

Inspection of Yuzu Training Limited

Inspection dates: 29 June to 1 July 2022

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

Information about this provider

Yuzu Training Limited (Yuzu) is an independent learning provider based in Southampton. The company provides training to the hospitality sector, predominantly in the South West, South and East of England and London. Yuzu works with one key employer, Scoffs Group (Costa Coffee franchises) and changed its name from Costa Enterprise Academy in 2019.

At the time of the inspection, Yuzu had 64 apprentices on standards-based apprenticeships. Of these, 11 apprentices study retail management at level 4, 30 apprentices study team leadership at level 3, 14 study retailer at level 2 and the remaining nine apprentices study hospitality team member at level 2, learning and development practitioner or learning mentor at level 3 or department manager at level 5.

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

Apprentices have extremely positive attitudes towards their learning and are rightly highly complimentary about the support and guidance they receive. They value their learning greatly and recognise the importance of the new skills and knowledge they are developing. Apprentices take pride in their work, have excellent attendance and are proud to have been selected by their employer to participate in the apprenticeship programme.

Apprentices are supported extremely well to develop their confidence in both their current roles and their career development. Apprentices and their employers are positive about the difference the apprenticeship has made to the apprentices' competence, confidence and enthusiasm in the workplace. As they learn new management techniques, for example, their confidence in what they can do grows, which in turn encourages them to develop their own staff teams and aspire for personal career progression.

Apprentices achieve their apprenticeship, and the vast majority do so with distinction. Apprentices are very often promoted following the completion of their programme and, sometimes, during their programme. For example, apprentices move from barista to team leader, and at higher levels from assistant manager to store manager to area manager and trainer roles. Upon completion of their initial apprenticeship, many continue to higher-level training.

Apprentices feel safe and have a good knowledge of how to keep themselves and others safe. They demonstrate a good awareness of the importance of health and safety for themselves, their work colleagues and customers.

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

Leaders have established a curriculum that is sharply focused on the hospitality sector. They recognise the changing landscape of that sector, considering both the local and national economic and skills requirements.

Yuzu leaders have an established and highly effective relationship with the key employer with which they work. Leaders in both companies work closely together to ensure that the apprenticeship offer is fully aligned with the needs of the business. They support employees to grow and develop into highly effective employees, managers and leaders of the future. As a result, the apprentices benefit from a well-aligned offer that enables them to gain the skills, knowledge and behaviours they need to be successful in their current roles and be ambitious for their future careers.

Leaders and managers carefully and systematically plan apprenticeship programmes. They carefully plan the overall sequence of the apprenticeship, for example beginning with 'development of self' as apprentices are new to the role, then moving on to the core manager skills of communicating, managing and leading.

Trainers use initial assessments carefully to assess apprentices' starting points and plan learning effectively as a result. Trainers adjust the sequence of what they teach individual apprentices to make learning more effective. For example, a trainer brought forward the teaching of motivational strategies to support an apprentice working with a group of staff on teamwork. As a result, apprentices make good progress due to the way in which their learning is adapted to their needs.

Well-qualified and experienced trainers skilfully use taught sessions to blend the learning of theory with practical work. They use skills assessments effectively to ensure that apprentices are taught to develop the right skills and knowledge to an appropriate depth at the correct time. As a result, apprentices develop and apply their learning confidently in the workplace.

For most apprentices, line managers are involved closely and effectively with the development of individual learning plans. Most trainers and line managers work closely together, for example through feedback on monthly assessment plans and regular informal contact. As a result, they successfully balance the demands of the business with the learning needs of the apprentice. A few line managers are not sufficiently aware of the detail of the programme their employee is following. As a result, these line managers do not have a sufficiently clear view of the skills development needs of their apprentices.

Trainers provide excellent support and guidance to apprentices. They give precise and rapid feedback so that apprentices know what they need to do to improve their work. Apprentices who fall behind are supported well by their trainers, and through personal action plans, the vast majority rapidly get back on track. As a result, apprentices are enthusiastic about their learning and continue to make good progress.

In some cases, feedback on assessment and reviews by line managers lack evaluation. For example, some reviews include some basic positive comments about the progress of apprentices which are repeated every month. Leaders have quickly identified this as an issue through their well-documented internal quality processes. As a result, they have put actions in place to elicit more focused evaluative feedback from line managers on the performance of apprentices against specific targets. However, it is too early to see the impact of this work.

Leaders have proactively put arrangements in place to make sure that all apprentices continue to develop their English and mathematics skills throughout their apprenticeship. Trainers plan apprentices' monthly training sessions so that they contextualise English and mathematics skills in their workplace. For example, apprentices use area and perimeter confidently to calculate the space in the shop required for the most effective display of merchandise.

Leaders, trainers and line managers work together to plan effectively for and carefully support apprentices with special educational needs and/or disabilities (SEND). For example, an apprentice's line manager worked with their trainer to

accommodate their additional needs. As a result, apprentices with SEND make the same good progress as all other apprentices.

Apprentices develop wider industry knowledge of the hospitality industry well and gain transferable skills to support their career, for example communication, delegation to colleagues and handling difficult conversations with customers. They are very aware of their own responsibilities and work in respectful environments. Through the development of their customer service and management skills, they ensure that harassment and discriminatory behaviours are not tolerated, both within their team and with customers. Apprentices understand the importance of treating people with respect and catering to their individual welfare and well-being needs, particularly when dealing with the public.

Apprentices receive effective advice and guidance to make informed decisions about their next steps. Leaders and trainers discuss a range of progression opportunities with apprentices, and there are many examples of career progression, both within the employer and into the wider sector. As a result, apprentices can identify a range of progression routes based on informed and impartial advice and are confident about their next steps.

Yuzu has highly effective governance arrangements in place which includes several external governors. Members of the governing body are highly experienced and provide well-balanced scrutiny and challenge for the senior leaders. Governors challenge leaders on all aspects of the provision, including quality of education, business planning, curriculum strategy, safeguarding and apprentice welfare. Governance is seen as an integral part of the leadership of Yuzu, and senior leaders greatly appreciate and recognise the importance of the contributions they make and the direction they provide. Governors are well informed and fully understand their roles and responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have well-established and comprehensive procedures in place to ensure that apprentices and staff are kept safe. The designated safeguarding lead and team are experienced and well qualified. They are knowledgeable about local, regional and national safeguarding risks and trends and bring this understanding into the training they provide for staff. They have established good working relationships with external agencies in a wide range of geographical locations.

Apprentices have a good understanding of safeguarding, including the 'Prevent' duty, and can relate the training they have received to the specific workplace scenarios they might encounter. Trainers effectively contextualise safeguarding so that apprentices can deal with workplace safeguarding concerns confidently.

What does the provider need to do to improve?

- Leaders and managers need to ensure that line managers provide more evaluative feedback to their apprentices at review points and are more closely involved in sharing information about their progress overall.
- Leaders and managers need to ensure that all line managers receive sufficient information about the initial assessment of their apprentice and a detailed plan of the learning programme they are following.

Provider details

Unique reference number	2554081
Address	Burlington House 23-25 Portland Terrace Southampton Hampshire SO14 7ED
Contact number	02380 170378
Website	yuzutraining.co.uk
Principal/CEO	Michael Steel
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 director, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous monitoring visit 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

Judy Lye-Forster, lead inspector

Tracey Griffin

David Towsey

Her Majesty's Inspector

Ofsted Inspector

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Piccadilly Gate
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