

# Time Training Limited

Monitoring visit report

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**Unique reference number:** 2654202

**Name of lead inspector:** Daniel Beale, Her Majesty's Inspector

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**Type of provider:** Independent learning provider

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## Monitoring visit: main findings

### Context and focus of visit

From October 2018, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision which began to be funded from April 2017 or after by the Education and Skills Funding Agency and/or the apprenticeship levy. This monitoring visit was undertaken as part of those arrangements and as outlined in the 'Further education and skills inspection handbook', especially the sections entitled 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

Time Training Limited is an independent learning provider based in Feltham, Hounslow. It specialises in training for the early years sector. At the time of the monitoring visit, there were 24 apprentices in learning. Apprentices study across two different standards-based apprenticeships. These included 10 apprentices on the level 2 early years practitioner apprenticeship and 14 apprentices on the early years educator apprenticeship. The provider works with one employer, Once Upon a Time Nurseries, across three sites where apprentices receive their on-the-job training. The provider does not subcontract any of its provision.

### Themes

#### **How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?**

#### **Reasonable progress**

Leaders and managers have worked effectively with employers and the local authority to ensure their apprenticeship offer meets the needs of the early years sector. Leaders recognise the skills gaps for early years practitioners so have developed the apprenticeship programme for apprentices to develop the necessary knowledge, skills and behaviours to become confident practitioners. Leaders have incorporated additional accredited qualifications in paediatric first aid to develop essential skills required in the workplace. Leaders work successfully to increase awareness of careers in the sector. They work closely with schools and attend career fairs to provide information and guidance to apprentices on career opportunities within early years.

Leaders and managers ensure staff are appropriately trained and well qualified to carry out their roles effectively. They have created a useful platform which staff frequently use to access valuable development opportunities such as safeguarding and supporting children with special education needs. Leaders and managers understand the strengths and weaknesses of their provision. They focus sensibly on

improving weaknesses that have the greatest impact. For example, leaders identified and have started to implement a programme to help learners gain wider skills to support the children they work with.

Employers value the high quality of apprentices' training and speak positively about the new skills they demonstrate successfully at work. Employers are included well in the design of the curriculum and value the opportunities they have to contribute to apprentices' learning.

While leaders have clear plans to ensure teachers benefit from feedback on the quality of their teaching, it is too early to see the impact of this. As a result, teachers are not yet clear on what they need to do to improve their teaching skills. Leaders do not currently benefit from governance oversight but have plans in place to ensure they receive external support in the future.

**What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices? Reasonable progress**

Tutors plan and teach the curriculum in a logical order, considering employers' priorities. For example, apprentices complete safeguarding training first to ensure they quickly develop the knowledge to keep themselves and the children they teach safe. Apprentices speak positively about the well-planned on- and off-the-job training which provides them with substantial new knowledge and skills. They value classroom learning and how this helps them to be more skilled and confident in the nursery setting. For example, apprentices can now speak confidently with parents to discuss speech and language referrals and the support their child will need to make progress. Apprentices secure a good understanding of theories and concepts and can apply these well to the workplace. For example, apprentices recall Vygotsky's theory of 'more knowledgeable other' and how they apply this to group learning activities with toddlers.

Tutors carry out a thorough assessment of apprentices' existing knowledge and skills at the start of their training. They use the information well to plan apprentices' learning, including adaptations for additional needs. Tutors skilfully use assessment to monitor apprentices' development of their knowledge, skills and behaviours. They work well with employers to review apprentices' progress and frequently agree on action plans which help apprentices to improve their skills in the nursery setting quickly. Apprentices benefit from knowledgeable and experienced workplace mentors who help to fill any gaps in their understanding. As a result, apprentices are clear on what it is they are doing well and what they need to do to improve their work.

Not all apprentices are clear on how their learning prepares them for end-point assessment. While leaders have effective plans to ensure all apprentices are well prepared for these final assessments, it is too early to see the impact of this.

**How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Reasonable progress**

Leaders and managers have created a positive safeguarding culture successfully. The designated safeguarding lead (DSL) and safeguarding team undertake comprehensive training that ensures they have the skills and experiences to carry out their roles effectively. Staff diligently record all concerns and interactions with apprentices that involve welfare, safeguarding or behaviour. The DSL maintains detailed records of the actions taken and the external agencies involved. While the DSL monitors apprentices with safeguarding concerns well and works closely with managers at individual sites, there is not yet sufficient oversight of all apprentices.

Staff and apprentices complete the level 2 safeguarding children course and also complete useful bespoke training on mental health awareness, child protection, child sexual exploitation and disguised compliance to help keep themselves and children safe. Leaders recruit staff safely and effectively.

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