

# Inspection of Any Driver Limited

Inspection dates:

8 to 10 December 2021

## **Overall effectiveness**

**Good**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Adult learning programmes

**Good**

Overall effectiveness at previous inspection

Requires improvement

## **Information about this provider**

Any Driver Limited (ADL) is a training provider offering learning programmes for adults in the East Midlands and South Yorkshire. ADL provides level 3 vocational training in beauty therapy, nail services and technology, hairdressing, make-up artistry and massage therapy.

At the time of the inspection, 23 learners were studying programmes at ADL's training centre in Kirkby-in-Ashfield, 35 at its centre in Doncaster and 23 at its Leicester centre. Only the Leicester centre offers training in hairdressing. All learners were over 18 years old. Teaching and assessment were provided by assessors who also ran their own beauty therapy businesses.

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

Learners benefit from learning at industry-standard training centres (academies), which helps them to develop a good understanding of their chosen occupation. The academies' culture facilitates a supportive, respectful and caring environment that allows learners to grow in confidence and flourish in their area of study. Assessors are passionate, knowledgeable and experienced in the industry. As a result, most learners rapidly gain new skills, enjoy learning at the academies and attend regularly.

Learners develop the professional behaviours necessary to be successful in the industry. Learners are clear about how the pre-course activities such as learning about infection control, taking an online safeguarding course, and English and mathematics assessments contribute to their learning. Consequently, they are well prepared for the start of the programme.

Assessors prepare learners effectively for the next stage in their careers. They provide them with good advice and guidance throughout the programme from the application stage to the final review session and beyond. However, learners do not currently take part in additional activities, such as external skills competitions, to broaden their experience and skills beyond the curriculum.

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

Leaders have developed an ambitious curriculum that benefits most learners. They have introduced additional qualifications and activities to increase learners' readiness for work and to encourage them to study further. For example, learners work through a useful set of materials that ADL has devised. These materials cover many aspects of employability, such as setting up a business, developing interview skills and managing finances. Along with the options to undertake mental health and well-being courses, this helps prepare learners for their first steps into the world of work. Many learners return to ADL to study further hairdressing and beauty therapy subjects.

Staff ensure that the curriculum is highly relevant to employment or further study in the industry. It enables learners to add to their current skills and extend the treatments they can offer their clients. The curriculum is well planned and sequenced. For example, learners on the hairdressing diploma start by learning cutting techniques, such as razoring and feathering. They then progress to learning complex colouring and styling techniques, such as colour correction. Assessors on nail technology courses teach learners important safeguarding and health and safety matters early in the course. Consequently, learners work safely with clients.

Assessors develop learners' practical skills effectively. Lessons begin with demonstrations of specific techniques, during which assessors share their commercial experience and knowledge. They then supervise learners as they practise skills. For example, nail technician learners start on simulated practice

hands, progress to working on their peers and finally to working with clients. Throughout the practical lessons, assessors explain concepts effectively and provide coaching to help learners further refine their skills and knowledge. They also highlight critical health and safety considerations, such as ensuring adequate ventilation and the importance of correct posture when working.

Learners rapidly gain and apply subject knowledge and skills as a result of the training they receive. For example, by week three of the programme, massage therapy learners carry out a body massage and use the correct terminology to describe the techniques involved. They articulate clearly what they have learned so far. This includes the need for close attention to hygiene and how to maintain the client's comfort and dignity. Learners use newly acquired professional and anatomical terminology with pride. For example, they refer to the wrist as the carpals and the bones of the hands as metacarpals and phalanges.

Learners make good progress in the curriculum content and achieve their goals. Most learners complete their course and achieve their qualification. Most move on to further training or obtain employment in the industry. Many have successfully set up their own business and are building a list of clients.

Staff have created a culture of openness and inclusivity that allows the learners to speak freely and with confidence about their studies. Learners are confident that if they need help, their needs will be met. As a result, learners display positive attitudes to learning and are proud of their achievements. They also support each other well and work cooperatively with their peers.

Leaders provide effective continuing professional development for assessors. For example, assessors have benefited from training in make-up artistry, mental health and well-being, and English and mathematics functional skills. As a result, assessors have useful additional skills and up-to-date professional knowledge.

Assessors do not consistently plan a curriculum that builds on learners' previous knowledge and skills. For example, a minority of learners studying the hairdressing diploma are already performing the skills in industry that assessors have included in the curriculum. This results in a minority of learners not being sufficiently challenged.

Leaders and managers do not develop and monitor consistently enough assessors' knowledge of how to devise and deliver effective training. As a result, teachers are not always aware of how to improve their teaching practices for the benefit of learners.

Governance arrangements are effective. Those responsible for governance are aware of the provider's strengths and weaknesses and have worked with them to make demonstrable improvements. For example, they helped leaders revise and develop the resources for teaching fundamental British values.

## **Safeguarding**

The arrangements for safeguarding are effective.

Learners have a good knowledge of safeguarding and how to stay safe. They understand the risks associated with, for example, carrying out mobile hairdressing and beauty therapy work. They know where and how to report any issues concerning themselves or their clients.

Learners can readily identify the dangers and signs of radicalisation and extremism. This is because assessors have ensured that these matters are a regular topic within the curriculum, and they check frequently learners' knowledge and understanding.

Leaders and managers have established a strong understanding of safeguarding within the organisation. Checks during recruitment ensure that staff are suitable to work with apprentices. Staff understand procedures for reporting incidents, but policies do not explain clearly enough how an incident will be handled.

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

- Ensure that assessors consistently consider learners' previous knowledge and skills and build on these when planning learning.
- Ensure that leaders consistently support tutors in developing further their teaching skills and knowledge of pedagogy.
- Leaders and managers should provide students with experiences and opportunities beyond those expected of the qualification.

## Provider details

<b>Unique reference number</b>	1247989
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<b>Contact number</b>	07827 228558
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<b>Principal/CEO</b>	Neil Evans
<b>Provider type</b>	Independent training provider
<b>Date of previous inspection</b>	4 to 7 December 2018
<b>Main subcontractors</b>	None

## 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 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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