

3 Spirit Enterprise UK Limited

Monitoring visit report

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Name of lead inspector: Jules Steele, His 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.

3 Spirit UK Limited provides two apprenticeships: leader in adult care at level 5 and lead practitioner in adult care at level 4. Currently, nine apprentices are in learning. Five study on level 5 and four study on level 4. Apprentices work as supervisors and managers in residential and domiciliary care settings. These settings include a residential care home for clients with dementia, a nursing home for clients with dementia and learning disabilities, and a drugs and alcohol misuse recovery service.

Themes

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

Reasonable progress

Leaders have a clear focus on providing high-quality apprenticeships to meet the skills needs of employers in the health and social care sector. The apprenticeships aim to meet the acute shortage of supervisors and managers in the care sector. Three groups of apprentices are currently in learning. Most are making expected progress towards completing their apprenticeship. However, the first group of apprentices has made slow progress and these apprentices are beyond their expected end-date.

Most apprentices are near to the end of their apprenticeship and their employers know the requirements for apprentices' final examinations. In the initial stages of their programme, apprentices are not always aware of the requirements. The provider has not yet supported any apprentices to progress through Gateway.

Apprentices beyond their planned end-date have yet to pass their mathematics examinations. Leaders and managers have reviewed their English and mathematics strategy. Leaders' actions have resulted in recently recruited apprentices making effective progress. Most have completed their English and mathematics qualifications.

Too few staff have formal teaching qualifications. Leaders have not ensured that staff have recent and relevant training to enhance their teaching skills, for example in identifying and helping apprentices with specific learning needs.

Quality assurance arrangements are insufficient to improve the quality of education and training further. Leaders do not fully evaluate apprentices' experience, for example by identifying and evaluating the knowledge, skills and behaviours apprentices develop. Leaders do not evaluate apprentices' wider skills development, such as in understanding healthy lifestyles. Leaders have underdeveloped arrangements for identifying apprentices who are at risk of falling behind in their learning.

Governance arrangements are effective. Governors ensure that leaders meet the requirements of the apprenticeship programme. Governors and leaders have taken action to improve the quality of the apprenticeships. However, it is too soon to measure the impact.

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

Staff evaluate the training requirements of apprentices effectively. Staff and employers develop a personalised training plan to accommodate the specialist nature of apprentices' work environments. This training plan is continually reviewed. It ensures that apprentices and their clients benefit from the significant new knowledge, skills and professional behaviours that apprentices develop.

Leaders have developed strong relationships with employers. Employers value the training that improves the level of care provided by their staff to vulnerable clients. Many apprentices promptly take on extra responsibilities because of their learning.

Apprentices relate to their learning effectively to improve the care they provide. Those managing clients with dementia develop care plans that support clients' independence, for example in enabling a client to continue to buy their daily paper from a nearby shop.

Apprentices make expected progress in completing the knowledge requirements of their apprenticeship. Staff use assessment effectively. They check apprentices' understanding of topics thoroughly.

Staff plan high-quality workshop sessions. Apprentices particularly enjoy the real-life scenarios that relate to their work settings. Staff facilitate active discussions, while respecting and valuing different views. Apprentices explore controversial issues in a way that promotes their skills of critical analysis.

Apprentices are proud of the new skills and knowledge they develop. They can describe how they have learned about legislation and the Care Act. Apprentices apply this knowledge to their risk management plans, improving how they care for and protect their clients.

Staff do not ensure that apprentices' attendance at workshops and English and mathematics lessons is high. As a result, apprentices miss valuable knowledge input from staff. In addition, apprentices do not routinely share good practice with their peers.

Most apprentices have enough time in the working week to complete their off-the-job training. However, a few do not have sufficient time away from work and so complete assignments at weekends.

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

Leaders have established a strong culture of safeguarding apprentices and their clients. Staff use their significant sector experience effectively in their discussions with apprentices.

Apprentices value the training they have received and can explain the impact this has had on their job role. As a result of training, apprentices recognise the causes from their own life that elicit a negative response when working with clients. Apprentices change their behaviour appropriately. They take a calm tone and are more measured when dealing with clients who become emotional.

Staff use their external partnerships effectively to understand the local threats posed to apprentices. They ensure that apprentices have a full understanding of these threats and know how to protect themselves accordingly.

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