

JS Consult Limited

Monitoring visit report

Unique reference number:	2674156
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Inspection dates:	25 and 26 August 2022
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.

JS Consult Limited (JS Consult) is an independent training provider which began delivering apprenticeships in 2021. The provider is based in east London but trains apprentices nationally.

At the time of the visit, the vast majority of apprentices were enrolled on apprenticeship standards in adult care. There were 57 apprentices studying the level 5 leader in adult care standard, 49 studying the level 3 lead adult care worker standard, 48 studying the level 2 adult care standard and 37 studying the level 4 lead practitioner in adult care standard. There were also eight apprentices working towards standards in childcare and five working towards business apprenticeship standards.

Themes

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

Insufficient progress

Leaders have a clear rationale for training apprentices in the care sector to help improve staff retention, enable promotion and improve the quality of care provided to clients. Leaders use their valuable expertise in the sector to provide training that meets employers' needs.

Leaders and managers ensure that employers and apprentices complete commitment statements at the start of the programme. The statements include information about the requirements for English and mathematics training and apprentices' final assessments. However, leaders and managers do not plan what apprentices will learn, and when, in enough detail. As a result, they do not tailor the programme enough to meet apprentices' needs from the start.

Leaders do not have sufficient oversight of apprentices' progress. In too many cases, staff do not conduct frequent enough reviews to accurately monitor apprentices' progress or to meet the requirements of an apprenticeship. As a result, leaders and managers do not offer timely interventions if apprentices fall behind or have issues at work.

Too many apprentices in the care sector do not receive their full entitlement to training time due to the high work demands of their care homes. As a result, too many apprentices complete work in their own time or fall behind. Too many apprentices have not taken part in training in the last three months, and their progress is slow or not known.

Managers employ well-qualified and experienced vocational specialists to train, mentor and support apprentices. Staff create a supportive and inclusive environment. As a result, apprentices value assessors' expertise and ability to help them with any challenges they face at work.

Governors provide helpful guidance to leaders about the care sector, advising them on the gaps in the industry and skills development needs for apprentices working in care.

What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices? Insufficient progress

Leaders and managers teach a curriculum that includes the knowledge and skills that apprentices need to work in the healthcare sector. Employers value the skills and confidence that apprentices gain. For example, apprentices learn to develop a more person-centred approach to care. As a result, apprentices' training improves the service they offer to clients.

Leaders and managers do not ensure that apprentices receive a consistently high quality education. They do not analyse information to identify areas for improvement effectively. Actions taken to improve the quality of the provision are too recent to have a beneficial impact on apprentices.

Leaders do not sequence their English and mathematics training appropriately. They do not always give apprentices clear deadlines or enough time to prepare for assessments. As a result, a few learners are not aware of assessment arrangements and make slow progress.

Assessors do not personalise feedback to apprentices to highlight the specific areas they need to improve. They give identical written feedback to many apprentices.

Assessors do not correct apprentices' grammatical errors. As a result, apprentices do not address the precise improvements they need to make.

Leaders and managers take appropriate consideration of apprentices' prior qualifications and experience. As a result, they place apprentices on the correct level of course, with the right level of support. For example, where apprentices have been promoted into management positions, assessors teach them new knowledge, skills and behaviours to fulfil their new responsibilities. They teach apprentices how to work effectively with other healthcare professionals, including nurses, social workers and the police.

When apprentices need additional support, assessors revisit topics and guide apprentices to improve. For example, when apprentices lack the confidence to conduct thorough and professional risk assessments, assessors hold additional training to meet this need. As a result, apprentices gain the skills they need to work professionally.

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

Leaders ensure that safeguarding is a priority for staff and apprentices. The designated safeguarding lead and their deputies are suitably trained. Leaders check that staff are suitable to work with their apprentices. They ensure that staff and governors complete relevant safeguarding training.

Leaders have a sound set of policies and clear internal reporting procedures for safeguarding concerns. Leaders know the external reporting protocols across the different geographical locations where apprentices are based and share these with apprentices.

Assessors give apprentices a broad range of safeguarding training and advice, including in relation to the 'Prevent' duty. For example, they teach apprentices how to recognise signs of radicalisation in their care settings. Assessors train apprentices to adopt high standards of conduct, and to keep themselves and the people in their care safe. Assessors hold thoughtful discussions with apprentices about the specific risks in their local area. As a result, apprentices remain vigilant and understand the importance of staying safe.

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