

Inspection of Busy Bees Education and Training Limited

Inspection dates: 12 to 15 December 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

Busy Bees Education and Training Limited (BBET) is an independent learning provider based in Burntwood, Staffordshire. BBET is part of Busy Bees Group, it was established in 1995 and has held a contract to provide apprenticeships since November 2020. At the time of the inspection, 1,743 apprentices were in learning, of which 295 were aged 16 to 18 years old. There were 929 on the level 3 early years educator, 245 on the level 4 children, young people and families practitioner, 147 on the level 2 early years practitioner, 103 on the level 5 early years lead practitioner, 70 on the level 3 teaching assistant, 49 on the level 5 children, young people and families manager, 42 on the level 3 lead adult care worker, with the remaining 166 apprentices on 10 standards across a range of business and catering apprenticeships for apprentices working in the care sector.

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

Apprentices routinely demonstrate professional attitudes. They enjoy working with children and young people and value the off-the-job training that they receive. Apprentices learn about managing incidents and trauma-informed practice, which helps them to deal with any challenging situations calmly and confidently.

Staff have high expectations of apprentices and model professional behaviours. Level 5 early years lead practitioner apprentices can confidently explain why professional behaviours are required in their job role, such as demonstrating courtesy and kindness within their daily job roles, to influence those with whom they work closely, such as parents.

Apprentices' attendance at planned sessions is high. Development coaches quickly follow up on absences. As a result, apprentices progress on their apprenticeships and achieve well.

Apprentices understand safeguarding and the health and safety requirements within the sectors in which they work. They learn safe working practices, which they use when working with children, such as applying suitable staff-to-child ratios in nurseries. As a result, apprentices ensure the safety of themselves and others and embed the welfare of children in their care at the forefront of their work.

Most apprentices have an appropriate understanding of how to live in modern Britain. Level 3 early years educator apprentices sensitively teach children about the differences in skin tones, culture and religions. However, a few level 2 production chef apprentices do not have a sufficiently well-developed understanding of these subjects. They cannot always discuss their relevance to society or the workplace.

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

Senior leaders have put in place a range of apprenticeships that meet the skills needs of employers in the care sector. They work closely with stakeholders, such as the Institute for Apprenticeships and Technical Education, to inform sector developments to help shape the sector's training. Leaders work with the Department for Education to provide feedback on the broader early years foundation stage statutory framework.

Leaders have a clear understanding of the strengths and weaknesses of the quality of training that they provide. They put in place strategies to bring about further improvements, such as in functional skills, where apprentices now benefit from improved teaching and support for English and mathematics.

Since the previous visit, leaders have established a new board of governance specific to BBET. Governors have appropriate experience in apprenticeships and early years settings. They now provide leaders with support and challenge at quarterly

meetings. However, as these arrangements are new, their impact has yet to be seen.

In the majority of cases, the curriculum is coherently planned. Apprentices develop the knowledge and practical skills that they need to prepare for a career in their chosen sector. For example, level 5 operations and departmental manager apprentices build project management skills, such as financial control and motivation of teams. They use these skills to develop a mock audit of the education provision, which leaders subsequently implemented across the business. As a result, apprentices develop their skills and knowledge over time.

Most development coaches accurately identify apprentices' starting points. They use these to create individual learning plans that support apprentices to develop the skills they need for work. They use these plans effectively to track apprentices' progress in monthly reviews of progress and set new skills targets. However, in a few cases, these are not used well. Where this is the case, apprentices focus too closely on unit achievement rather than their skills development.

Most apprentices attend well-planned live online teaching and learning sessions. Development coaches supplement this learning by setting apprentices tasks through their electronic portfolio system. Apprentices research topics using multiple sources, including the internet, journals and an extensive range of resources. As a result, apprentices develop industry-relevant knowledge and skills.

Most apprentices studying functional skills qualifications benefit from well-planned teaching and support to help them to develop their skills and achieve their qualification. However, a few apprentices do not yet benefit from this support and are not sufficiently prepared for their functional skills tests.

Apprentices are encouraged to use professional and technical language well. Apprentices on the level 3 early years educator, learn the stages of childhood development up to the age of seven, and refer to key milestones, such as crawling by six months.

Apprentices on the level 5 early years lead practitioner develop the research skills they need to move on to higher study. They research 'schematic play purpose' in nursery settings and share this with parents to build their understanding of this approach to teaching and learning for children.

Development coaches work closely with employers to monitor apprentices' progress. Most employers regularly attend apprentices' progress reviews and understand their apprentices' progress. As a result, development coaches and employers quickly identify when an apprentice is falling behind in their studies and put in place strategies to help them to catch up.

Development coaches prepare apprentices for the end-point assessment well. Apprentices practise their presentation skills and participate in mock professional discussions. Most apprentices who complete their apprenticeship successfully

achieved, some with high grades. The majority of apprentices secure permanent employment or gain promotion upon completing their apprenticeship.

Leaders ensure that apprentices receive appropriate careers education, information, advice and guidance. For example, apprentices understand that they can become a room team leader after completing their level 3 early years education apprenticeship. Subsequently, the majority of apprentices understand the next steps they can take in their careers. However, in a few cases, apprentices cannot recall discussions with their development coaches on career opportunities.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Consistently use training plans to ensure that all apprentices focus on developing their skills.
- Continue to implement the teaching of functional skills early in the apprenticeship to ensure that all apprentices can achieve in time to progress through the gateway.
- Develop all apprentices' understanding of the career routes that are available to them.
- Support apprentices to develop an understanding of life in modern Britain and how it impacts them in the areas that they live and work.

Provider details

Unique reference number	2654130
Address	St Matthews Shaftsbury Drive Burntwood WS7 9QP
Contact number	01543 711150
Website	www.busybeestraining.co.uk
Principal, CEO or equivalent	Anthony Bromirski
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the head of quality, 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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