

Inspection of Jarvis Training Management Limited

Inspection dates:

13 to 16 December 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Adult learning programmes

Requires improvement

Apprenticeships

Requires improvement

Overall effectiveness at previous inspection

Good

Information about this provider

Jarvis Training Management Limited (JTM) is an independent learning provider based in Speke, Liverpool and owned by Woodspeen Training Limited. JTM specialises in training for the early years and beauty therapy industries. JTM provides apprenticeship programmes from levels 2 to 5 and adult learning programmes from levels 3 to 5.

At the time of the inspection, there were 203 apprentices in learning. Almost all apprentices study on early years programmes, with the largest number following the level 2 early years practitioner, level 3 early years educator or the level 4 children, young people and families practitioner apprenticeship. One-hundred and ninety-nine adults were enrolled on a range of beauty therapy programmes, including nail technology, combined beauty therapy, salon management, make-up artistry and reflexology. Over half study the level 3 diploma in nail technology. A further 31 adults were completing courses in early years, the majority on the level 5 diploma in early years senior practitioner.

What is it like to be a learner with this provider?

Learners and apprentices demonstrate the principles of fundamental British values in the way they work together. They respect individual differences and show an understanding of equality, diversity and inclusion in relation to their specialisms. Learners apply their knowledge to the range of clients they may work with during practical sessions. Apprentices promote an inclusive environment and demonstrate inclusive practices in their early years work. They change and adapt the rules of play to ensure all children can participate.

Learners and apprentices develop their self-esteem and self-confidence over time. Learners hone their practical therapy skills and increase their competence and confidence when working with clients. Level 2 early years practitioner apprentices sing in groups with children and read to them using a variety of voices.

Learners and apprentices have positive attitudes to their learning and are motivated when they are in sessions. They are punctual and ready to learn. Learners promote and embody industry professional standards while they work. Apprentices demonstrate motivation for success, have regular contact with their assessors and feel supported to achieve.

The attendance of adult learners is not high enough. Too many learners do not attend regularly enough in nail technology and beauty therapy courses. Learners with low attendance make slow progress. Most apprentices attend well, but occasionally they cancel sessions or do not attend because of work commitments.

Learners and apprentices feel safe in lessons, at work and online. They know how to report any concerns they may have. Learners understand safeguarding issues that can affect other adults. They speak confidently about how to deal with a disclosure from a client or colleague about domestic violence. Apprentices understand the signs to look for that may raise concerns about physical abuse. However, learners and apprentices are unclear in their understanding of the risks of extremism and radicalisation and how this relates to them in their everyday lives.

What does the provider do well and what does it need to do better?

Leaders and managers have a clear rationale for the curriculum they offer. It meets the needs of employers regionally in responding to the staff shortages in the early years sector and growth in the beauty sector. The curriculum also provides progression routes and career opportunities to move into more senior roles. However, leaders do not ensure that their vision and aspirations materialise into a high-quality learning experience for learners and apprentices. The quality of education and the experience that adult learners and apprentices receive is inconsistent.

Leaders and managers do not ensure that learners' and apprentices' starting points are routinely and accurately assessed at the start of their programme. Assessors do not take account of what adults and apprentices already know and can do when they plan learning. They do not use this information sufficiently to plan support for learners who require it, especially if they are taking their first steps back into learning or speak English as an additional language. This hinders the progress of some learners and apprentices. A few learners make slower progress because they require extra support, and a few who have prior skills are not making the rapid progress of which they are capable. Too many learners and apprentices fail to complete and achieve within the planned time.

Most assessors plan the curriculum in a logical way. Early years apprentices start by studying fundamental topics such as safeguarding, health and safety and communication. They then apply this knowledge while taking care of children, ensuring that play activities are set up safely. Assessors link theoretical learning well to practice in the workplace. Assessors in adult learning prepare learners well for work in the beauty therapy sector. They skilfully question learners to consolidate prior learning and make links to new topics, helping them apply their knowledge and skills on what they learned about manicure when learning the principles of pedicures.

Most apprentices develop substantial new knowledge, skills and behaviours throughout their programme. They plan interesting activities for children and take on additional responsibility as a key worker for a small caseload of children. Adult learners develop their practical knowledge and skills, such as using massage techniques and client consultation skills, when progressing from manicure to pedicure treatments. However, learners cannot routinely recall theoretical knowledge, such as bones and muscles, which they need to know in the beauty therapy and nail technology sector.

Most learners and apprentices produce work of at least the expected standard. Assessors provide learners and apprentices with clear feedback on what they have done well and how to improve future work. However, they do not routinely correct mistakes in written English, so learners and apprentices continue to make the same errors.

