

Inspection of Kiwi Education Ltd

Inspection dates:

16 to 19 January 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Education programmes for young people

Good

Adult learning programmes

Good

Apprenticeships

Requires improvement

Overall effectiveness at previous inspection

Not previously inspected

Information about this provider

Kiwi Education Limited (Kiwi) is an independent learning provider based in Southampton.

At the time of the inspection, Kiwi had 209 learner and apprentice enrolments. Ninety-five apprentices were studying apprenticeships at levels 2, 3 and 5. Of these, 10 apprentices were working towards accounts or finance assistant level 2, 12 towards digital marketer level 3, 11 towards lead adult care worker level 3, and 13 were studying team leader at level 3. The remaining 49 apprentices were working towards a variety of other standards. Most apprentices are aged 19 and above. Fifteen learners were on a traineeship, of which four were aged 16 to 18. In addition, a further 32 adults were studying a level 2 diploma in care, and 67 adults were studying a short level 2 course online in subjects such as data protection, medication administration, challenging behaviour, warehousing and working with individuals with learning disabilities.

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

Learners and apprentices display positive attitudes towards their studies, value the training they receive and attend well. They benefit from the calm and professional environment that trainers create, both in the classroom and when teaching online. Trainees follow the clear guidelines and expectations that trainers have of their behaviour. As a result, learners and apprentices enjoy their lessons.

Apprentices develop and apply their learning of the rule of law and equality to their professional situation. Apprentices studying accountancy use their understanding in the context of financial control, adhering to general data protection regulations and equality in the workplace when processing and using payroll data. Employers value how apprentices fulfil their commitment to integrity in the workplace.

Learners and apprentices improve their confidence and resilience during their programmes. Apprentices studying team leading are more confident to have challenging conversations, lead their own meetings and contribute more effectively to management meetings. Learners on a traineeship benefit from guest speakers, including a gold medallist Paralympian who spoke about being confident and resilient and inspired learners through hearing about their journey. As a result, apprentices and learners develop the attitudes and behaviours needed to be successful.

Learners benefit from a curriculum that develops the knowledge, skills and behaviours they need to make progress. Learners studying traineeships complete a 'route to success' module, which prepares and supports them for employment. Adult learners are aware of the benefits the local job centre and work agencies provide and of future courses available at Kiwi. As a result, learners are progressing into further training or employment.

Apprentices do not make the same good progress as other learners. They do not consistently benefit from tailored learning programmes that reflect their prior experience and individual circumstances. Too frequently, they do not know how to improve the quality of their work. Where apprentices are beyond their expected end date, trainers do not adapt the programme sufficiently well to ensure they get back on track quickly.

Learners and apprentices feel safe on their programmes. Learners have a secure understanding of how to keep themselves safe, including online. For example, learners are able to identify online scams such as family impersonation on social media. Apprentices have a clear understanding of appropriate behaviours and how to keep themselves safe at work.

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

Trainers do not always provide learners and apprentices with feedback that identifies areas for improvement. Feedback focuses too much on checking that learners have met the assessment criteria rather than giving learners an indication of how well they have met the criteria or how they could improve. Managers have identified that this is an area for development, and they are supporting some staff to improve the feedback they provide. This has already had a positive impact on some more recent feedback that trainers are providing.

Leaders, managers and trainers do not involve employers in the apprentices' progress reviews well enough. Employers are not actively involved in discussions about the progress of apprentices and are therefore less able to support their employees. As a result, apprentices do not make rapid enough progress.

A large proportion of apprentices who have identified themselves as having learning difficulties and/or disabilities (LDD) are not making expected progress. The majority of these apprentices have no planned support, as leaders rely on apprentices deciding if they need help, and then requesting assistance. As a result, over half of the apprentices with an identified LDD are behind in their studies.

The approach adopted by trainers for supporting apprentices with English and mathematics is not sufficiently effective. Some trainers do not fully identify apprentices' starting points in English and mathematics in order to plan a comprehensive teaching programme. Trainers do not consistently prioritise English and mathematics, and in many training sessions, it is just added onto the end. As a result, too many apprentices struggle to achieve their functional skills English and mathematics qualifications quickly enough, and this delays the completion of their apprenticeship.

Leaders and managers have not ensured that learners and apprentices benefit from an effective programme for careers advice and guidance. Learners and apprentices do not understand sufficiently well the choices open to them or how to access these opportunities on completion of their course. As a result, some learners and apprentices may take longer than expected to realise or reach their career goals and aspirations.

