

Inspection of North of England Training Limited

Inspection dates: 28 to 30 June 2022

Overall effectiveness	Good
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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

North of England Training Limited (NoET) is a training provider based in Chorley, Lancashire. NoET began training under its own directly funded contract in January 2020. Prior to this, it provided apprenticeship training on behalf of other organisations. NoET specialises in apprenticeships in early years.

NoET currently has 58 apprentices who are studying standards-based apprenticeships. Twelve apprentices are on the level 2 early years practitioner, 22 on the level 3 early years educator and 17 on the level 5 children, young people and families manager apprenticeships. Fewer than five apprentices are on level 2 teaching assistant, level 3 business administrator and level 4 children, young people and families practitioner apprenticeships.

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

Apprentices develop the professional knowledge, skills and behaviours they need to be successful at work. Level 2 early years practitioners adeptly set up the play environment to help children meet their milestones. Level 3 early years educators confidently work with children of different ages across the nursery setting.

Employers value the skills that apprentices bring to their businesses. They encourage apprentices to contribute new ideas. For example, apprentices create and plan exciting new activities using sand, soil and grass. This helps children to increase their vocabulary and improve their communication skills. As a result, apprentices become trusted members of their teams.

Apprentices develop their confidence and self-esteem as a result of their apprenticeship. They confidently discuss with parents a variety of ways to use sticker charts to encourage better behaviour from their children at home. Consequently, apprentices become confident early years practitioners.

Tutors know their apprentices very well. They want apprentices to succeed. Apprentices feel safe and supported. They appreciate the help and encouragement they receive from their tutors. As a result, most apprentices are making at least the progress expected of them.

Most apprentices are ambitious to achieve promotion or go on to further learning. However, not all apprentices are aware of the wider career opportunities available to them beyond their employers' businesses.

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

Leaders and managers have a sound rationale to meet the skills requirements of the employers they serve in the early years sector. They provide an ambitious apprenticeship curriculum that challenges most apprentices to achieve their full potential.

The curriculum is ordered in a way that apprentices can incrementally build their knowledge, skills and behaviours. Level 2 early years practitioner apprentices learn about oral health. They apply this knowledge to help children to care for their own teeth. Apprentices work with parents to establish healthy dental routines at home. Level 3 early years educator apprentices learn theory relating to attachment. This learning enhances their practice when caring for babies and young children.

Tutors teach additional knowledge beyond the minimum requirements of the level 3 early years educator apprenticeship standard, for instance psychology units include brain chemistry in relation to the child's developing brain. This helps apprentices to deepen their understanding of why children behave in different ways, such as the reasons why a child may feel frustrated. As a result, apprentices patiently and successfully manage children's behaviour at work.

Leaders have recruited tutors who have the appropriate industry expertise to teach apprentices. Tutors regularly update their occupational knowledge of the sector which includes reading publications and attending webinars on mental health, early years foundation stage updates and the power of play. Leaders and managers support tutors to improve their teaching skills. Recent development workshops include how to use assessment to identify gaps in learning and inform teaching. As a result, most apprentices build their knowledge and skills over time due to the up-to-date skills and experiences of their tutors.

Tutors plan and coordinate on- and off-the-job training for apprentices effectively. Most apprentices' managers routinely attend progress reviews to discuss and plan opportunities for apprentices to practise and hone their skills at work. As a result, most apprentices become skilful and confident in their nursery settings. However, tutors do not set and monitor targets effectively that specify the knowledge, skills and behaviours that apprentices need to develop. Instead, tutors set targets that are task based. This results in a few apprentices being unclear about what specific knowledge, skills and behaviours they need to improve at work.

Tutors design teaching sessions which are engaging and incorporate a range of activities and resources, including the use of videos, guided observation and practical activities. As a result, apprentices know more and remember more throughout their programmes.

Tutors provide helpful feedback to apprentices that tells them what they have done well and what they need to do to improve. Level 3 early years educator apprentices are challenged to provide more information in relation to legislation, such as linking the paramountcy principle to the Children's Act 2004. At level 2, early years practitioner apprentices receive feedback to remind them to talk through the activity as they are doing it with the child in order to help the child understand the task. As a result, apprentices' work improves over time.

Apprentices routinely develop their English and mathematical skills at work. They speak confidently with parents and articulately answer any questions they may have in relation to the children in their care. Level 2 early years practitioner apprentices accurately calculate the correct ratios when preparing formula milk for babies' bottles. Level 3 early years educator apprentices accurately administer the correct dosage of medicine to children.

Tutors prepare most apprentices well for their final assessments. Apprentices complete mock examinations, online tests and question and answer sessions in classes. This consolidates apprentices' knowledge effectively. As a result, all apprentices who have taken their final assessments to date have passed, with half of these achieving distinction grades.

Leaders and tutors provide a curriculum that meets most apprentices' individual needs. They ensure they have detailed information about what apprentices already know and can do at the start of their apprenticeship. Tutors delivering the level 3

early years educator apprenticeship use apprentices' starting points to inform an individual curriculum. However, this is not the case for tutors delivering the level 2 early years practitioner standard. As a result, a few apprentices are not challenged by their tutors to reach their full potential.

Leaders and managers have put in place a range of effective quality processes to help them identify areas for improvement in the quality of education. They carry out observations of learning sessions and scrutinise apprentices' completed work. Leaders analyse the results of their quality assurance activities so that they can identify themes to inform focused training for staff, for example effective questioning and using engaging learning activities. As a result, most tutors improve their teaching skills.

Board members receive a range of good-quality information from managers. This helps them to understand the strengths and areas they need to improve. Board members closely monitor the areas that need improvement. They hold staff to account to make the necessary changes to improve the quality of apprentices' training.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers support a culture of safeguarding and protection within their organisation. They have a detailed understanding of the risks to apprentices' health and safety. This includes online risks when learning remotely. Leaders provide apprentices with information during their induction about safeguarding, online safety and the dangers of radicalisation and extremism. Apprentices know how to keep themselves safe.

Leaders complete a range of appropriate checks when appointing new staff to make sure they are suitable to work with learners and apprentices. All staff, including the designated safeguarding lead and deputy, receive appropriate training on safeguarding and the 'Prevent' duty. All members of the safeguarding team have suitable experience, including at board level.

What does the provider need to do to improve?

- Leaders should provide training to ensure that tutors use apprentices' starting points effectively to inform a curriculum that meets all apprentices' individual needs.
- Leaders should ensure that all staff receive appropriate training and subsequent support to enable them to set and monitor targets effectively that specify the knowledge, skills and behaviours that apprentices need to develop.
- Leaders should ensure that their careers guidance helps apprentices to understand the full range of next steps and career options available to them.

Provider details

Unique reference number	2526600
Address	Room 6 2 Queens Road Chorley PR7 1JU
Contact number	01257 208830
Website	https://northofenglandtraining.co.uk
Head of centre	Emmelia Taylor
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 operations 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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