

Inspection of Intuitions Limited

Inspection dates: 12 to 14 July 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Adult learning programmes **Good**

Apprenticeships **Good**

Overall effectiveness at previous inspection Good

Information about this provider

Intuitions Limited is a private training provider based in Harrogate. The company was established in 1993 and provides training for the hairdressing and beauty therapy industry. It operates from salons in Harrogate, a centre in Wakefield and the premises of a subcontractor in Leeds. It offers apprenticeships at levels 2 and 3 in hairdressing and beauty therapy. At the time of the inspection, there were 114 apprentices, of whom 80 were studying the level 2 hair professional standard and 30 were enrolled on the level 3 advanced and creative hair professional standard. Fewer than five apprentices were enrolled on each of the level 2 beauty therapist standard and the level 3 advanced beauty therapist standard. A small number of adult learners were completing courses in hairdressing and beauty therapy.

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

Learners and apprentices benefit from high-quality training in well-equipped, professional and modern salon environments. Educators deliver training in small group and one-to-one sessions in which learners and apprentices feel supported and nurtured, especially those adults returning to learning after a long period of time. Learners and apprentices describe staff as having care and passion, and that this is one of the reasons why they like attending their training.

Apprentices studying the level 2 hair professional standard, who are new to the profession, quickly develop their understanding of the high standards of professional behaviours expected in the salons in which they work. They behave professionally, and are mature, polite, courteous and respectful to other staff, educators and clients.

Educators encourage learners and apprentices to take pride in their work, and this is evident in learners' well-presented portfolios. They are effective role models and have a wide range of industry experience, which inspires learners and apprentices. Educators ensure that their appearance reflects professional industry standards, and this reinforces the expectation of apprentices to adhere to the expected standards of dress code in their salons.

The relationships between learners, apprentices and staff are positive. Educators communicate well with learners and apprentices, and, as a result, learners and apprentices are clear about what steps they need to take to achieve their qualifications. The pace at which educators provide information to learners and apprentices suits their individual needs. Educators check learners' and apprentices' understanding carefully before moving on to the next steps.

The training that educators provide ensures that apprentices rapidly acquire the essential skills needed to work in salons. Apprentices on the level 2 hair professional standard quickly develop skills such as carrying out basic consultations, shampooing, blow-drying and applying regrowth colours on clients, often exceeding their expectations of what they thought they would be able to do so early in the programme.

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

Leaders and managers work well with local employers to design a specialised curriculum to meet local skills needs in hairdressing and beauty therapy. They are responsive to employers' needs and have designed a bespoke curriculum for apprentices on the level 2 hair professional standard. Employers and educators work well together to provide the training. Apprentices benefit from training in familiar environments, using tools, equipment and products that they use on a daily basis in their job roles. The curriculum design allows employers and apprentices to select the most suitable order for skills to be taught, according to the needs of the salon. This

enables apprentices to make rapid progress in gaining the skills that they need and to be effective and efficient in the salon.

In most cases, educators plan the curriculum carefully to help apprentices build on their existing learning and skills. The level 3 advanced and creative hair professional standard is in the first year of delivery, and educators use their knowledge and experience effectively, to develop learning plans that map closely to the required knowledge, skills and behaviours in the standard. In a few cases, however, training on the level 2 hair professional standard focuses largely on the achievement of the qualification in the apprenticeship, and not enough on the development of knowledge, skills and behaviours relating to the standard.

Leaders and managers recruit staff who are well qualified and experienced to deliver the training programmes. All educators continue to work in the industry and maintain current and up-to-date skills, techniques and product knowledge. Educators benefit from additional manufacturer and product training in the salons. This ensures that learner and apprentices acquire an understanding of the latest industry developments. Educators introduce new products that learners and apprentices use, such as a product that repairs the bonds of the hair. They help apprentices to understand how the quick response QR codes on products provide additional information on their suitability and applications.

Staff consider their workloads to be appropriate and manageable, and they appreciate the flexibility of managing their own diaries. Leaders and managers give effective support for staff well-being, and they consider the personal circumstances of staff when allocating caseloads of learners and apprentices. Leaders carry out monthly meetings with staff during which they check on staff welfare. Leaders and managers offer a range of training to educators to develop their technical and pedagogical knowledge.

Educators carefully test learners' and apprentices' recall of previous knowledge through skilful questioning. They ask probing questions to check and extend learning, and they enable learners and apprentices to apply their knowledge in more complex tasks. For example, apprentices describe how they use highlighting and foiling skills in creating patterns.

