

# Inspection of Bestland Solutions Limited

Inspection dates: 13 to 16 December 2022

## Overall effectiveness

**Inadequate**

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The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Apprenticeships	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

## Information about this provider

Training Associates is the trading name of Bestland Solutions Ltd. The company began operating in 2003 as a private training provider and now provides apprenticeships nationally. At the time of the inspection, there were 552 apprentices, 36 of whom were aged 16 to 18 years old. Most of these apprentices studied adult care apprenticeships. There were 79 on the level 2 adult care apprenticeship and 263 on the level 3 lead adult care worker apprenticeship. Leaders and managers have recently introduced the level 3 teaching assistant apprenticeship and the level 4 assessor coach apprenticeship.

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

Too many apprentices are significantly behind in their studies. Most apprentices do not benefit from consistently well-planned and structured teaching. Apprentices with additional learning needs are not identified quickly enough. Subsequently, they are not supported effectively so that they achieve in line with their peers. As a result, they do not successfully build on their knowledge, skills and behaviours over time and towards their final assessment.

Apprentices do not benefit from a structured personal development curriculum. They do not further develop their awareness of how to keep themselves physically and mentally healthy. Too few apprentices benefit from developing their wider skills and interests. Apprentices do not routinely benefit from effective advice and guidance on possible career pathways. As a result, they do not have a good understanding of the opportunities available to them for their next steps in education or employment.

Tutors do not consistently check apprentices' understanding of the dangers of radicalisation and extremism. They do not always ensure their learning is contextualised and used in a purposeful way to apply this knowledge to themselves or the risks in their local area.

Apprentices who attend training sessions demonstrate positive attitudes to their training. They develop good employability knowledge and skills that they can put into practice in the workplace. For example, level 3 early years apprentices understand the safeguarding arrangements and manage the processes to ensure the children in their care are only allowed to leave the nursery with the identified adult. However, too many apprentices lack engagement and do not attend training or reviews well. Too few complete the required English and mathematics to achieve their qualification. In some instances, this is as a result of pressures faced by apprentices working within the care sector.

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

Leaders do not have clear oversight of apprentices' progress or participation in training. Leaders and managers do not use quality assurance systems effectively. Leaders have not taken swift enough action to ensure apprentices develop new and substantial knowledge and skills, complete their apprenticeship within the planned programme duration and achieve well.

Managers have been too slow to improve apprentices' maths and English. As a result, too few apprentices take or achieve these qualifications quickly enough so that they successfully gain their qualification and move on to their next steps.

Leaders do not ensure that employers are routinely involved in the planning, design and teaching of the programme content to ensure that it meets their individual service needs. Employers are not sufficiently involved in progress reviews or planning work tasks which align on- and off-the-job training. Consequently,

apprentices do not always have opportunities to apply the new knowledge gained in learning at work.

Leaders and managers do not ensure that apprentices receive their entitlement to off-the-job training. As a result, too many apprentices feel overwhelmed, lack motivation and quickly drop out of their apprenticeship.

Leaders and managers do not routinely provide staff with opportunities to develop their teaching skills or vocational knowledge further. As a result, tutors do not benefit from regular opportunities to upskill or research the latest developments in the subject they teach.

Leaders and staff have not ensured that all apprenticeship content is appropriately structured so that apprentices build on their knowledge, skills and behaviours consistently over time and towards their final assessment.

Most apprentices do not benefit from useful, purposeful target setting to ensure that they know what they need to do and to improve. Tutors do not consistently provide helpful feedback to apprentices to help them improve their work. As a result, most apprentices do not improve their knowledge and skills, and too few know what is required to gain higher grades.

Leaders have selected a curriculum which meets the national workforce needs in adult care and education. Leaders for the level 3 teaching assistants have planned an ambitious curriculum. For example, they study a level 4 certificate for the advanced practitioner in schools and colleges in addition to their main programme. This enables apprentices to undertake research within their school settings and deepen their understanding of educational concepts and theories.

Tutors on the level 3 teaching assistant and level 3 early years educator use suitable teaching approaches and an effective range of assessment methods during online sessions to ensure apprentices understand their work and what to do next. They revisit key topics at the beginning of each learning session to ensure that apprentices can recall and use the knowledge that they have been taught. For example, apprentices consolidate their knowledge on the different stages of children's alertness and emotions known as the 'four zones of regulation'.

Leaders and managers support their staff well. They have created a culture of compassion and support where staff well-being is fully promoted and most feel valued and respected.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and managers ensure that staff understand their safeguarding roles and responsibilities and have established an appropriate culture of safeguarding. The designated safeguarding lead has established good links with external agencies to

ensure that information and training are current and appropriate. Leaders have put in place a broad range of relevant policies and procedures that they use effectively to keep apprentices safe. These include health and safety, 'Prevent', safeguarding and safer recruitment, and e-safety.

Leaders have established appropriate procedures to ensure that employees are safe to work with apprentices. They maintain relevant records to check that information on employees is up to date. Staff involved in recruitment have safer recruitment training. Managers ensure that staff receive relevant and detailed training on safeguarding at induction.

### **What does the provider need to do to improve?**

- Leaders must have a clear oversight of the progress apprentices make and ensure that apprentices complete their apprenticeship well and within their planned programme duration.
- Leaders and managers should ensure that apprentices who need to achieve qualifications in English and mathematics do so quickly, and that apprentices continue to develop these skills as part of their apprenticeship.
- Leaders must work more effectively with apprenticeship employers to ensure they are suitably involved in all aspects of the apprenticeship programme.
- Leaders must quickly ensure apprentices receive their entitlement to their off-the-job time to study and learn.
- Leaders must quickly ensure that all apprentices are suitably informed and prepared for their next steps.
- Leaders must develop a personal development curriculum to ensure that all apprentices have opportunities to broaden their knowledge, skills and interests further.

## Provider details

<b>Unique reference number</b>	57838
<b>Address</b>	Training Associates The Dock Hub Wilbury Villas Hove BN3 6AH
<b>Contact number</b>	07983550144
<b>Website</b>	<a href="http://www.tasgroup.org.uk">www.tasgroup.org.uk</a>
<b>Principal, CEO or equivalent</b>	Jeremy Gilbert
<b>Provider type</b>	Independent Learning Provider
<b>Date of previous inspection</b>	26 to 29 July 2016
<b>Main subcontractors</b>	

## Information about this inspection

The inspection team was assisted by the Deputy CEO, 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

Jo-Ann Henderson, lead inspector	His Majesty's Inspector
Emma Leavey	His Majesty's Inspector
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