

Inspection of Simply One Stop Limited T/A Learn Plus Us

Inspection dates:

5–7 October 2021

Overall effectiveness

Requires improvement

The quality of education	Requires improvement
Behaviour and attitudes	Requires improvement
Personal development	Requires improvement
Leadership and management	Requires improvement
Apprenticeships	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Information about this provider

Simply One Stop Limited, trading as Learn Plus Us, is an independent training provider based in Barnet, London. Learn Plus Us gained a contract to teach adult learning programmes in 2014 and apprenticeship programmes in 2018.

At the time of this inspection, there were 123 adults on learning programmes. Just over half of the adult learners were on short courses at levels 1 and 2, funded by the Greater London Authority. Since March 2020, these programmes have been taught online.

55 adult learners were on level 3 to 5 diploma courses funded through adult learning loans. Most were on early years courses, with a further 8 learners on nail technology, 2 on personal training and 1 on beauty therapy. Learn Plus Us has recently started to offer beauty courses for adult learners.

Learn Plus Us teach 128 apprentices from levels 2 to 5. 108 were on standards and 20 apprentices were on frameworks. Most apprentices were on childcare programmes, with roughly a tenth of apprentices on healthcare apprenticeships and a small number on business apprenticeships.

Since March 2020, Learn Plus Us has been owned by Angus Knight Group.

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

On childcare apprenticeships and on long adult courses, learners and apprentices enjoy their learning, attend well and gain in confidence. Apprentices and learners on childcare programmes make expected progress despite the challenges of the pandemic. They are motivated and ambitious and have high aspirations. They feel that tutors support their learning and well-being compassionately. They like the fact that tutors respond quickly to their questions. The online learning platform complements the teaching from tutors. As a result, these learners complete their studies and some apprentices and learners have earned promotions.

Learners on short courses, and adult care apprentices, have not received sufficient contact and support from staff. The course is not meeting their expectations, with teachers not adapting online courses enough to meet their needs. Learners find completing questions online too challenging because tutors do not give them the guidance they need. As a result, learners lack motivation and are not always clear about what they are meant to be working on.

Relationships between learners and tutors are positive and purposeful. As a result, most apprentices and adult learners feel safe. They are confident that the tutors deal with personal and sensitive information respectfully and appropriately.

Apprentices whose learning has been disrupted due to the outbreak of COVID-19 are not clear how they will receive their entitlement to training time. As a result, too many are completing their apprenticeship work in their own time in order to stay on track.

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

Since the change in ownership of the company in March 2020, leaders have implemented clear, high expectations for staff. They have a strategy to improve the quality of teaching across all programmes, however, it is too early to see the impact. Leaders have been slow to make the transition back to in-person teaching. As a result, there are fewer learners on short courses.

Staff do not communicate consistently well with learners on short courses who have been unemployed and out of education for a long time. Too many learners have not submitted work and have fallen behind. They do not sufficiently develop high levels of self-discipline or a consistently positive attitude toward their education. As a result, learners' attendance at lessons and progress in their studies is not good enough.

Leaders have struggled to manage staff from leaving, and to source reliable new tutors, which has caused disruption for learners on care and functional skills programmes. As a result, the number of adult care apprentices who complete their programmes has dropped markedly. Too few adult learners successfully complete

these courses. While leaders have recently recruited new teaching and sales staff, it is too early to see the impact on learners on these courses.

Leaders offer a curriculum that meets the needs of local learners and employers. They train learners in subjects which are local and regional priorities. Leaders have a clear aim to reduce skills shortages within childcare and adult care. They also offer training in beauty therapy to help people enter employment. Managers have consulted with employers and added valuable training into the curriculum to teach apprentices additional knowledge that helps them in their roles.

Governors are knowledgeable and experienced in the training sector. They are aware of the strengths and weaknesses in the quality of teaching. Governors challenge leaders appropriately and help them to focus on achieving their strategic aims. Under new ownership, leaders set clear objectives for staff, but the changes have not had a measurable impact on learners at this stage.

