

Inspection of Global Skills Training Ltd

Inspection dates: 30 November to 2 December 2022
and 19 and 20 April 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Apprenticeships

Requires improvement

Overall effectiveness at previous inspection

Not previously inspected

Information about this provider

Global Skills Training Limited is an independent learning provider based in Acton, in the London Borough of Ealing. Since 2018, Global Skills has had a contract to teach apprenticeships, primarily within the childcare sector.

At the time of the inspection, approximately 260 apprentices were completing standards-based apprenticeships. There were about 245 apprentices on apprenticeships in early years at levels 2 and 3. The remaining apprenticeships were mainly in adult care, business administration and customer service.

The inspection of Global Skills Training took place from 30 November to 2 December. Inspectors returned to gather additional evidence on 19 and 20 April.

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

Apprentices are in suitable jobs where they have supportive managers and colleagues who help them to develop the skills they need at work. For example, those working in children's nurseries learn how the early years foundation stage framework applies to their work, and how to assess the progress children make at different ages.

A small minority of apprentices do not have good attendance at training sessions. While employers are keen to give apprentices time for their studies, they struggle at times to do so. This is mainly because of issues such as staff shortages or absences, resulting in apprentices having to take on extra work. Apprentices who do attend training sessions participate well and are motivated and keen to learn. They are polite and respectful to each other, and contribute well to discussions.

Leaders do not ensure that all staff include topics related to apprentices' personal development adequately into the curriculum. The extent to which apprentices have an opportunity to learn about such topics, including those related to British values, depends on the tutor they have and is not a consistent part of each apprentice's programme.

The majority of apprentices receive the careers advice and guidance they need to help them plan their next steps in training or at work. This has helped apprentices who complete their studies to go on to higher-level courses with the provider or at university.

Apprentices feel safe and know how to keep themselves safe. Apprentices know how to stay safe online. Those working in domiciliary care know how to stay safe as lone workers, including when working a night.

Apprentices who require additional support with their course benefit from resources and strategies given to them by staff. For example, apprentices who have dyslexia use specific resources and support that helps them with their course.

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

Over the past 18 months, leaders have continued to feel the impact of COVID-19 on their business. Within the employers with whom they work, and in their own organisation, staffing levels have mostly stabilised. Apprentices, who are close to completing their apprenticeship, experienced changes in trainers and assessors which resulted in disruption to their training. Apprentices and employers told inspectors that over the past six months this has now improved. Leaders have worked hard and effectively to ensure that any apprentices who were behind with their studies received support to catch up. This has a positive impact on apprentices staying on their programme and achieving their qualification.

Leaders have taken positive steps in recent months to improve their oversight of the apprenticeship programme and to put in place effective actions to rectify weaknesses. They make good use of the guidance of an external adviser, who provides useful governance and holds leaders to account. As a result, leaders have overcome weaknesses, such as in the way they integrate teaching English and mathematics into the apprenticeship. Where previously they relied on apprentices' self-study for this component of their training, now they have a well-designed curriculum taught through fortnightly lessons. Trainers give extra support where apprentices need it in-between lessons.

Leaders and managers have been slow to improve the quality of training. For example, managers responsible for overseeing the quality of training have provided guidance to staff on how to improve the quality of feedback on apprentices' work. However, too many staff have not acted on this advice and, as a result, apprentices do not receive feedback that helps them improve.

Leaders and managers do not ensure that employers are sufficiently involved in their employees' apprenticeship programme. Too few employers are involved in reviewing the progress that apprentices make. Where employers are involved, they do not always know how they can contribute to the evaluation of the apprentices' performance. Trainers do not work consistently well with employers to ensure that the off-the-job training is matched to apprentices' work-based tasks. One of the consequences is that trainers teach apprentices knowledge or skills that apprentices have already learned from their employers.

During reviews, trainers do not focus enough on evaluating what apprentices know and can do as a result of the training. Trainers do not challenge apprentices sufficiently to go beyond superficial knowledge. They are too ready to accept answers from apprentices without probing for deeper understanding. They focus too narrowly on indicating to apprentices what work they need to complete, rather than on guiding apprentices on how to develop their knowledge and skills further. This contributes to the proportion of apprentices who achieve high-grade passes being low.

Employers make a positive contribution to apprentices' training in the workplace. For example, they give early years apprentices effective guidance on, and supervision in carrying out observations and assessments on children of different ages. They teach apprentices the requirements for different rooms in the nursery. They make sure apprentices are competent in tasks such as changing nappies and preparing food safely and hygienically. They ensure apprentices develop good workplace behaviours. For example, apprentices gain confidence in their dealings with parents and carers and learn to give feedback to them about their children.

Trainers use suitable assessment methods to test learners' knowledge. When they observe apprentices at work, they make sure that apprentices understand the behaviours and competencies being assessed. Trainers provide helpful feedback to apprentices following observations so that they know what they have done well and what they need to improve. However, trainers do not give good enough feedback to

apprentices on their written work. They do not show apprentices how to correct misconceptions in their knowledge or how to overcome errors they make, including in their use of English.

Trainers do not develop apprentices' knowledge beyond the requirements of their apprenticeship well enough. For example, they provide only limited resources for apprentices on the importance of maintaining a physically healthy lifestyle. Trainers do provide suitable resources for apprentices to help them understand how to stay mentally healthy.

The majority of apprentices benefit from suitable careers advice throughout their apprenticeship. They are informed of careers within the sectors that they work. This has contributed to apprentices progressing to higher levels of study with the provider or on to university to study to become a teacher.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers ensure that safeguarding practice stems from a comprehensive safeguarding policy which is frequently updated. Leaders have a suitable 'Prevent' duty risk assessment.

Leaders ensure that assessors and designated safeguarding leads (DSLs) have completed the necessary training in order to be effective in their roles. Where safeguarding concerns are reported, leaders and managers work effectively to ensure that these are dealt with appropriately.

DSLs bring good experience to their role. When they need to take action to support apprentices' welfare, they do so very effectively. They are vigilant in their support of apprentices and secure external support for them if needed.

What does the provider need to do to improve?

- Leaders should ensure trainers work with employers to ensure that the off-the-job training links with the training provided in apprentices' work settings.
- Leaders should work further with employers to ensure that all apprentices are able to attend training sessions.
- Leaders and trainers need to make sure that employers attend progress reviews. During reviews, trainers should set apprentices challenging targets that help them to understand the knowledge and skills they need to develop further to achieve their apprenticeship.
- Trainers should provide feedback on apprentices' written work that helps them to understand misconceptions and guide them to make improvements.

- Leaders must ensure that apprentices benefit from opportunities that support their personal development beyond the requirements of completing the qualification components of their apprenticeship.

Provider details

Unique reference number	58950
Address	Old Acton Library 1st Floor High Street Acton London W3 6NA
Contact number	020 8896 2889
Website	www.global-skills.com
Principal, CEO or equivalent	Nasir Warsama
Provider type	Independent Learning Provider
Date of previous inspection	Not previously inspected
Main subcontractors	none

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

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