

Simply One Stop Limited

Report following a monitoring visit to a 'requires improvement' provider

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| Unique reference number: | 1237195 |
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Monitoring visit: main findings

Context and focus of visit

Simply One Stop Limited was inspected in October 2021. At that time, inspectors judged the overall effectiveness of the provision to require improvement.

The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in addressing the main areas for improvement identified at the previous inspection.

Since the previous inspection, Simply One Stop Limited have stopped enrolling adult learners on short courses.

Themes

What progress have leaders and managers made in providing learners and apprentices with a curriculum that develops their knowledge and skills beyond their vocational qualifications, including impartial careers information advice and guidance?

Significant progress

Leaders reacted swiftly and decisively to rectify the weaknesses around careers advice and guidance identified at the previous inspection. They considered carefully the most appropriate way to ensure apprentices and learners receive sufficient information to help prepare them for their next steps.

Tutors have many opportunities to give apprentices impartial careers advice and guidance. During their teaching sessions, they link very well a variety of careers that match the topics they teach. For example, when tutors teach early years apprentices about illness, they talk about careers in areas such as nursing. Tutors frequently discuss and promote opportunities for further learning during progress reviews. They have access to a range of useful careers information to share with apprentices and learners. This information breaks down clearly the steps and qualifications apprentices and learners need to take to move into their chosen career.

Leaders have put in place a range of helpful 'day in the life of' external talks. For example, leaders invite professionals, such as midwives, to talk to apprentices and learners about their experiences and their career. As a result, apprentices and learners have a good understanding of the opportunities available to them.

Leaders and managers have devised a good range of monthly topics to discuss with apprentices and learners. These topics cover important information. For example,

apprentices and learners are informed about healthy relationships, how to travel safely and how to keep themselves safe in hot weather.

Apprentices benefit from completing extra courses outside of their vocational learning. For example, they complete first-aid courses, food safety and manual handling.

How effectively have leaders and managers supported tutors to develop appropriate teaching strategies when teaching learners and apprentices who have English as an additional language?

Reasonable progress

Leaders have put in place specific support and training for tutors. They ensure tutors have access to staff with specialist skills in teaching learners with English as a second language. Tutors appreciate this support and gain new techniques and strategies to support their learners and apprentices. For example, they break down learning tasks into smaller more manageable chunks. They reduce the length of sessions to give learners and apprentices more time to understand the information.

Tutors use their expertise in the topics they teach, and their coaching skills very effectively to develop learners' and apprentices' confidence when speaking and writing in English. Apprentices appreciate the support they receive. For example, they like the way tutors take the time to explain specific terminology, using several different words to help them understand.

Tutors recognise when apprentices who need to complete qualifications in English and mathematics need extra help. They quickly refer them for additional support. Most apprentices who speak English as a second language pass their English examinations as well as their peers. However, they do not succeed as well in their mathematics examinations.

Employers spoken to at this visit recognise an improvement in their apprentices' written English. They state that apprentices complete records accurately. Tutors give learners and apprentices detailed feedback on their written work. They frequently identify when grammatical and formatting errors are made. However, they do not always give learners and apprentices clear instructions or tools to help them improve. As a result, some learners and apprentices continue to make errors in their writing, such as in the correct use of plurals.

What progress have leaders made in ensuring that apprentices who have fallen behind with their off-the-job training have clear plans and sufficient support in place to catch up?

Reasonable progress

Leaders and managers have introduced an appropriate range of processes to track and record apprentices' progress. They track closely how much off-the-job training activity apprentices complete. They use this information effectively to identify when apprentices are behind with their learning. They work closely with tutors to ensure apprentices have plans in place to help them get back on track. In a minority of instances, leaders have not noticed quickly enough when apprentices have not had their planned progress reviews.

Tutors use the one-to-one sessions with apprentices well to check how often apprentices access their learning or complete tasks. When apprentices are behind, they put in place detailed and clear action plans. They direct apprentices to exactly what they need to do to get back on track. For example, tutors set apprentices specific off-the-job training activities, such as shadowing their workplace mentor. They direct them to complete a set amount of time for research to help them with their assignments.

Since the previous inspection, leaders have adapted the curriculum to ensure there is a more varied range of appropriate learning activities for apprentices to complete. They link the activities closely to each topic that tutors teach, and the skills apprentices need to practise in the workplace. For example, tutors direct early years apprentices to plan and prepare snacks at their nursery to support their learning about health and nutrition. Leaders have also introduced a helpful checklist for employers to use to record apprentices' tasks. However, not all employers recall receiving this.

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