

Inspection of One To One Support Services Limited

Inspection dates: 26 to 28 April 2022

Overall effectiveness

Inadequate

The quality of education	Inadequate
Behaviour and attitudes	Requires improvement
Personal development	Requires improvement
Leadership and management	Inadequate
Apprenticeships	Inadequate
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

One To One Support Services Limited (One To One) is an independent learning provider based in Chesterfield. One To One provides domiciliary care services. This includes older people, disability and/or special needs, children, and family services. The training academy offers a range of training and consultancy services, including apprenticeships to internal staff and external employers.

At the time of the inspection, 27 apprentices were studying a range of adult care apprenticeships from levels 2 to 5 and 28 apprentices were on level 3 early years educator apprenticeships. All study standards-based apprenticeships. Apprentices attend individual sessions either in person or online.

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

Leaders do not ensure that apprentices' courses are planned or taught well enough. Apprentices attend short, individual fortnightly or monthly tutorials. In these sessions, tutors mainly support apprentices to complete assignments. Apprentices must then complete self-directed research about what they need to learn. This does not help apprentices develop their knowledge over time. Most apprentices struggle to recall theories or concepts in detail.

Apprentices do not receive their entitlement to off-the-job training time. Most apprentices study in their own time, and this impacts negatively on their progress and personal lives.

Apprentices are positive about their studies and job roles. They rightly value the personal encouragement they receive from tutors. This gives them the confidence to study and do their job. Apprentices demonstrate high levels of professionalism, care and respect for the clients and children they work with.

Apprentices cover safeguarding matters comprehensively as part of their course. They understand how to safeguard clients and children and know how to identify and report potential abuse. Apprentices know how to report any concerns to their tutors. They are less clear on how to keep themselves safe online.

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

Leaders and tutors do not plan an ambitious curriculum for apprentices. They focus too much on apprentices achieving units of a qualification rather than the breadth of the apprenticeship. Tutors do not think carefully enough about the sequence of the curriculum or take account of apprentices' or employers' needs. For example, tutors choose when they teach safeguarding and protection based on their personal preference. This prevents apprentices from being able to develop the full range of knowledge, skills and behaviours that they could.

Leaders do not ensure apprentices receive their entitlement to off-the-job training and most are unaware of the time they should get. Leaders lack clarity on what constitutes off-the-job training and most employers do not recognise its importance. Leaders do not always provide timely training for apprentices to achieve their English and mathematics qualifications. As a result, most apprentices are behind in their apprenticeship. For a very small minority of apprentices, COVID-19 has slowed their progress.

Leaders do not successfully involve employers in apprentices' studies. Employers are not involved in curriculum design and most do not attend reviews. In progress reviews, tutors mainly set targets for apprentices to complete their assignments. Tutors do not make sufficient links to the skills and behaviours that apprentices need to develop. A few apprentices employed by One To One do benefit from line managers contributing to the review process.

Very few apprentices have undertaken their final assessments yet. Too many apprentices who are near the end of their apprenticeship are unclear about the requirements of these assessments.

Leaders and tutors do not plan a broad enough personal development curriculum for apprentices. Leaders do not raise younger apprentices' awareness enough about how to live a healthy life or ways to develop positive relationships. Tutors do respond to individual apprentices' personal circumstances and provide relevant support to apprentices who need it.

Tutors provide career guidance and support to apprentices in reviews. Most apprentices have a reasonable idea of what their next steps are and how they can take them. However, they are not always aware of the wider career paths that are available to them. Apprentices do not access independent careers guidance.

Leaders do not accurately understand the quality of education and training apprentices receive. Leaders' quality assurance processes have not been taking place due to understandable ongoing disruption from COVID-19. Leaders are yet to implement their plans for resuming activities such as lesson observations and self-assessment.

Leaders' monthly management meetings do not focus sufficiently on the quality of education apprentices receive. Processes to monitor apprentices' attendance or off-the-job training are not robust. Consequently, leaders are not aware of areas of concern. Leaders understand better the progress of the few apprentices who are their own employees.

Leaders make sure that tutors complete regular and relevant industry updating. However, tutors do not benefit from training and development in teaching, learning and assessment. This limits their opportunities to reflect on and improve their practice.

Apprentices value the guidance and support they receive from their tutors. This gives them the confidence to complete their written work. Early years educator apprentices benefit from helpful written and oral feedback. This helps them to improve the standard of their assignments. Tutors make appropriate adjustments to support any apprentices with special educational needs and/or disabilities.

Leaders understand the adult care sector, training needs and the challenges faced by apprentices and employers due to COVID-19. They offer apprenticeships that meet the significant demand within the sectors they work in.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a suitable focus on safeguarding apprentices. They make sure that apprentices know how to keep themselves safe in the diverse environments they work. Leaders share relevant links and support materials from external agencies so that apprentices know where they can get professional support should they need it.

Leaders' safeguarding policies and procedures are suitable and are reviewed annually. The designated safeguarding lead and staff undertake appropriate annual training. Staff are clear about what to do if they have concerns for an apprentice.

What does the provider need to do to improve?

- Leaders and tutors should consider how they plan and teach the apprenticeships they offer, including English and mathematics qualifications, to ensure that the curriculum enables apprentices to develop the appropriate knowledge, skills and behaviours.
- Leaders, working with employers, must ensure that apprentices receive their entitlement to appropriate and well-planned off-the-job training time so that they have time to study and apply what they learn.
- Leaders should involve employers in the planning of apprentices' courses and ensure they attend apprentices' progress reviews so that employers can support them to achieve.
- Tutors should broaden the focus of apprentices' reviews so that they consider and set targets for apprentices that are relevant to the whole of the apprenticeship.
- Leaders and tutors should prepare apprentices for their final assessments so that they know what to expect.
- Leaders should plan a personal development curriculum that is relevant and supports apprentices' broader development.
- Leaders should reconsider how they oversee the progress that apprentices make and their quality assurance arrangements so that they can quickly identify and intervene where concerns arise.

Provider details

Unique reference number	1280309
Address	Unit 1 McGregors Way Chesterfield S40 2HA
Contact number	01246 235208
Website	www.onetoonesupportservices.co.uk
CEO	Melanie Ulyatt
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the training 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

Emma Woods, lead inspector

Her Majesty's Inspector

Allan Shaw

Ofsted Inspector

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