In most subjects, tutors teach topics in an appropriate order. For example, in nail technology, tutors teach learners about the science behind nails, skin types and conditions, before moving onto nail enhancements. Most tutors use explanations and professional discussions effectively. They use scenario-based activities and work-based examples from their own experience. As a result, learners and apprentices deepen their understanding and develop new knowledge.

Tutors do not consistently adapt their teaching practice to meet the needs of learners who have English as an additional language. In subjects such as level 1 English, tutors do not allow sufficient time in teaching sessions to go through difficult topics in detail. They do not consistently check learners' understanding before moving onto new topics. As a result, learners feel left to their own devices to gain understanding. For learners who have additional learning needs, such as dyslexia, tutors provide suitable support. They adapt teaching and learning resources and break down work into smaller tasks. As a result, learners with additional needs make the same progress as their peers.

Tutors of childcare learners provide clear guidance and use referencing of research sources to help learners improve their work. Childcare apprentices know what they need to improve to achieve distinctions in their final assessments. As a result, learners on these programmes produce work of a high standard. Tutors do not give adult learners on short courses timely and helpful feedback on their work. As a result, these learners do not make the necessary improvements, and continue to repeat the same errors.

Managers have enhanced the curriculum to prioritise apprentices' and clients' well-being and health. For example, tutors of level 3 childcare apprentices teach healthy eating strategies to use with young children at the start of their course. As a result, apprentices are aware of the importance of maintaining their personal and clients' positive mental health and healthy eating. Apprentices know where to signpost them to wider support services, such as local councils' food banks and fruit and vegetable voucher schemes.

The majority of learners have a firm understanding of British values and how they relate to their lives. For example, they respect each other's beliefs and views and develop good working relationships. In most subjects, tutors hold discussions around topics such as diversity. As a result, learners develop empathy and value other cultures and diversity. However, there are a few learners who have not received this as part of their programme of study with the provider.

Staff offer limited impartial careers information, advice and guidance or advice on healthy relationships for all learners. When learners request advice or discussions about their next steps, they receive helpful information from tutors to help them secure employment, such as local job vacancies, or advice on how to progress into higher education. However, this is not sufficiently planned and as a result not all learners receive sufficient guidance.

Safeguarding

The arrangements for safeguarding are effective.

Leaders consider the safeguarding needs of learners accurately. Tutors post relevant monthly topics on the learning platform used by most learners and follow up with insightful discussions. However, in a few instances, adult learners on short courses are not always informed about risks they may face when learning online.

The safeguarding team meets frequently to discuss safeguarding concerns. Where learners raise any concerns, staff quickly intervene and swiftly refer learners to specialists when needed. Staff well-being is prioritised well by managers. For example, managers allocate tutors to learners considerately. As a result, tutors have time to devote to support their apprentices and know them well.

What does the provider need to do to improve?

- Leaders should improve the quality of teaching for adults on short courses to enable them to attend, learn and progress more effectively.
- Leaders should ensure that all learners receive a curriculum that extends beyond the requirements of their qualifications, including impartial careers information advice and guidance, and age-appropriate advice on healthy relationships.
- Staff should ensure that all apprentices recover their entitlement to training time to reduce the amount of work that apprentices are doing in their own time.
- Leaders should ensure that all tutors develop skills to teach apprentices who have English as an additional language more effectively.

Provider details

Unique reference number	1237195
Address	Room 231 Building 3 North London Business Park Oakleigh Road South London N11 1GN
Contact number	0208 444 4304
Website	https://learnplusus.co.uk
Principal/CEO	Stephen Smith
Provider type	Independent learning provider
Date of previous inspection	6 March 2018
Main subcontractors	n/a

Information about this inspection

The inspection team was assisted by the Managing Director, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous progress monitoring 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 online 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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