

Inspection of Eglantine Catering Limited

Inspection dates:

21 to 23 June 2022

Overall effectiveness**Good**

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

Information about this provider

Eglantine Catering Limited, known to its apprentices as HygieneSue, is a small apprenticeship provider offering standards-based apprenticeships to those working in the hospitality trade. They currently have seven apprentices in learning. Most apprentices study the level 3 hospitality supervisor standard with a very small number studying the level 2 hospitality team member and level 5 operations/departmental manager standards. No current apprentices have high needs or special educational needs and disabilities. The company works with five employers, most of whom are based relatively close to the provider's base in Pembury near Tunbridge Wells. Eglantine Catering Limited does not work with any subcontractors.

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

Apprentices enjoy their learning. They rightly value the new knowledge, skills and behaviours that they develop during their apprenticeships which make them more effective and efficient employees. For example, one apprentice undertook a useful project to identify times when their business was less busy. They used the knowledge that they had gained during their apprenticeship to work with their employer to successfully develop new markets to improve profitability. Other apprentices learned how to broaden their customer bases without alienating existing customers and developed useful loyalty card schemes that their employer then used.

Apprentices develop their character and confidence well during their apprenticeships. They feel safe when training and when at their employers. They take greater ownership of the projects they complete as part of their apprenticeship and take pride in their work. For example, one apprentice created a carefully costed cocktail menu and ran a successful promotional campaign to increase business growth. As a result of their apprenticeships, apprentices gain increased responsibilities and higher pay. They develop the skills they need to move from supervisory to managerial positions. Almost all apprentices pass their apprenticeships, with most gaining higher grades.

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

The leader of the company has considered their choice of apprenticeship standards very carefully. They have made sure that their apprenticeships offer coherent and practical training for those working in hospitality trades and enable employees to be adaptable to the changing environment of hospitality in the wake of the COVID-19 pandemic. The leader of the company understands in detail the pressures that members of the hospitality trade are working under as a result of the pandemic. Staff work closely and flexibly with apprentices to help and support those who cannot attend training sessions because of pressures at work.

Staff at HygieneSue plan and order the content of their apprenticeships carefully to meet the needs of each apprentice effectively. Apprentices start their learning by looking at topics that they have already met at work. Apprentices learn about topics such as business values early in their apprenticeships to help them understand the needs of their employers. As apprentices become more confident with their learning, staff carefully introduce topics of greater complexity. Staff work closely with apprentices who need to take qualifications in English and mathematics to identify the areas where they struggle and improve their knowledge of these topics rapidly. Most apprentices who need to take these qualifications pass their examinations the first time they take them.

Staff check apprentices' prior skills thoroughly during induction. They use this information well to discuss and check apprentices' learning requirements with employers. Staff adapt the materials that apprentices study carefully to meet their interests. For example, one apprentice completed a useful project on wastage and

sustainability to help with their employer's aims to reduce wastage. Staff and employers make sure that apprentices practise the new knowledge and skills that they learn in training frequently when in the workplace. Staff track the progress of their apprentices closely and support them promptly and successfully if they fall behind.

The assessor knows their apprentices very well, checking frequently on their well-being. They understand and support apprentices' specific learning needs in detail and motivate them effectively to aim for higher grades. They prepare apprentices carefully for their final assessments and help them to manage their time successfully. The assessor does not set apprentices useful targets that help apprentices understand the new knowledge, skills and behaviours that they need to develop, concentrating too heavily on setting deadlines for finishing work.

Apprentices rightly feel that staff treat them fairly and communicate with them well. They welcome the safe and disciplined training environment that staff have created. They feel confident about asking for help if they need it and feel happy that staff will listen to and act upon any concerns they have. Staff ensure that apprentices understand what they need to do to succeed in their careers and that they learn more about careers in the wider hospitality industry to help their next steps.

Staff use useful and interesting resources to help apprentices learn about topics such as British values, staying safe online, safeguarding and staying safe from radicalisation and extremism. Although the assessor uses naturally occurring or topical events effectively to help apprentices reflect on how this learning is relevant to their job roles, the leader of the company does not have a clear oversight of the content or planning of this learning. As a result, they are not fully aware that apprentices cover the topics that benefit them most at the appropriate time in their apprenticeships.

Most apprentices attend their learning sessions well. They listen carefully and most produce work of high quality. Staff and apprentices work respectfully together and staff model professional behaviour well. Staff help apprentices improve their personal skills quickly. Apprentices become more effective at solving problems at work and gain the confidence to meet the different needs of their customers well. Apprentices rapidly learn about the benefits of good customer service. Those apprentices who complete additional food safety courses learn in detail about how to prepare and store food safely which improves their knowledge of food hygiene. Too few apprentices receive useful feedback from staff that enables them to understand how to improve promptly the quality of their work.

Employers rightly value the relevant, high-quality and up-to-date training that apprentices receive. Staff at HygieneSue communicate with employers frequently and clearly and check that they understand their responsibilities with regard to their apprentices. Staff ensure employers know about the progress that their apprentices are making and help employers plan apprentices' future training needs. Employers talk very positively about apprentices' improved business planning skills and their greater knowledge about how to make their businesses profitable.

The leader of the organisation is not clear enough about the quality of classroom teaching. As a result, they do not ensure that staff have the training to improve any weaknesses in their classroom skills promptly. As the company does not have anyone in a governance role, the leader is not held to account to improve the small number of weaknesses in the company quickly.

Safeguarding

The arrangements for safeguarding are effective.

The leader ensures that staff are sufficiently trained and knowledgeable about safeguarding. Staff refresh their safeguarding knowledge frequently. Apprentices know how to report any concerns. Staff discuss safeguarding and the 'Prevent' duty frequently in meetings to ensure that they are aware of any safeguarding concerns. Safeguarding staff know the correct people to contact in the case of safeguarding concerns. They have appropriate systems in place to record safeguarding concerns. Leaders recruit staff safely and carry out comprehensive risk assessments of employers' premises to check that apprentices are working in safe environments.

What does the provider need to do to improve?

- The leader of the company should ensure that apprentices receive useful feedback that enables them to understand how to improve promptly the quality of their work.
- The leader of the company should ensure that staff set apprentices targets that help them understand and improve the knowledge, skills and behaviours that they need to develop.
- The leader of the company should ensure that they understand in detail the strengths and weaknesses of classroom teaching so that they can remedy any weaknesses swiftly.
- The leader of the company should ensure that all apprentices benefit from a carefully planned programme of personal development that helps apprentices learn about the topics that will benefit them most.

Provider details

Unique reference number	2495296
Address	2 London Road Tunbridge Wells Kent TN1 1DQ
Contact number	01892 524957
Website	www.hygienesue.co.uk
Principal/CEO	Sue Richardson
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 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

Andy Fitt, lead inspector

Baz Wren

Her Majesty's Inspector

Ofsted Inspector

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