

Inspection of Omni Academy of Beauty Limited

Inspection dates:

22 to 24 January 2024

Overall effectiveness

Good

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

Omni Academy of Beauty is a small, independent learning provider based in Walton-on-Thames, Surrey. The academy was formerly a private training company. Omni Academy successfully registered to provide hairdressing and beauty apprenticeships in 2021. It also offers privately funded hair and beauty courses.

At the time of the inspection, there were 22 apprentices in learning. Of these, 15 apprentices were studying professional hairdressing and beauty programmes at level 2, and seven apprentices were studying advanced beauty therapist at level 3. Most apprentices were aged 16 to 18 years. Apprentices attend training one day per week at the academy's head office.

During a new provider monitoring visit in August 2022, inspectors judged the academy to have achieved 'reasonable progress' in all three areas.

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

Apprentices enjoy their learning. They take pride in and benefit from training in industry-standard training environments. Apprentices rightly value the high-quality teaching and support they receive from experienced tutors, who help them to develop their skills quickly. Consequently, apprentices attend well and are motivated to achieve successfully, which most do.

Apprentices demonstrate positive and respectful attitudes. They are well prepared for learning and dress smartly in salon uniform. Apprentices work courteously with their peers and tutors. For example, they share resources and practise consultations, such as facials, with each other considerately. As a result, apprentices develop professional skills in client care. These skills are valued highly by their employers and salon customers.

Apprentices gain the essential knowledge and skills to help them quickly become more confident at work. For example, level 2 beauty apprentices learn how to perform eyelash extensions and nail polishing to professional standards. Hairdressing apprentices master increasingly complex tinting and cutting techniques. As a result, apprentices are prepared well for more responsible job roles, which most secure with their current employer successfully.

Apprentices have a secure understanding of contemporary topics such as healthy relationships, mental well-being and equality and inclusion. As such, they improve their understanding of these social issues when working with customers. However, apprentices do not benefit consistently from opportunities to develop their broader talents and interests.

Apprentices feel safe and know how to report concerns. They know how to stay safe from the risk of radicalisation. Apprentices benefit from a thorough focus on health and safety and risk management. For example, they know how to position themselves and adjust equipment suitably to avoid back injury. Level 3 beauty apprentices ensure that electrical treatment equipment is checked carefully before use. As a result, apprentices work to industry health and safety standards confidently.

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

Leaders work closely with employers to plan a curriculum that meets the demand for high-quality hairdressing and beauty professionals successfully. They design programmes to ensure that apprentices master new techniques and trends in these industries effectively. For example, level 3 beauty apprentices become proficient in performing advanced electrotherapy facial and body treatments. As a result, apprentices develop the skills and knowledge that employers and their customers need successfully.

Leaders and tutors plan the curriculum carefully so that apprentices develop knowledge and skills in a logical order. For example, level 2 beauty apprentices learn about the bones and muscles of the arm, hand, lower leg and foot before they practise manicure and pedicure. Tutors ensure that level 3 beauty apprentices understand the scientific principles of treatments such as promoting lymphatic drainage and blood circulation before they use electrotherapy massage equipment. As a result, apprentices build their knowledge and skills over time, make good progress and become better beauty therapists.

Leaders recruit apprentices with integrity. They work closely with employers to assess apprentices' starting points using interviews and skills scans. Tutors use this information to adapt their teaching to meet apprentices' needs effectively. As a result, most apprentices, including those with additional support needs, achieve well.

Experienced tutors model expertly the skills and behaviours that apprentices need to acquire. They teach new and challenging concepts and techniques skilfully through high-quality demonstration, real-life scenarios and well-managed peer discussion. Tutors check apprentices' understanding thoroughly. For example, in hairdressing, they carefully demonstrate the angle of the scissors and ensure that apprentices understand the different type of cuts this achieves. As a result, apprentices competently learn to perform increasingly complex styling.

Leaders and tutors work closely with most employers to coordinate apprentices' on- and off-the job training effectively. They ensure that apprentices receive their full entitlement to off-the-job training. Leaders adjust learning to ensure the needs of apprentices and employers are prioritised well. As a result, apprentices quickly develop fluency in their skills and apply them in their work in salons proficiently.

Tutors use assessment skilfully so that apprentices quickly improve their knowledge and skills. For example, level 2 beauty tutors use feedback precisely to help apprentices master waxing routines. As a result, apprentices are well prepared for their assessments, which most pass successfully.

Tutors do not consistently provide apprentices with feedback on the spelling, punctuation and grammatical errors in their written work. As a result, those apprentices who need to improve their written skills do so too slowly.

Tutors do not consistently set apprentices sufficiently challenging targets to help them achieve high grades. As a result, too few apprentices attain the grades of which they are capable. Governors and leaders are taking steps to resolve this issue and, as such, the number of apprentices achieving high grades is increasing.

Tutors support apprentices to achieve functional skills qualifications successfully. They help apprentices to develop essential numeracy skills effectively. For example, hairdressing apprentices learn to calculate ratios for mixing hair colouring products proficiently. Consequently, they become better at handling customer payments and special offer discounts at work.

Governors and leaders recognise the need to improve the quality and consistency of the careers information, advice and guidance apprentices receive. They have recently introduced a comprehensive careers programme so that all apprentices benefit from a sufficient understanding of the career and progression options available to them.

Leaders promote positive values and a supportive working culture. They have put in place useful training and peer support to help tutors improve their teaching and assessment practice. Tutors benefit from valuable opportunities to update their vocational expertise, such as visits to hair and beauty exhibitions.

Governors and leaders are suitably familiar with the strengths and weaknesses of the academy. Governors use their skills and experience to support and challenge leaders to secure improvements, such as increasing the number of apprentices who achieve high grades.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Ensure that all apprentices are suitably challenged and supported to achieve the high grades of which they are capable.
- Ensure that tutors support apprentices to develop their literacy skills to help them in their learning and at work.
- Ensure that leaders continue to develop the careers information, advice and guidance that apprentices receive so that they understand the options available to them and are prepared well for their next steps.

Provider details

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|-------------------------------------|---|
| Unique reference number | 2654231 |
| Address | 14 Church Street Walton-On-Thames Surrey KT12 2QS |
| Contact number | 01932 232322 |
| Website | https://www.omniacademy.co.uk/ |
| Principal, CEO or equivalent | Rianna Farbey |
| 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 academy 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

Sara Woodward, lead inspector
Emma Barrett-Peel

His Majesty's Inspector
Ofsted Inspector

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