

# Inspection of Juniper Training Limited

Inspection dates:

27 to 30 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Education programmes for young people	<b>Good</b>
Apprenticeships	<b>Good</b>
Provision for learners with high needs	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Information about this provider

Juniper Training is an independent learning provider based in Wolverhampton in the West Midlands. At the time of inspection, the provider operated nine centres, mostly in the West Midlands and East Midlands, with a further 16 sports sites nationally. There were 1,230 learners following education programmes for young people from entry level to level 3. Popular subjects include sport, construction, childcare and work skills/employability. There were 415 apprentices following 16 different standards-based apprenticeships. The largest number of these were on apprenticeships in early years, customer service or business administrator. The remaining apprentices were completing apprenticeships in construction, education and training, public services or retail and commercial enterprise at levels 2 to 5. There were 54 learners with high needs completing education programmes for young people. Of these, 14 learners were completing bespoke programmes.

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

Learners and apprentices enjoy a positive learning environment where they feel nurtured and cared for. Many learners and apprentices arrive disheartened with education from previous experiences. They enjoy the small class sizes and the one-to-one support that they receive from their tutors and skills coaches. This helps learners and apprentices to settle into their studies quickly.

Learners and apprentices understand the importance of attending their teaching sessions. Where attendance falls below leaders' expectations, leaders take swift, and often effective steps, to support learners and apprentices to improve their attendance.

Learners and apprentices feel safe. Across centres, there is a culture of vigilance by staff. Learners and apprentices completing programmes in health and safety critical sectors, such as construction, routinely follow safer working practices such as the correct and safe use of harnesses when completing roofing activities.

Many learners and apprentices benefit from additional qualifications and experiences during their programme. Apprentices on level 2 early years practitioner complete beneficial training on nursery specific approaches to teaching and learning underpinned by theorists' work, such as Piaget's theory of cognitive development. A minority of apprentices gain qualifications in using Makaton to help communicate more effectively with children with specific needs.

Learners and apprentices rapidly improve their confidence and self-esteem. Learners with high needs develop their confidence to participate in small class discussions. They develop positive relationships with their peers. Learners feel at ease within the centres where they study.

Learners and apprentices broaden their understanding and awareness of the communities in which they live and study. Learners on the work skills programme actively support local food banks by making donations and raising money. This supports learners' development as active citizens within their local area.

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

Leaders have high expectations of learners and apprentices. Leaders are passionate about tackling social disadvantage. They prioritise provision to take place in areas of high deprivation. This supports learners and apprentices who would most benefit to access learning opportunities.

Leaders have a clear rationale for their curriculums. They offer study programmes and apprenticeships within construction to help support local, regional and national training priorities. Leaders recently started offering provision for learners with high

needs. This was in direct response to requests from local authorities with which leaders work.

In most cases, leaders work closely with key stakeholders such as employers, local authorities and professional bodies to help plan meaningful curriculums. Learners with high needs access a curriculum that helps prepare them for independence. They develop the knowledge and skills to cook and prepare basic meals. Level 2 roofer apprentices become skilled in working with specific manufacturer tools and resources. Learners and apprentices develop additional knowledge and skills which are valuable additions to the qualification or apprenticeship that they study.

In most cases, leaders, tutors and skills coaches plan curriculums in a logical way. Learners on level 3 sports programmes develop their understanding of different methods of training such as interval training and fartlek training. Learners then apply this knowledge to develop a fitness programme for a client. Learners and apprentices develop more complex knowledge and skills over time. However, for apprentices on the level 3 business administrator, skills coaches do not plan and teach the curriculum logically. In a few cases, apprentices complete formally assessed work, such as in project management, before they have been taught what they need to know. This does not support apprentices to achieve their potential.

Leaders and skills coaches sequence sensibly on- and off-the-job training for most apprentices. Level 2 roofer apprentices develop their knowledge and skills in installing a standard seam roof in their off-the-job training. Apprentices then get to quickly apply these skills in the workplace. This supports apprentices to quickly develop new long-term knowledge and skills.

In most cases, tutors and skills coaches have appropriate subject expertise. Tutors on sports programmes use their wealth of coaching experience to help learners successfully develop their coaching skills. Skills coaches on the level 2 early years practitioner apprenticeship use their experience of different early years settings to help improve apprentices' understanding of child-led play.

In most cases, tutors and skills coaches accurately identify learners' and apprentices' starting points. This supports learners and apprentices to build on their existing knowledge, skills and behaviours and develop new ones. On the level 2 roofer apprenticeship, apprentices complete a useful skills scan with their skills coach and employer. This accurately identifies what apprentices already know and what they most need to learn. In a few cases, this is not always fully effective. Tutors and skills coaches do not always use the information to plan learning to support learners and apprentices to make rapid progress from their starting points. On level 1 and 2 work skills programmes, tutors do not accurately assess learners' behaviours, so that they can rapidly support all learners to develop appropriate behaviours for the workplace.

