

Inspection of Shreeji Training Ltd

Inspection dates:

2 to 4 November 2022

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

Shreeji Training Limited is a training provider based in Rainham, east London. They offer apprenticeships almost exclusively in adult care. At the time of the inspection, there were 25 apprentices. Nearly all apprentices study adult care standards-based apprenticeships at levels 2 to 5. There were four apprentices studying adult care worker level 2, seven studying lead adult care worker level 3, four studying lead practitioner in adult care level 4 and nine studying leader in adult care level 5. One apprentice was studying business administrator at level 3. Most of the training is delivered online.

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

For the first cohorts of apprentices taught by Shreeji, the proportion who stayed to the end of their programme was too low. Working in the care sector during the COVID-19 pandemic, apprentices struggled to maintain a focus on their studies while meeting the challenging demands of their heavy workloads. Leaders and managers have worked successfully with employers for recently recruited apprentices, to ensure their workloads are manageable in relation to their training. As a result, for this cohort of apprentices, the proportion retained in training is high.

Apprentices benefit from the support they receive from their assessor and tutor. Assessors respond quickly to any queries they have. This helps apprentices to develop a positive attitude to their training, which keeps them on track with their learning.

A minority of apprentices do not benefit fully from taught workshops. The competing demands of their work mean that they are at times unable to attend sessions. When this happens, they have to catch up on their learning in their own time.

Apprentices learn in a calm and orderly online learning environment. They are keen to learn, and they attend training sessions well prepared. As a result, they participate well and contribute to group discussions.

Apprentices develop their confidence well through the training they receive. They value the training. Apprentices recognise that the skills, knowledge and confidence they develop improves the standard of care they provide in the workplace.

Apprentices feel safe and know how to stay safe at work and when learning online. They know who to contact if they have a concern and trust they will be listened to. Assessors provide apprentices with essential personal safety information about lone working for those who provide care and support to service users in their own homes. For example, when apprentices are working late, they are advised to park in an area that has good street lighting.

Apprentices understand the next steps they can take in training to progress their careers. They are keen to move up to the next level of study. However, not all apprentices understand the career options in different care settings available to them once they complete their training.

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

Leaders have a clear rationale for the curriculum they offer. They aim to develop future leaders and managers in the care sector to match demand. The training they offer provides clear progression routes for apprentices to develop their skills, knowledge and behaviours so they can achieve their career goals.

Leaders and managers do not gather sufficient information on what apprentices know and can do at the start of the training to inform the curriculum that apprentices follow. Apprentices follow the same curriculum regardless of their prior experience and knowledge. As a result, a few apprentices are taught content that they already know and do not quickly move on to learning new knowledge.

The majority of employers and apprentices do not have a sufficiently developed understanding of the requirements and expectations of the end-point assessment. As a result, apprentices and employers do not fully understand the breadth of knowledge required or the forms of tasks used for the final apprenticeship assessment.

Assessors teach a logically sequenced curriculum that develops the knowledge and skills of apprentices. Apprentices first learn about their own role as a care worker and how to keep clients safe, followed by more theoretical concepts such as person-centred practice. As a result, apprentices develop their knowledge and skills for work. For example, through learning about data protection they know not to share personal details and hold these securely. They put into practice new knowledge about safeguarding in order to follow the right reporting procedures at work when they are concerned about a client.

Apprentices produce work of a suitable standard. Assessors provide useful feedback to apprentices that clearly indicates what they need to do to improve. Assessors review apprentices' assignments and identify where they need to complete additional work. As a result, apprentices are able to improve their work and further develop their knowledge.

Assessors are experienced professionals in the field of care and use this knowledge well to inform their teaching practice. For example, apprentices gain up-to-date information about changes to the mental capacity act. As a result, apprentices receive training that reflects current practice in the sector. However, leaders and managers do not focus well enough on developing the skills of assessors to teach effectively online.

Apprentices develop professional behaviours and apply these effectively at work. Apprentices are respectful of others. They recognise the importance of adhering to the care values they work to. For example, they show dignity and respect to service users in their care setting.

Leaders do not ensure that there are opportunities for apprentices' personal development beyond the content of the apprenticeship standards. Leaders recognise this as an area for development and plan to introduce a broader curriculum. However, current apprentices do not have opportunities to develop their wider skills, talents or interests.

Leaders understand the key strengths and weaknesses of the provision. They have begun to scrutinise the provision through, for example, classroom visits and seeking feedback from apprentices. However, they do not have a thorough assessment of all

the strengths and weaknesses or a clear plan to tackle the weaknesses. As a result, they have been too slow to make the improvements needed.

Governance arrangements are underdeveloped. Leaders have rightly sought external expertise to provide support to develop training. As these arrangements are new, it is too early to see any significant impact on the quality of training that apprentices receive.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead has significant safeguarding experience and is suitably qualified for the role. Staff are suitably experienced in safeguarding. However, their training has not been recently updated.

Leaders ensure that there are suitable safeguarding policies in place. These clearly outline the responsibilities of staff should they identify a safeguarding concern. A suitable risk assessment is in place in line with the 'Prevent' duty guidance. However, the effectiveness of these policies has not been recently tested, as there have been no recent safeguarding concerns.

Leaders have suitable procedures in place to check the suitability of staff who work with apprentices. Leaders take suitable action to ensure that new staff are suitable for their roles.

Most apprentices understand the dangers of radicalisation and extremism, but not all. A few apprentices have a limited understanding and do not recall the detail of what they have been taught.

What does the provider need to do to improve?

- Leaders and managers should ensure that staff use their assessments of what apprentices know and can do at the start of their course to plan and teach a curriculum that suits each apprentice.
- Leaders and managers should ensure that apprentices are informed about the breadth of roles and settings they can work in as they progress through their career in the care sector.
- Leaders and managers should ensure that apprentices have opportunities to develop their wider interests beyond the apprenticeship they are studying.
- Leaders and managers should ensure that they have thorough plans in place and take effective action to improve the quality of education apprentices receive, including training staff in effective online teaching.

- Leaders and managers should ensure that their governance arrangements provide effective scrutiny of the quality of education that apprentices receive.

Provider details

Unique reference number	1270900
Address	272 Ceme Main Building Ceme Campus Marsh Way Rainham RM13 8EU
Contact number	0208 596 5047
Website	shreejittraining.com
CEO	Pooja Barot
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	N/A

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

Jon Bowman, lead inspector
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His Majesty's Inspector
Ofsted Inspector

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