

# Maybird Training Ltd

Monitoring visit report

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<b>Unique reference number:</b>	2691310
<b>Name of lead inspector:</b>	Montserrat Pérez-Parent, His Majesty's Inspector
<b>Inspection dates:</b>	16 and 17 November 2022
<b>Type of provider:</b>	Independent learning provider
<b>Address:</b>	32B Base Point Business Centre Shearway Business Park Folkstone Kent CT19 4RH

## 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.

Maybird Training Ltd is an independent training provider based in Kent and specialising in the early years sector. Maybird Training Ltd started teaching private courses in 2019 and has been funded to teach apprenticeships since October 2021. Leaders and managers offer standards-based apprenticeships to 24 nurseries and pre-schools in Kent and Essex.

At the time of the inspection, there were 51 apprentices in training. Of these, 13 apprentices were studying the early years practitioner apprenticeship at level 2 and 34 were studying the early years educator apprenticeship at level 3. The remaining four apprentices were on the early years lead practitioner apprenticeship at level 5, which leaders introduced in May 2022. Five apprentices were on a break in learning. Nine apprentices were under 18 when they started their apprenticeship.

### Themes

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

#### **Significant progress**

Leaders have extensive experience of working in the early years sector and teaching apprenticeships. They have used their in-depth knowledge of the sector to design an effective and up-to-date curriculum. As a result, apprentices quickly develop the knowledge, skills and behaviours that their employers need to cover the staffing gaps they are experiencing following the COVID-19 pandemic.

Leaders work very closely with employers to plan and teach flexible training that responds to each employer's individual circumstances. They include more in-depth cover of some topics, such as cultural capital or forest school, based on what different employers have a need for.

Leaders recruit apprentices with integrity. They use the detailed information they gather from candidates before the start of their apprenticeships to plan the length of their training. Leaders signpost to alternative training the few candidates that employers put forward for whom an apprenticeship would not be suitable.

Leaders make sure that apprentices and their employers understand the assessments that apprentices will need to complete to achieve their apprenticeship. Leaders recognise that they could support apprentices better to achieve high grades on their final assessments if they made them aware of the level they are currently working at.

Leaders and governors have a very accurate view of their strengths and weaknesses. They continuously review their performance, seek feedback from apprentices and employers, and take quick action to tackle the issues they identify. For example, leaders appointed an English and mathematics specialist to teach those apprentices who were struggling to study these subjects following online resources only. Leaders welcome and value the external scrutiny and challenge that governors provide highly.

**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**

Apprentices learn new knowledge, skills and behaviours that are relevant to their job roles. They increase their confidence and become more independent in their practice. Employers value the positive contribution that apprentices are making to their workplace as a result of their training.

Tutors are experienced and plan teaching and assessment activities carefully. They use recent examples from the sector to bring learning to life. They tailor training sessions for individual apprentices, including those with additional needs, and their workplaces well. Tutors question apprentices effectively to help them recall information they have previously learned. For example, an apprentice can relate what they covered on a previous session on health and well-being to why the children in their setting have fruit at snack time and play outdoors.

Tutors communicate well with employers. They are aware of what each employer requires their apprentices to be doing at work and adapt the order in which they cover topics accordingly. For example, a tutor moved forward discussing attachment and transitions with an apprentice so they would be better prepared to support the children they were working with at the time.

Tutors have high expectations for apprentices. They challenge apprentices during taught sessions to make them think deeper about how they have applied the new

skills they are developing to their practice with children. Apprentices take pride in their written and practical work, which is of a suitable standard.

Almost half of apprentices are making slow progress with their studies. Leaders identified this and put detailed plans in place to support apprentices to catch up, which a few have already done. They work closely with employers to monitor apprentices' progress.

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

Safeguarding staff are appropriately trained. Leaders have comprehensive policies in place and carry out the necessary checks when recruiting staff to ensure that apprentices are safe. Leaders have taken quick and appropriate action in the very small number of cases that they have had to refer to external agencies.

Leaders keep abreast of changes to local risks in Kent and regularly update their policies and training accordingly. For example, they have identified that missing children is a growing issue in Kent. Leaders have not established links with safeguarding agencies in the Essex area, where a small number of apprentices are based.

Apprentices feel safe and know how to report any safeguarding concerns. They have a good understanding of how to keep themselves and the children they care for safe. Apprentices do not have enough knowledge of risks local to the areas where they live or within the sector they work in.

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