Most tutors and skills coaches use a range of teaching techniques efficiently to support learners' and apprentices' progress over time. On the level 2 roofing apprenticeship, apprentices are routinely supported to apply theory to practice, such as when learning about cutting and installing lead flashings around corners.

In most cases, tutors and skills coaches support learners and apprentices to develop their English and mathematics skills. On level 2 sports programmes, tutors include a 'topical' focus within lessons. These focus on the continued development of such skills. Learners improve the quality of their presentations over time. They better use a range of presentational devices in their work.

In most cases, tutors and skills coaches use a range of assessment methods effectively to assess what learners and apprentices now know and can do. Tutors on education programmes for young people in childcare regularly use quizzes to check what learners know. Tutors use the information to carefully consider what areas of content learners need to revisit, such as the work of key theorists like Maria Montessori. Learners improve their understanding of how key theorists' work links to child development.

In most cases, learners and apprentices receive helpful feedback on their work. Tutors and skills coaches often provide comments which direct learners and apprentices to access additional learning. This helps them to improve their work. However, in a few cases, tutors' and skills coaches' feedback to learners and apprentices is not clear. Where this is the case, feedback focuses too narrowly on the completion of assessment criteria. Where this happens, learners and apprentices do not know what they need to do to improve the quality of their work.

Tutors and skills coaches support learners and apprentices to develop their use of subject specific vocabulary. Learners on sports programmes talk clearly about isotonic, hypertonic and hypotonic drinks. This prepares learners and apprentices for their next steps in coaching or the wider health and fitness sector.

Learners and apprentices develop significant new knowledge, skills and behaviours. Learners completing work skills programmes improve their customer service skills. They are better able to communicate clearly with customers. Learners with high needs develop their confidence and knowledge to be able to travel more independently. Apprentices in early years can talk confidently about safeguarding legislation and how this links to the workplace. Most learners are successful in moving on to their next steps.

Learners and apprentices receive helpful careers advice and guidance. Learners completing level 3 sports programmes routinely benefit from guest speakers. Learners hear about the range of opportunities available to them on completion of their programme, including international scholarships. Learners and apprentices have the information they need to make informed choices about their next steps.

Leaders and managers have effective quality assurance systems in place. Leaders use self-assessment to help accurately identify the strengths and weaknesses relating to the quality of provision. Leaders have taken diligent steps to bring about improvements relating to the quality of apprenticeships. Leaders recognise that they need to further improve the proportion of apprentices that successfully complete their apprenticeship.

Leaders have developed a coherent structure for the governing board. The board contains experienced practitioners who effectively monitor performance. Governors provide robust challenge of leaders. The governing board has been instrumental in supporting leaders to improve the quality of education that apprentices receive. The board has invested in additional staffing appointments. It has successfully adopted the use of working groups to monitor apprentices' progress. This has supported recent improvements in the quality of provision.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders give safeguarding a high priority. Designated safeguarding leads undertake appropriate training. All sites have a dedicated safeguarding lead. A clear safeguarding policy is in place including a process for reporting any safeguarding concerns. Learners and apprentices can access support from a trained counsellor to support their well-being.

Leaders swiftly identify any vulnerabilities that learners and apprentices experience. Leaders have developed useful relationships with local 'Prevent' duty coordinators and other key safeguarding agencies. Leaders use this information to improve learners' and apprentices' understanding of local risks, such as the risks of drug misuse.

Leaders undertake necessary pre-employment checks on new staff. They make sure staff are safe to work with learners and apprentices

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

- Leaders should ensure that level 3 business administrator apprentices benefit from a logically sequenced and effectively taught curriculum. This will support apprentices to develop the knowledge, skills and behaviours they need to successfully achieve their apprenticeship.
- Leaders should ensure that tutors and skills coaches accurately identify and use information on learners' and apprentices' starting points. This will support learners and apprentices to make more rapid progress from their starting points.
- Leaders should ensure that learners and apprentices routinely benefit from helpful feedback on their work, so that they know what they need to do to improve the quality of their work.

## **Provider details**

<b>Unique reference number</b>	52805
<b>Address</b>	5 Element Court Hilton Cross Business Park Wolverhampton WV10 7QZ
<b>Contact number</b>	01902 864194
<b>Website</b>	<a href="http://www.junipertraining.co.uk">www.junipertraining.co.uk</a>
<b>Principal, CEO or equivalent</b>	Lesley Holland
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	11 to 14 July 2017
<b>Main subcontractors</b>	None

## Information about this inspection

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

Ian Higgins, lead inspector	His Majesty's Inspector
Mark Parton	His Majesty's Inspector
Julia Stevens	Ofsted Inspector
Ben Crook	Ofsted Inspector
Maggie Fobister	Ofsted Inspector
Mary Osmaston	Ofsted Inspector
Jaswant Mann	Ofsted Inspector
Beth Selwood	Ofsted Inspector
Steve Kelly	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023