quality of education. They use this information well to challenge leaders on their progress in key areas for improvement, such as the progress with the new training plan. Frequent informal communication between leaders and governors is supportive.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong focus on safeguarding apprentices from leaders and through the organisation. This results in apprentices receiving guidance and support when they require it. Although no formal referrals have been made, staff fully understand the procedures.

The designated safeguarding lead (DSL) is appropriately trained and qualified. The DSL keeps up to date through attendance at local safeguarding forums, and liaison with the regional 'Prevent' duty coordinator. They use this information to inform staff training on additional themes such as domestic violence and suicide awareness. They share this information and training with employers.

What does the provider need to do to improve?

- Leaders should work with coaches to adapt the curriculum plans and content for workshops to meet the needs of apprentices who only have one-to-one tuition.
- Leaders should continue to develop coaches' skills in the use of assessment in sessions to check apprentices' understanding.
- Leaders should quickly ensure that care apprentices are able to catch up with their studies and work with employers to ensure apprentices get well-planned off-the-job time.
- Leaders should continue to monitor the strategies they have in place to improve care apprentices' grades and retention.
- Leaders should quickly implement the rest of their training plan.

Provider details

Unique reference number	1276377
Address	Arnold Business Centre (Suite 3, Off Brookfield Gardens) Brookfield Rd Arnold Nottingham NG5 7ER
Contact number	07486 699625
Website	https://tempesttraining.com/
Principal/CEO	Margaret Tempest
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	Not applicable

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.

Inspection team

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Ofsted Inspector

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