

# Inspection of Cellar Tapes UK Ltd

Inspection dates: 13 to 15 September 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Apprenticeships **Good**

Overall effectiveness at previous inspection Not previously inspected

## Information about this provider

Cellar Tapes UK Ltd (Cellar Tapes) has its headquarters in Bristol. At the time of inspection, 125 apprentices were studying with Cellar Tapes across England. Almost all of these were over the age of 18 years. Around three quarters of apprentices were studying adult care or early years apprenticeships at levels 2 and 3, with a small number studying at levels 4 and 5. The remaining apprentices study business administration, team leader, or operations or departmental manager standards at levels 2 to 5.

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

Apprentices value their highly effective progress reviews with skills coaches and employers. Apprentices appreciate the detailed contribution of their employers, which helps skills coaches to assess the progress apprentices make and identify opportunities to deepen and apply their learning. For example, early years coaches use reviews to identify opportunities for apprentices to write meal plans and explain them to the children they care for, applying their new learning about healthy eating.

Apprentices appreciate the effective personalisation of their training, which supports them to develop the skills they need for the workplace. Skills coaches successfully select optional units based on apprentices' work environments, experience and ambitions. For example, adult care apprentices working in residential care study dementia awareness and those considering palliative care are taught to support end-of-life care. As a result, apprentices' skills develop to meet the needs of their employers, preparing them for future roles.

Apprentices feel proud of the new knowledge, skills and behaviours they develop. Skills coaches help them to apply what they learn and, as a result, apprentices can see the positive impact it has on the people they care for. For example, apprentices on the level 3 early years course use learning on regression to advise parents on the impact of having a new baby in the family. As a result, apprentices feel motivated to learn more as they see others benefiting from their training.

In a minority of instances, apprentices do not remember important information they need because skills coaches do not assess the apprentice's knowledge well enough. In these instances, skills coaches do not check what apprentices have learned so that they can identify if elements need to be taught again. As a result, the pace of learning for these apprentices is slowed, and they cannot always recall recent learning in detail.

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

Leaders and managers have developed effective training that is highly personalised. They ensure that apprentices develop the skills they need to be successful in their chosen careers. Those apprentices with special educational needs and/or disabilities are supported well. When needed, skills coaches provide additional teaching to ensure that these apprentices make progress to at least the same pace as their peers. Skills coaches take time to understand apprentices' ambitions, as well as the skills and knowledge that they already have at the start of their training. This is used well to plan the online one-to-one teaching. As a result, apprentices become more effective employees during their training, and many take on additional responsibilities, get promoted or continue on to higher-level study once they have completed their apprenticeship.

Skills coaches plan the order of training topics to ensure that apprentices have an effective understanding of key concepts before moving on to more complex topics. For example, level 2 adult care apprentices learn about professional responsibilities and communication before studying equality and diversity in the workplace. As a result, apprentices develop a deep understanding of how to use their new knowledge and skills to support the people they work with.

Skills coaches respond well to the workplace demands of their apprentices. They routinely teach sessions in the early evening or at night, to match apprentices' work patterns and job commitments. This enables apprentices to attend scheduled sessions and ensures they get the time they are entitled to for training. As a result, apprentices' attendance at taught sessions and reviews is very high.

Skills coaches provide useful careers advice and guidance to apprentices, allowing them to explore their potential next roles and longer-term careers options. For example, on early years apprenticeships, skills coaches explore alternative careers to working in a nursery, such as management and play therapy roles. As a result, apprentices are knowledgeable about the broad range of choices they can make, including other jobs and further training.

Skills coaches have high expectations of apprentices' professional behaviours. They reinforce these throughout their interactions and are swift to praise apprentices when they are met. As a result, apprentices become conscientious, respectful employees, who are highly valued by their employers. However, leaders do not currently provide apprentices with opportunities to take part in activities that would further develop their behaviours and understanding of life in modern Britain.

Skills coaches support well those apprentices who need to pass functional skills qualifications in English and mathematics. Consequently, the majority of apprentices make good progress, with a high proportion passing these qualifications first time. However, those apprentices who do not need functional skills qualifications do not receive the same level of focus on developing their English and mathematics skills. As a result, these apprentices do not extend their knowledge and understanding well in these areas.

Leaders and governors acknowledge the need to increase the focus on teaching practice in the continuing professional development (CPD) of skills coaches. Current CPD does not include sufficient opportunities for skills coaches to develop and practise the skills they need to best support the learning of apprentices. As a result, skills coaches rely heavily on a limited range of teaching techniques, which do not always fully meet apprentices' needs. This can hinder apprentices when they are learning new or complex topics.

Skills coaches use of assessment does not always lead to them adapting their teaching based on what apprentices have remembered or understood. As a result, a minority of apprentices rely on written notes to remember important new knowledge, which restricts their ability to swiftly apply it to their workplace. For example, adult care apprentices struggle to remember elements of the wider

curriculum, such as fundamental British values. As a result, they are not always aware of when and how they are applying them.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

- Provide all skills coaches with CPD that supports the development of their teaching skills.
- Make sure that apprentices remember important new learning.
- Make sure all apprentices receive effective training to develop their English and mathematics skills.

## Provider details

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|-------------------------------------|---|
| <b>Unique reference number</b>      | 2654152   |
| <b>Address</b>                      | Storage Giant<br>821 Bath Rd<br>Brislington<br>Bristol<br>BS4 5NL         |
| <b>Contact number</b>               | 01172035640   |
| <b>Website</b>                      | <a href="https://www.cellartapesuk.com">https://www.cellartapesuk.com</a> |
| <b>Principal, CEO or equivalent</b> | James Vaughan   |
| <b>Provider type</b>                | Independent Learning Provider   |
| <b>Date of previous inspection</b>  | Not previously inspected  |
| <b>Main subcontractors</b>          | None  |

## Information about this inspection

The inspection team was assisted by the general managers, 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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