

Inspection of Prevista Ltd

Inspection dates:

9 to 12 May 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	Good

Information about this provider

Prevista Limited (Prevista) is an independent national training provider which was established in 1996. In 2020, Prevista became an employee-owned trust. Prevista currently teaches apprenticeships and traineeships to adults and young people. At the time of the inspection, there were 171 trainees, 78 of whom were 16- to 18-year-olds and 93 were adults. At the time of the inspection, there were 1,066 apprentices, 114 of whom were aged 16 to 18 and 952 were adults. Nearly all apprentices study early years or care programmes from level 2 to level 5.

Prevista sub-contracts to six providers, who combined teach 323 of their apprentices. Their largest subcontractors are Achieving Excellence UK Ltd which teaches 164 apprentices and Parenta Training Ltd which teaches 142 apprentices.

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

Apprentices and trainees are motivated and ready to learn because tutors set high expectations for their behaviour and commitment to work. Apprentices and trainees respond well to the supportive learning culture that tutors have created. They demonstrate a high level of respect and professionalism towards their colleagues and develop the positive behaviours they need to progress in their careers or further study.

Apprentices and trainees learn new knowledge, skills and behaviours and put them into practice at work and during work experience. For example, trainees learn how to use tools safely, while apprentices learn how to plan and manage activities and understand the importance of effective record-keeping. As a result, apprentices can take on more responsibility at work such as coaching new members of staff, and trainees can participate safely in their work experience.

Not all apprentices receive their full entitlement to off-the-job training time. For example, a few early years apprentices attend taught sessions on a Saturday and do not always receive the equivalent time back at work. Other apprentices have to complete assignments on their own time, and this causes apprentices to feel overwhelmed by their workload.

Trainees value the opportunity to experience jobs before entering full-time work or starting an apprenticeship. They say their traineeship has had a positive impact on their lives by, for example, helping them find purpose and direction.

Apprentices enjoy taking part in discussions on topics such as fundamental British values, equality and diversity and safeguarding. They value these discussions, as they understand the relevance of these topics to their workplaces. Apprentices and trainees feel safe and have positive relationships with supportive and friendly staff who encourage them not to give up on their training.

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

Leaders have a clear and ambitious strategy to provide education to the most disadvantaged learners. Leaders have a good understanding of local and national skills needs and have created a curriculum offer that responds appropriately. For example, the apprenticeships offered address staffing shortages in the early years and care sectors. Employers speak positively about the provider and would recommend them to others.

Leaders and apprentices have faced significant challenges within the early years and care sectors as a result of the COVID-19 pandemic. For example, leaders have been unable to access workplaces to complete observations, and staffing shortages have reduced the supervision of apprentices while at work. While it is clear that leaders maintained contact with apprentices during the pandemic, too many apprentices

disengaged from their learning. As a result, too many apprentices have withdrawn or did not achieve their whole qualification in a timely manner.

Leaders and tutors plan and sequence the curriculum effectively for most apprentices. However, the curriculum taught by sub-contractors focuses too much on passing embedded qualifications and not enough on the knowledge, skills and behaviours needed to pass the full apprenticeship.

Leaders and tutors plan the traineeship curriculum thoughtfully so that trainees with no or little experience of employment can learn new skills and knowledge to improve their prospects of progression into employment or further training.

Tutors hold regular progress reviews which apprentices and trainees find helpful. However, on too many occasions, managers do not attend apprentices' reviews. For example, Parenta staff do not arrange regular meetings between assessors, workplace managers and apprentices. As a result, managers do not know how much progress their apprentices have made or take part in setting meaningful targets to help them to improve.

Tutors draw on their industry expertise well when teaching apprentices and trainees. They give clear explanations in class and can relate theory well to the context of work. This helps apprentices to gain new knowledge, such as an understanding of the various stages of child development and the need to adapt activities to meet these stages at work. Trainees also learn important new knowledge, such as the importance of health and safety at work.

Leaders ensure that most apprentices understand how they will be assessed at the end of their programme. For example, level 5 tutors start to prepare their apprentices for assessments from the early stages of their course. However, sub-contracted apprentices at Achieving Excellence do not understand the process, and some do not know that they need to complete a final assessment.

Leaders have not ensured that the teaching of English and mathematics takes place early enough in the apprenticeship programme. Leaders have recognised this issue and have now taken sensible steps to offer apprentices a range of teaching sessions to complete these qualifications earlier in their programme. These plans are beginning to have a positive impact, and apprentices value the teaching they now receive. However, too few apprentices complete their English and mathematics qualifications, and as a result, too many apprentices do not complete their apprenticeship. Of those who do achieve their apprenticeship, many do not do so in a timely manner.

Leaders have recently put in place effective independent and staff trustee governance. Trustees understand their role and carry it out effectively. The trustees help leaders to identify the strengths and areas of improvement and provide appropriate challenge to leaders. Trustees help form the strategic vision alongside the senior leadership team and play an active part in explaining this to staff. As a

result, staff are clear on the provider's aims and feel proud to be part of the organisation

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a culture of safeguarding and ensure that there are effective arrangements in place for managing safeguarding concerns.

Leaders have suitable and effective safeguarding policies and procedures in place. They take appropriate steps to analyse and respond to local risks, including those associated with radicalisation.

The lead and deputy safeguarding lead are appropriately trained for their roles. Staff have up-to-date knowledge, and they complete a range of safeguarding refresher training units at frequent intervals.

Leaders and managers employ safer recruitment practices to ensure that new staff are suitable to work with apprentices and trainees.

What does the provider need to do to improve?

- Leaders must ensure that all apprentices receive their full entitlement to off-the-job training time.
- Leaders must ensure that apprentices' managers attend and participate in progress reviews.
- Leaders and managers should prioritise the delivery of English and mathematics earlier in apprentices' programmes.
- Leaders must increase the number of apprentices that complete all aspects of their apprenticeship.

Provider details

Unique reference number	58513
Address	United House North Road N7 9DP
Contact number	020 7609 4198
Website	www.prevista.co.uk
Principal, CEO or equivalent	Mr Salik Miah
Provider type	Independent learning provider
Date of previous inspection	4 August 2014
Main subcontractors	Achieving Excellence UK Ltd Parenta Training Ltd Bespoke Trainers Exalt Training Orange Moon The Square Metre

Information about this inspection

The inspection team was assisted by the head of quality, curriculum and safeguarding 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

Paul Manning, lead inspector	His Majesty's Inspector
Andrea McMahon	His Majesty's Inspector
Lucy McLeod	Ofsted Inspector
Maureen Gilmartin	Ofsted Inspector
Shahram Safavi	Ofsted Inspector
Eileen O'Gara	Ofsted Inspector
Winsome Aldred	Ofsted 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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