

JLMS Management Limited

Monitoring visit report

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Name of lead inspector: Daniel Beale, Her Majesty's Inspector

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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.

JLMS Management Limited is an independent learning provider based in Eastleigh. It specialises in training to upskill apprentices in the early years, business and dog-grooming industries. At the time of the monitoring visit, there were 83 apprentices in learning. Of these, 28 apprentices are 16 to 18 and 55 are adult apprentices. Apprentices study across six different apprenticeship standards. These include eight apprentices on the level 2 animal care and welfare assistant standard, three apprentices on the level 2 community activator coach, three apprentices on the level 3 teaching assistant standard, 11 apprentices on the level 3 early years educator standard, three apprentices on the level 3 marketing assistant standard and six on the early years lead practitioner standard. The provider subcontracts to one employer, Trendy Pooches, with 49 apprentices on the level 2 dog-grooming standard.

Themes

How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?

Significant progress

Leaders and managers have worked very effectively with employers to ensure that they understand local and regional skills gaps. They use this information, and their industry expertise, to develop highly successful apprenticeships in the areas that employers are looking to recruit to. Leaders skilfully design the apprenticeship curriculums, which ensures that apprentices develop substantial new knowledge, skills and behaviours to become confident and resilient employees. As a result, employers speak very positively about their strong relationship with leaders and the significant impact apprentices have on their organisations.

Leaders and managers ensure that staff are well qualified and appropriately trained to carry out their roles effectively. Leaders provide purposeful development opportunities for staff, which helps most teachers to improve their classroom

practice. For example, teachers now teach mathematics to be more relevant to the workplace, which helps dog-grooming apprentices to learn shampoo ratios and pet food mix.

Leaders recruit apprentices diligently. They use skills scans, interviews and assessment tasks to identify apprentices' prior knowledge. Leaders and employers use this information successfully to ensure that apprentices are recruited to the right programmes.

Leaders work very well with employers to ensure that the requirements of an apprenticeship are met effectively. They manage subcontracted provision robustly. They ensure that apprentices receive meaningful on- and off-the-job training. Leaders have created systems which help employers to understand apprentices' progress and end-point assessment (EPA) requirements. For example, apprentices value the frequent review meetings with employers and tutors which help them to be well motivated on their programmes.

Leaders benefit from strong governance oversight from highly experienced and knowledgeable governors. Governors receive frequent and useful reports which ensure that they have a detailed understanding of the strengths and weaknesses. Governors use this information skilfully to challenge leaders to improve the quality of education. For example, governors rightly identified the need for teachers to improve their teaching skills, which leaders implemented swiftly.

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

Tutors and employers work together effectively to ensure that apprentices develop substantial new knowledge, skills and behaviours, which most do. Apprentices contribute to their workplace very positively and are quickly trusted to work with minimal supervision. For example, employers value the skills from marketing apprentices, who use social media tools highly professionally to promote their businesses.

Leaders and tutors plan learning carefully in most cases, so that it successfully meets the needs of apprentices and employers. They ensure that apprentices learn in a logical order so that they can apply their learning quickly to the workplace. For example, teaching assistant and early years apprentices gain an early understanding of safe learning environments before learning about the stages of child development. Dog-grooming apprentices develop new cutting and clipping techniques so that they can progress quickly from preparing dogs for grooming to carrying out a range of salon duties with confidence.

Tutors do not consistently align on- and off-the-job training for apprentices. While employers support apprentices well and value the training they receive, too many employers do not have sufficient oversight of their apprentices' programmes, and as a result, they are not able to support them to develop to their full potential swiftly.

Most tutors ensure that apprentices continue to develop their English and mathematics skills successfully. For example, marketing apprentices adapt blog and website content for their target audience and use analytics and spreadsheets to compare social media platforms effectively.

Leaders monitor apprentices' progress carefully in most cases and ensure that tutors intervene if apprentices fall behind in their work. Tutors work thoroughly with employers to set clear actions for these apprentices and identify any support needs to bring about swift improvement. As a result, most apprentices are on track to complete on time.

Tutors provide apprentices with clear and timely feedback in most cases, which helps apprentices to understand their progress. Too few apprentices are sufficiently aware of how to achieve higher grades in preparation for their EPA. Tutors do not consistently use assessment well enough to identify gaps in understanding and provide individualised targets for improvement. As a result, not all apprentices are able to make the swift progress of which they are capable.

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

Leaders and managers have created a positive safeguarding culture. The designated safeguarding lead and safeguarding team undertake comprehensive training that ensures that they have the skills and experiences to carry out their roles effectively. Safeguarding staff record concerns diligently and involve external agencies when required. Leaders complete thorough risk assessments and health and safety checks on employers' premises to ensure that apprentices are safe when in the workplace. Leaders recruit staff safely and effectively.

Leaders work well with external partners, such as the local authority, to understand local risks. They use this information to provide timely training to staff on safeguarding and the 'Prevent' duty.

While leaders and tutors provide apprentices with resources to help keep themselves safe from local risks and dangers of radicalisation, they are not sufficiently aware of how many apprentices access these resources and what they have learned as a result.

Apprentices feel safe and are clear on how to report safeguarding concerns.

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