Leaders and managers work with stakeholders effectively to provide a curriculum that is in most cases responsive to local employers' needs. In traineeships, the curriculum rightly focuses on the relevant employability skills that learners need in order to start an apprenticeship or full-time work. Leaders and managers offer a wide range of online courses for adults, which increase their knowledge and confidence in areas such as care, nutrition, cyber security and awareness of conditions like autism spectrum disorder. Leaders have evolved a customer service practitioner apprenticeship to a city ambassador programme for Southampton, where apprentices will learn through excursions and experiences around the city. Leaders ensure that the curriculum offer is consistently evolving to meet the demands of the community that it serves.

Trainers have created a curriculum that is sequenced so that teaching builds knowledge incrementally and logically. For example, apprentices studying the leader in adult care standard start with safeguarding and the values that underpin compassion in practice before progressing on to more complex leadership topics, such as team and change management. Adult learners studying the diploma in care learn about the two types of diabetes, which includes the management of each type and the dietary requirements necessary to establish a balanced diet. Learners use this knowledge in their workplace to support their residents. As a result, learners and apprentices gradually build the knowledge and skills they need to tackle more challenging tasks and be effective at work.

As part of their traineeship, learners benefit from work experience placements that are relevant to them and support the local job market. For example, learners undertake work experience with a coffee chain, which provides them with the hospitality and customer care skills they need for employment locally. As a result, learners gain the skills they need to progress and be successful in employment.

Most learners and apprentices progress to further education or sustained employment on completion of their studies. Most apprentices remain in, or achieve, paid employment at the end of their apprenticeship programme. Many receive additional responsibilities at work. For example, accountancy apprentices secure employment as finance assistants or take on additional responsibilities such as budget tasks. As a result, the learners and apprentices who complete their programmes move on to positive destinations.

Leaders and managers have introduced robust quality improvement systems to support trainers to improve their teaching practice. For example, the quality team review all aspects of the curriculum and give detailed feedback to trainers. Leaders target areas for improvement well. This is delivered through development plans for trainers or, where required, whole team training is delivered through staff development days. As a result, trainers receive support to continuously develop and improve the teaching and support their learners receive.

Staff well-being is a high priority to the senior leadership team. All staff have a monthly case load meeting to ensure they can deliver to a good standard and meet managers' expectations. Trainers feel well supported by senior managers and value the positive culture and benefits provided. Staff feel valued at Kiwi and are proud to be part of the team.

Leaders benefit from experienced governance. Governors share their expertise in safeguarding, training and finance, which helps leaders to plan their curriculum, support learners and resource appropriately. Governors challenge senior leaders effectively, to ensure continuous improvements and to meet their statutory requirements.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead and deputy are suitably trained and qualified, and they understand their responsibilities. Leaders ensure that all staff receive safeguarding training and are regularly updated through monthly bulletins. Safeguarding systems are effective in the reporting and tracking of safeguarding incidents and concerns. Leaders follow safer recruitment practices. The safeguarding link governor is effective in raising further awareness to local agencies and the monitoring of safeguarding processes and practices, including 'Prevent' duty.

Learners and apprentices have a clear understanding of what constitutes a safeguarding risk. They are clear about how to respond to any risks and who to contact should they occur, both at Kiwi and in the workplace.

What does the provider need to do to improve?

- Leaders and managers should tailor the apprenticeship provision to meet individual apprentices' needs from the start. They should ensure that trainers adapt their teaching to support apprentices who are not progressing at the expected pace.
- Managers and trainers need to plan and provide additional support for apprentices with LDD and apprentices who are required to achieve English and mathematics.
- Leaders and managers need to provide a careers programme that enables learners and apprentices to fully explore opportunities open to them.
- Leaders and managers need to continue to support trainers to provide developmental feedback that helps learners and apprentices understand what they need to do to improve.
- Leaders and managers need to involve employers in the apprenticeship progress reviews to ensure that they are able to support apprentices to make rapid progress.

Provider details

Unique reference number	1280349
Address	Burlington House 23-25 Portland Terrace Southampton Southampton Hampshire SO14 7ED
Contact number	02380 170380
Website	kiwieducation.co.uk
Principal, CEO or equivalent	Michael Steel
Provider type	ILP
Date of previous inspection	Not previously inspected

Information about this inspection

The inspection team was assisted by the Director, 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

Richard Kirkham, lead inspector	His Majesty's Inspector
Jo-Ann Henderson	His Majesty's Inspector
Montserrat Perez-Parent	His Majesty's Inspector
Mark Hillman	His Majesty's Inspector
Ben Sheridan	Ofsted Inspector
Georgina Ager	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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