

SHE Compliancy Limited

Monitoring visit report

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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.

SHE Compliancy Limited (SHE) is an independent learning provider based in Romford, Essex. It specialises in health and safety training in different sectors, including construction, education and warehousing. SHE began delivering apprenticeships on their direct contract in December 2020.

At the time of the monitoring visit, SHE had 26 apprentices studying level 2 and 3 standards-based apprenticeships in beauty therapy, early years and construction. There were five apprentices studying the level 2 early years practitioner standard, six on the level 3 early years educator standard, four on the level 2 beauty therapist standard, four on the level 3 advanced beauty therapist standard and another four on the level 3 safety, health and environmental technician standard. The remaining two apprentices were on level 2 ground worker and one on level 2 painter and decorator standards.

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 a clear rationale for their apprenticeship programmes. The programme offer is built on the long-standing expertise within the organisation and has been developed to meet employers' needs for a qualified and skilled workforce in the construction, early years and beauty industries.

Leaders offer an ambitious programme that prepares apprentices well to progress into full-time employment. For example, apprentices on construction and beauty programmes complete industry-recognised qualifications which go beyond the requirements of their apprenticeship standard. As a result, apprentices acquire the professional certificates and licenses that they need to work in the sector.

Leaders work effectively with employers who fully understand their commitment to their apprentices. Employers put in place appropriate arrangements so that apprentices can apply their learning in the workplace. They ensure apprentices receive their off-the-job training time to complete their learning. As a result, apprentices make good progress.

Leaders and managers carry out suitable activities to quality assure their provision. They have taken appropriate action to address some areas of improvement. However, leaders and managers do not routinely draw together and analyse essential management information across the provision. Consequently, they do not have sufficiently comprehensive oversight of some aspects of their programmes.

Leaders, who are new to apprenticeships, do not yet have suitable governance arrangements in place. They have not considered some weaknesses in sufficient detail. For example, they have not taken swift action to provide suitable teaching for apprentices who need to complete English and mathematics qualifications.

Tutors and assessors take part in relevant professional development activities. For example, beauty tutors complete laser and light therapies and injectables training. Tutors and assessors continue to work in the sector, which helps them keep up to date with current developments and new practices. They use their professional experience well to link off-the-job training with apprentices' job roles.

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

Leaders have designed a well-sequenced curriculum through which apprentices quickly gain the essential knowledge, skills and behaviours for their job roles. For example, beauty therapist tutors teach apprentices different facials and body electricals at the start of their programme, before teaching body massage and epilation techniques. Health and safety requirements are weaved into all units and practical sessions. As a result, apprentices are prepared well for their workplace within a few months of starting their apprenticeship.

Tutors and assessors use a variety of teaching strategies to engage apprentices and make learning enjoyable. In teaching sessions, they use explanations, demonstrations, drawings and videos to teach new knowledge. They revisit previously taught content through appropriate practical tasks and work-based activities. As a result, apprentices consolidate and remember what they have been taught.

Tutors and assessors use a suitable range of assessment methods to check apprentices' knowledge and understanding. They ask probing questions, mark assignments and carry out workplace observations to ensure apprentices can remember what they have been taught. They provide helpful feedback to apprentices on how to improve their work and

practice. As a result, apprentices develop sound knowledge and skills and build confidence in their ability to do their jobs well.

Leaders and managers do not set high expectations around apprentices' final assessments. Staff do not provide apprentices with sufficient information on what they need to do to achieve merit or distinction grades. Consequently, apprentices are unclear on how to gain high grades in these assessments. In a minority of cases, apprentices do not have a good understanding of what to expect in their final assessments.

Staff conduct reviews to identify development areas and discuss apprentices' progress. However, they do not use information from these reviews well when setting targets. As a result, targets set do not focus on specific gaps in apprentices' knowledge and skills. Employers do not always contribute to these reviews and do not have sufficient involvement in target setting.

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

Leaders have put in place appropriate policies and procedures to ensure the safety of their apprentices. They follow safer recruitment practices and check staff are suitable for their roles. Staff, including the designated safeguarding leads, are appropriately trained.

Staff provide regular information via newsletters to apprentices about different safeguarding topics. However, they do not revisit these topics in sufficient detail. Consequently, apprentices do not have an in-depth understanding of some of the risks that might affect them, such as extremism and radicalisation.

Leaders have taken satisfactory steps to meet the requirements of the 'Prevent' duty. However, they have not yet established clear links with external agencies such as their local authority 'Prevent' duty coordinator.

Apprentices feel safe and know whom to go to if they have concerns. They develop a thorough understanding of work-related health and safety practices through their apprenticeship. As a result, they know how to keep themselves and others safe.

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