Targets set by educators following frequent and comprehensive reviews of work are focused, and apprentices are clear about the progress that they are making. Educators clearly identify strengths and areas for improvement, and apprentices know what they need to do next. They share the information with employers in comprehensive reports. Apprentices are supported well by their employers, which contributes to the good progress that they make.

Educators use assessment well to evaluate apprentices' progress and to correct misconceptions. They use the outcomes of assessment to adapt apprentices' training plans appropriately. For example, some apprentices have received further training on colour theory in order to reinforce concepts and enable them to apply their knowledge to colour conversion techniques. Other apprentices improve their product

knowledge to add volume to a creative hairstyle to achieve the client's desired result. These adaptations enable apprentices to progress and develop at a pace that suits them, and enables them to hone their skills well.

Leaders and managers work collaboratively with the subcontractor and provide good support. Managers carry out frequent visits to monitor the apprenticeship programme and identify any apprentices at risk of falling behind. The subcontractor provides good-quality training, and employers in the salons provide effective support at on-site training sessions. Apprentices have good attendance at their training.

Apprentices working towards functional skills English and mathematics qualifications value the sessions that they attend in these subjects. They understand the relevance of the skills that they develop, and the sessions build their confidence in these subjects. However, educators do not develop further the English and mathematical skills of those apprentices who have already achieved qualifications in these subjects.

Adult learners receive feedback on their work that is supportive and encouraging. However, educators do not routinely correct basic spelling errors. This results in learners continuing to make the same mistakes and not developing an accurate use of technical language.

Learners and apprentices take part in a wide range of enrichment activities to extend their skills. Adult learners on beauty therapy courses take part in training, such as nail extensions, gel nails, henna brows and lash lifts. Apprentices on the level 3 advanced and creative hair professional standard attend 'masterclasses' in advanced cutting and manufacturer course and colour corrections. This results in learners and apprentices increasing their confidence and their ability to provide a wider range of services to clients.

Educators provide most learners and apprentices with effective advice on careers and potential next steps in education and training. During induction, hairdressing apprentices learn about a range of sector-based options, such as freelance journalism, becoming a consultant or a teacher, and higher education opportunities. Educators on adult learning programmes provide sector-specific guidance about hairdressing and beauty therapy. However, they do not provide information to learners about the full range of options available to them.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have in place appropriate safeguarding policies and procedures, and they meet the requirements of the 'Prevent' duty. Leaders receive useful updates from the regional Prevent coordinator. Leaders require staff to update their mandatory safeguarding and 'Prevent' duty training annually.

The designated safeguarding manager has a suitable qualification to carry out the role and is supported by a deputy who is undertaking a level 3 qualification in

safeguarding. However, leaders and managers do not keep themselves fully up to date with current local risks, such as county lines activity and drug trafficking, in the locations where they recruit learners and apprentices.

Leaders and managers follow recruitment procedures that ensure that staff are safe to work with young or vulnerable learners. They require two references, and new staff do not work alone with learners or apprentices until all relevant checks are in place.

Learners and apprentices feel safe. They know who the designated staff are and how to report concerns should they have any. They have a good understanding of occupational safety, such as online safety, and know how to keep workstations safe through good sterilisation practices.

What does the provider need to do to improve?

- Maintain an up-to-date and full awareness of local risks so that educators can routinely raise learners' and apprentices' awareness of these risks.
- Further develop the English and mathematical skills of those apprentices who are not working towards functional skills qualifications.
- Plan the level 2 hair professional curriculum to ensure that a stronger focus is placed on the development of knowledge, skills and behaviours to meet the apprenticeship standard.
- Develop the skills of adult learners in writing accurately, including accurate spelling.
- Ensure that adult learners receive guidance about the full range of career options available to them.

Provider details

Unique reference number	52531
Address	Royal House 110 Station Parade Harrogate HG1 1EP
Contact number	01423 528066
Website	intuitionsltd.co.uk
Principal/CEO	Michelle Oliver
Provider type	Independent learning provider
Dates of previous inspection	9 to 12 February 2016
Main subcontractors	Westrow limited

Information about this inspection

The inspection team was assisted by the managing 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

Joanne Stork, lead inspector	Her Majesty's Inspector
Alison Gray	Ofsted Inspector
Debra Forsythe-Conroy	Ofsted Inspector
Mark Keen	Ofsted Inspector

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022