

# Trainplus Ltd

Report following a monitoring visit to a 'requires improvement' provider

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<b>Unique reference number:</b>	1280316
<b>Name of lead inspector:</b>	Shane Langthorne, His Majesty's Inspector
<b>Inspection dates:</b>	24 and 25 May 2023
<b>Type of provider:</b>	Independent learning provider
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## Monitoring visit: main findings

### Context and focus of visit

Trainplus Ltd was inspected in August 2022. At that time, inspectors judged the overall effectiveness of the provision to require improvement.

The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in resolving the main areas for improvement identified at the previous inspection.

Trainplus Ltd is an independent learning provider based in Wickford, Essex. At the time of the monitoring visit, there were 156 apprentices studying standards-based apprenticeships. Most apprentices study early years educator at level 3 or lead adult care worker at level 3, with a smaller proportion studying qualifications in care at levels 4 and 5. A very small proportion of apprentices study business administration, customer services, cybersecurity technologist or digital support technician at levels 4 and 5. Currently, there are 11 apprentices on a break in learning. There are 16 apprentices with learning difficulties and/or disabilities. There are no apprentices in receipt of high-needs funding. Approximately one third of apprentices were studying English and mathematics functional skills.

### Themes

**What progress have leaders and managers made in ensuring that apprentices receive impartial careers advice and guidance during their apprenticeship programme so that they understand the broad range of opportunities available to them when they complete their apprenticeship?**

**Reasonable progress**

Since the previous inspection, leaders have been effective in improving the impartial careers advice and guidance that apprentices receive. Leaders recently recruited a staff member to lead on the development of this area. While actions are relatively new, they are already having a positive impact. Leaders have trained assessors on how to support apprentices with their career discussions. Leaders ensure that assessors set apprentices informed targets for improvement and development. Leaders carefully monitor the discussions that assessors hold with apprentices and ensure that apprentices receive the support they need to progress their careers.

Most employers support apprentices to achieve their career aspirations by enabling them to take on additional responsibilities and broaden their skills. Apprentices take on roles to lead and manage staff in preparation for team leader roles. As a result, apprentices are prepared for their next steps and advance their careers when they complete their apprenticeships.

Leaders, assessors and employers work closely with apprentices to plan future learning. They support apprentices to study additional qualifications that will help them progress in the future. Leaders arrange additional teaching on ethical hacking for those studying cybersecurity technology. In childcare, apprentices can study child psychology in preparation for completing a university degree. As a result, apprentices enhance their skills beyond the requirements of the apprenticeship standard.

Most apprentices remain in employment on completion of the programme, and nearly all achieve greater responsibilities and increased pay. In addition, apprentices develop confidence in their improving skills and become highly motivated. They also improve their literacy and numeracy skills, which prepares them well for the future. Leaders ensure that apprentices leave with a detailed and up-to-date curriculum vitae to support them in their job applications.

<p><b>What progress have leaders and managers made in ensuring that apprentices receive high-quality, off-the-job training and that employers plan this aspect for their apprentices effectively?</b></p>	<p><b>Reasonable progress</b></p>
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Leaders and managers work effectively with employers to ensure that apprentices receive the time they need during work hours to complete their studies. Staff ensure that apprentices have basic health and safety and safeguarding knowledge before taking on complex tasks with care home residents. Apprentices quickly learn how to write reports and develop the mathematical skills they need in their job roles. However, too many assessors do not record the details of their conversations with employers and apprentices beyond those captured at three-monthly meetings. As a result, leaders cannot evaluate this aspect of work effectively.

Leaders monitor apprentices' off-the-job activities effectively. Staff help to guide apprentices through useful feedback on what they need to do to progress their studies further during this time. Where needed, employers enable apprentices to take additional time to keep up to date and to overcome barriers to learning. As a result, most apprentices are on target to achieve their qualification in the expected timeframe.

Apprentices produce work to a good standard. Apprentices' work demonstrates their improving skills in writing and critical analysis. Apprentices' work accurately reflects their learning and how they apply it to their work roles.

Assessors reinforce the 'Prevent' duty and British values in relation to apprentices' working lives effectively. Apprentices know the risks they face in their job roles and their duty to protect their clients. Employers use the resources provided by staff on safeguarding and British values to reinforce learning in these areas with their other staff.

**What progress have leaders and managers made in accurately identifying the strengths and weaknesses in their provision and securing improvements?**

**Reasonable progress**

Leaders and managers have taken swift action to bring about positive improvements in the quality of provision. They have completed a full review of their quality assurance processes and recruited a new quality manager.

Leaders have developed new recording and accountability procedures that critically evaluate the quality of provision for each assessor and each apprenticeship standard. Leaders receive increasingly accurate, detailed reports monthly. As a result, they now have a better understanding of the quality of provision. In addition, they now review trends in performance over time and use this information to make decisions about further improvement actions. For example, leaders' investment in new staff and resources for English and mathematics has had a demonstrable, positive impact on the proportion of apprentices who achieve these qualifications at their first attempt.

Leaders use the reports they receive to identify strengths and areas for improvement. Leaders identify assessors who set challenging targets and provide good-quality feedback to apprentices. Leaders use this information to implement training, share good practice and to set action plans for assessors so that they can improve their performance. However, this has only recently been introduced, and it is too early to judge the full impact of this work. Still, too few assessors use feedback to help apprentices to improve their written work further, including improvements in their use of punctuation and grammar.

Leaders have been successful in increasing the proportion of apprentices who achieve their qualifications and the proportion who achieve in the expected timeframe. While the proportion of apprentices who achieve merits or distinctions is improving rapidly, it is not yet good.

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