

# Inspection of Fashion-Enter Ltd

Inspection dates: 20–21 October 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Apprenticeships	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Information about this provider

Fashion-Enter Limited (FEL) is an independent learning provider, established in 2006, that specialises in training for the fashion sector. FEL gained a contract to teach apprenticeships in 2017. FEL operates from large commercial premises in Haringey, North London.

At the time of the inspection, seven apprentices were studying standard-based qualifications. Six apprentices were studying level 4 fashion and textiles product technologist apprenticeship and one apprentice was studying level 3 fashion studio assistant apprenticeship. All apprentices were over 18 and all had previously achieved level 2 qualifications in English and mathematics.

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

Apprentices appreciate the support that staff at FEL provide. They enjoy their training and the environment in which they work. They benefit from studying in a realistic factory environment and working closely with industry experts. This experience provides them with a thorough understanding of the businesses in which they plan to work.

Apprentices develop new knowledge, skills and behaviours through the work that they do at the factory and in their workplaces. As a result, apprentices are highly motivated, they value their training and are keen to achieve their qualifications.

Apprentices are taught by highly skilled and knowledgeable tutors who have extensive experience in the fashion industry. Tutors use their experience well to provide apprentices with a valuable professional insight into the fashion industry.

Apprentices recognise that the COVID-19 pandemic resulted in them not having the broad range of experience that they had prior to lockdown, but they are now appreciative that these opportunities are available to them. For example, they now benefit from working directly with different materials and gaining hands-on experience rather than learning about these online.

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

Leaders and managers have a clear ambition to provide apprentices with high-level skills to work in the fashion industry. Leaders have carefully considered the curriculum that they offer. They work closely with employers to select the programmes they teach, so that apprentices develop the knowledge and skills that they need to work in the industry. Leaders recognise that the COVID-19 pandemic has restricted the curriculum that they have been able to offer. They have plans in place to provide a broader curriculum offer in response to industry requirements.

Leaders and managers aspire to bring new talent into the fashion industry. They plan the components of each apprenticeship programme so that apprentices gain a basic understanding of the different aspects of the industry at the start of their apprenticeship. For example, level 3 fashion product apprentices learn to work with different materials early in their course so that they can apply this confidently in the workplace. They then progress to working with other fashion materials and sustainable fabrics.

Leaders review the curriculum frequently. For example, they currently teach about sustainable product ranges and recycled yarns. They are now adapting the curriculum to further meet the needs of those apprentices who work in specific roles such as corporate social responsibility.

Leaders have established an advisory board made up of industry experts who are fully committed to the apprenticeship programmes and the ethos of FEL. Leaders and the advisory board understand the company well, but they do not focus sufficiently on all components of the apprenticeship programmes. For example, the advisory board do not have oversight of leaders' self-assessment or know if apprentices receive their full apprenticeship entitlement.

Tutors and employers work together collaboratively to make sure that the work apprentices do off-the-job complements what they are doing at work. As a result, employers note clear improvements in apprentices' skills and their contribution to the workplace.

Tutors and employers have high expectations of apprentices' work and behaviour. They encourage apprentices to use their initiative and respond to changing priorities. Apprentices explore different working environments within the fashion industry and as a result, they learn how to conduct themselves professionally in their working environments.

Tutors hold frequent reviews with apprentices. Employers attend these reviews and help to monitor apprentices' progress and plan their future work. Too frequently however, the targets that tutors set focus on completion of assignment tasks rather than on the knowledge and skills that apprentices need to improve.

Apprentices, as they progress through their apprenticeship, use fashion industry terminology well. They can discuss the correct terms for different fabrics, such as synthetics and repurposed fabrics, and they know the different stages of the production process. As a result, they can discuss matters with colleagues confidently in the workplace. Apprentices do not however, understand basic terminology early enough in their programmes. For example, level 4 fashion and textiles product technologist apprentices would benefit from understanding different seam types and stitch types at the beginning of their programmes, so that they discuss them with suppliers.

Tutors provide apprentices with valuable and helpful feedback on their work. They encourage apprentices to extend their work beyond the requirements of the apprenticeship. Apprentices use feedback well to improve their work. If apprentices fall behind with their work, tutors support them to catch up by providing them with additional help or time off work.

Apprentices receive expert advice and guidance from in-house and industry experts on their future careers. Apprentices benefit from additional activities, for example, talks about branding and sustainability, so that they understand opportunities that are available to them within the fashion industry.

Tutors teach apprentices early in their programmes about topics, such as equality and diversity and fundamental British values, but they do not develop apprentices' understanding of the relevance of these in the workplace or in their everyday lives.

Tutors consider these topics at apprentices' reviews, but they do not deepen apprentices' understanding of them.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers put safeguarding as a high priority. They have put in place appropriate policies and procedures which they use effectively to keep apprentices safe. The designated safeguarding lead and the deputy are well trained. They ensure that staff have a good understanding of their responsibility to keep apprentices safe and they provide them with frequent update training.

Leaders carry out relevant pre-employment checks such as right to work, to ensure that staff are suitable to work with apprentices.

Apprentices feel safe while they are training and in their workplaces. They know who to report any concerns to and they feel confident that issues are dealt with swiftly.

## **What does the provider need to do to improve?**

- The advisory board, leaders and managers should monitor all aspects of the quality of the apprenticeship programmes thoroughly to make sure that they have a shared understanding of the strengths and areas for development of the apprenticeship programme.
- Managers and tutors should support apprentices to understand relevant industry terminology early in their apprenticeship programme so that they can apply it effectively in the workplace.
- In reviews, managers and tutors should make sure that apprentices understand the knowledge and skills that they need to develop to further improve their work.
- Tutors must ensure that apprentices develop a broad understanding of topics, such as equality and diversity and fundamental British values, throughout their apprenticeship programme so that they know how these apply to their workplace and their everyday lives.

## Provider details

<b>Unique reference number</b>	1278584
<b>Address</b>	The Factory Unit 14, Crusader Estate, 167 Hermitage Road Harringay London N4 1LZ
<b>Contact number</b>	020 8809 3311
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<b>Principal/CEO</b>	Jennifer Holloway
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	Not previously inspected
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection team was assisted by the chief executive officer, 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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