

Inspection of E Training

Inspection dates: 20 to 23 February 2024

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Adult learning programmes	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Good

Information about this provider

E Training is an independent learning provider with its main office in Greenwich, London. E Training is part of the Twin Group and teaches standards-based apprenticeships and adult learning programmes. At the time of inspection, E Training had approximately 270 apprentices. The majority of apprentices were studying adult care, with about 85 apprentices studying level 2 adult care worker, 70 studying level 3 lead adult care worker, 40 studying level 5 leader in adult care and 30 studying level 4 children, young people and families practitioner. There was a small number of apprentices on other standards, such as early years educator and business administration.

Adult learning programmes include level 1 functional skills in English with around 35 learners, and levels 1 and 2 childcare courses with around 40 learners. A high proportion of adult learners speak English as an additional language.

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

Learners and apprentices train in a calm, orderly and inclusive learning environment. Trainers and skills coaches set clear expectations about rules and behaviours during training. Learners know and follow these expectations well.

Adult learners appreciate the different modes of study available to them, such as being able to study online, which makes courses more accessible. Those who attend the training centres for their lessons like the support they receive from their peers.

Apprentices and learners are respectful towards staff and each other and are committed to their training. They feel safe and have not experienced bullying, harassment or discrimination in training or at work.

Apprentices with special educational needs and/or disabilities (SEND) receive good support to progress with their training. Skills coaches adapt their reviews appropriately so that apprentices can cope and participate fully. They use effective strategies to help apprentices understand topics. Apprentices with additional learning needs make similar progress in their training to that of other apprentices.

Learners and apprentices develop their character and gain confidence throughout their training. Level 2 adult care apprentices learn to have difficult conversations or discuss complex care needs with relatives of service users. These apprentices know how to treat dementia sufferers, who may become angry or confused, with compassion. Apprentices can confidently escalate issues to managers when needed. Learners on level 1 childcare and employability courses feel confident to speak in front of others, interact in large groups and to apply for jobs.

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

Leaders and managers have developed a well-structured and appropriate curriculum offer in adult care. They have developed level 1 childcare and employability training with suitable content in response to the national skill needs. Trainers on this course teach learners well about different jobs in childcare and various childcare settings. They support learners effectively to write CVs, apply for jobs and prepare for interviews. A high proportion of these learners go on to further study or employment.

Skills coaches have expertise in their subjects. They teach apprentices on adult care standards the importance of safeguarding effectively, and how to care for residents with mental health issues. Apprentices learn how to involve and share information with external organisations appropriately when caring for the residents. Apprentices use their new knowledge and skills in their jobs very well, which is highly appreciated by their employers.

Teaching staff mostly explain concepts clearly. They check effectively that apprentices and adult learners understand the topics they are taught. In the level 3 adult care worker apprenticeship, coaches help apprentices understand and remember content by effective recapping, and by checking how apprentices apply their knowledge and skills in their jobs.

Skills coaches and trainers use assessment methods well to check apprentices' knowledge and understanding. In level 2 functional skills English, apprentices are assessed through effective questioning, peer assessment, quizzes, mock tests and written tasks. In the digital marketing apprenticeship, skills coaches check the work of apprentices thoroughly and identify misconceptions. Skills coaches and trainers know the progress of apprentices and learners well.

In a minority of cases, teachers do not sufficiently check learners' understanding of tasks and concepts. In these cases, they do not use questioning methods well enough or provide learners with instructions in a format that they fully understand. This occasionally leaves learners unclear about the requirements of the tasks they need to complete.

Skills coaches give apprentices useful feedback during practical observations and on their written work. Coaches reinforce the importance of wearing personal protective equipment when providing personal care to the residents. Apprentices learn important knowledge of professional hygiene and know how to improve their work.

Curriculum managers and skills coaches work closely and effectively with employers so that what apprentices learn is relevant to their jobs. For example, apprentices who work in dementia adult care residential settings learn about healthy eating, manual handling and lifting methods, whereas those who work with adults with profound autism learn about behaviour management.

Skills coaches prepare apprentices well for their final assessments. Level 2 adult care coaches provide apprentices with revision materials and practice tests and conduct several mock professional discussions. Apprentices, including those with additional learning needs, feel well prepared for their final assessments. Most complete their qualifications and a high proportion achieve merit and distinction grades.

Teaching staff prepare adult learners well for their future success in education or employment. They provide adult learners with useful and important information and support about their next steps. For example, level 2 childcare learners become familiar with their chosen careers and settings by volunteering. A high proportion of these learners have secured employment in the childcare sector.

Skills coaches promote and highlight the well-being of apprentices effectively. They include well-being topics in training and discussions with apprentices during reviews. Coaches discuss apprentices' hobbies and the importance of taking time for themselves. In level 1 functional skills English, apprentices write about the benefits of cycling or going to a fitness centre. Apprentices know how they can maintain their physical and mental health.

Leaders and managers have not sufficiently provided learners and apprentices with useful activities beyond their main training programme. Learners and apprentices would welcome opportunities to participate in activities to be able to further develop their interests and talents.

Leaders and managers have planned an effective programme of professional development for tutors and skills coaches. This includes mandatory training in topics such as the dangers of radicalisation and extremism, specific sessions on teaching strategies, assessment, supporting learners with additional learning needs and subject-specific training. This training helps teaching staff to be effective in their roles.

Leaders and managers know the strengths and areas for improvement of their provision well. They have put actions in place to increase the proportion of apprentices who complete their level 4 apprenticeship in adult care. The governing board is aware of the improvements needed regarding aspects of personal development for learners and apprentices. They are taking appropriate actions to quickly improve the identified areas for development.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Provide high-quality activities and opportunities to the apprentices and learners so they can further develop their interests and talents.
- Make sure that teaching staff check that learners and apprentices fully understand a topic or task before moving to the next activity.

Provider details

Unique reference number	51779
Address	12 Lambarde Square London SE10 9GB
Contact number	020 8462 7745
Website	https://etraining-uk.com
Principal, CEO or equivalent	Caroline Fox
Provider type	Independent Learning Provider
Dates of previous inspection	5 and 6 December 2017
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the group director of the education, skills and standards, 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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