Assessors do not prepare learners and apprentices well enough for their final assessments. Assessors do not routinely provide apprentices with guidance on how to achieve a distinction grade. For many learners and apprentices, assessors' completion of progress reviews and target settings is weak. Beauty therapy learners are not aware of their targets beyond task completion. Progress reviews for some learners on beauty courses are too infrequent, and assessors do not have a detailed understanding of apprentices' progress.

Assessors do not plan and coordinate apprentices' on- and off-the-job training effectively enough. Assessors do not routinely involve employers in the planning of the on- and off-the-job training. Conversely, a few apprentices who have committed employers benefit from well-structured and meaningful on- and off-the-job training.

Leaders and managers do not plan a personal development curriculum for learners and apprentices. Learners and apprentices do not undertake enrichment activities beyond their course or apprenticeship.

Most learners and apprentices are not aware of the wider options and next steps available to them. Careers advice and guidance is too informal and undertaken in isolation from employers. It does not allow learners and apprentices to be exposed to the full range of opportunities open to them. However, learners and apprentices do benefit from effective initial advice and guidance to ensure they are on the right course or apprenticeship.

Leaders ensure that assessors are experienced and qualified subject-matter experts. Assessors benefit from a range of vocational update training to maintain their sector competence. Leaders provide a range of mandatory training on safeguarding, 'Prevent' duty, equality, diversity and inclusion, and relevant emerging areas, including sexual harassment, conduct and consent, mental health and suicide awareness. This ensures that assessors' knowledge remains up to date and benefits their learners and apprentices.

Leaders are improving their quality assurance processes to inform continuous professional development but do not yet ensure that assessors benefit from training to develop their teaching skills. Assessors without teaching qualifications do not routinely undertake teacher training.

Recently appointed governors are committed to improving the quality of education and training for learners and apprentices. They have started to use their knowledge, experience and skills in their roles in education and training to hold senior leaders to account for the quality of provision. Governors and senior leaders have an improving oversight of the progress that learners and apprentices make and understanding of the strengths and weaknesses of the provider.

Leaders consider and focus on the well-being of their staff. They have introduced a range of support mechanisms, including trained mental health first aiders and dedicated welfare meetings, to promote a productive work-life balance.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead and safeguarding team have the experience and training to carry out their roles effectively. They have extensive experience in the early years sector. They use their knowledge to keep learners and apprentices safe and up to date with safeguarding, welfare and promoting positive mental health.

Leaders have developed a strong culture of safety and safeguarding. Learners, apprentices and staff benefit from regular training to improve their understanding of how to keep themselves safe. Leaders follow safer recruitment practices when they

employ staff. The safeguarding team use appropriate processes, procedures and systems to record, action and follow up on any safeguarding issues and incidents swiftly.

What does the provider need to do to improve?

- Leaders and assessors should routinely use information about learners' and apprentices' prior knowledge, skills and experience to plan learning to meet their individual needs and to develop the knowledge, skills and behaviours that they need to be successful.
- Leaders and assessors should take swift action to ensure that apprentices and learners receive the support they need to catch up and achieve quickly when they fall behind.
- Leaders and assessors should ensure that learners and apprentices are well prepared for their final assessments.
- Assessors should use progress reviews more effectively to monitor learners' and apprentices' progress and to plan and coordinate apprentices' on- and off-the-job training and next steps. They should work with employers to ensure they are fully aware of the progress that apprentices make.
- Leaders and managers should plan a personal development curriculum that learners and apprentices can participate in and benefit from to broaden their experience beyond their course or apprenticeship.
- Leaders should ensure they provide more effective careers advice and guidance to learners and apprentices throughout their programme so that they are clear on the wide range of opportunities, next steps and career pathways available to them.
- Leaders should broaden their professional development programme to focus and improve assessors' teaching practices.

Provider details

Unique reference number	52587
Address	Unit 1 Hudson House Speke Boulevard Liverpool L24 9HZ
Contact number	0151 336 9340
Website	www.jarvis-eu.com
Principal, CEO or equivalent	Mr John Deaville
Provider type	Independent learning provider
Date of previous inspection	5 to 6 May 2016
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the general manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Alastair Mollon, lead inspector	His Majesty's Inspector
Andrea Machell	Ofsted Inspector
Jackie Moores	Ofsted Inspector
Emma King	Ofsted Inspector
Sonia Stirling	Ofsted Inspector
Alison Cameron Brandwood	His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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