

# Inspection of Professional Training Solutions Limited

Inspection dates: 16 to 19 April 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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| The quality of education                     | <b>Good</b> |
| Behaviour and attitudes                      | <b>Good</b> |
| Personal development                         | <b>Good</b> |
| Leadership and management                    | <b>Good</b> |
| Adult learning programmes                    | <b>Good</b> |
| Apprenticeships                              | <b>Good</b> |
| Overall effectiveness at previous inspection | Good        |

## Information about this provider

Professional Training Solutions Limited is an independent learning provider in Farnham, Surrey. At the time of inspection, there were approximately 320 adult learners and 120 apprentices of which 31 were aged 16 to 18 years old.

Professional Training Solutions Limited offers adult learning courses from entry 3 to level 3. Learners study courses related to adult care, early years and employability skills. Many learners study a range of distance learning courses, for example in autism, counselling and mental health-related subjects. Most apprentices train for roles in the adult care and early years sector at levels 3 to 5 on apprenticeship standards such as the early years educator, the lead adult care worker and the children, young people and families manager.

Professional Training Solutions Limited works with three subcontractors. Learning Curve offers a range of distance learning courses for adult learners. Nextstep Training Limited provide training in adult care. CECOS Computing International Limited offers education and training qualifications.

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

Learners and apprentices respond well to the high expectations staff set. They are polite and courteous and have positive attitudes to learning. They attend training well. Learners and apprentices are committed to completing their work on time and to a high standard. They exemplify professional behaviours, such as reliability and dependability, needed in the health and early years sectors.

Learners and apprentices grow in confidence because of the knowledge, skills and behaviours they develop. They improve through the encouragement and support of trainers and assessors. For example, learners studying English become more confident in their interactions with work colleagues. Early years apprentices become more confident in describing the progress of children when speaking with parents and carers.

Learners and apprentices apply their understanding of British values to their lives and employment. They recognise why the law is important in protecting the data of vulnerable service users. They understand the importance of demonstrating respect and tolerance for the culturally diverse clients they work with.

Most learners and apprentices recognise the importance of maintaining positive mental health. They value the attentive staff who frequently check their well-being and provide helpful advice on managing stress. However, younger apprentices do not benefit from opportunities to develop a full understanding of healthy lifestyles and healthy relationships.

Most learners and apprentices rightly feel their training prepares them well for employment and improves aspects of their personal lives. Though many learners and apprentices go on to further study or secure employment they do not benefit from a sufficiently planned programme of careers information, advice and guidance. As a result, learners and apprentices are not equipped with all the knowledge they need to make fully informed decisions about their futures.

Learners and apprentices feel safe, including online and at work. They understand safeguarding and safe working well. They use what they know to care for and protect those they support in their jobs. A small number of learners and apprentices do not understand the risks of radicalisation and extremism relevant to where they live and work.

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

Leaders have designed courses to prepare learners well for their roles. Learners training for adult care study specialist modules in dementia care that help them to work with vulnerable users. Children, young people and family manager apprentices benefit from customised training suited to their roles in, for example, emergency accommodation. As a result, most learners progress to further training and employment or take on additional responsibilities at work.

Leaders have high ambitions for learners. They use partnerships with stakeholders effectively to provide education and training to those facing challenges to employment and career progression. For example, they offer courses in English and mathematics to improve the prospects of NHS staff and those seeking work. They adapt care courses for those who work for the Royal Association for Deaf People. With the training they receive, learners have improved employment prospects.

Experienced and specialist trainers and assessors use their up-to-date knowledge to plan sessions effectively. They ensure that apprentices develop relevant knowledge, skills and behaviours they need for their roles. For example, apprentices training to be children, young people and family managers consider the impact of serious case reviews to inform their practice. As a result, learners and apprentices learn the knowledge they need for their sectors.

Most trainers and assessors help learners and apprentices develop the literacy and numeracy skills they need for employment. They correct spelling and grammar mistakes in learners' and apprentices' written work. They set the importance of correct literacy and numeracy skills in context. For example, learners training in adult care understand the use of ratios when dispensing medication.

Most trainers and assessors use assessment well to understand learners' and apprentices' starting points. They identify what learners and apprentices already know and can do to plan their learning carefully. Trainers and assessors use questioning skilfully to check learners' and apprentices' understanding and correct any misconceptions they may have. As a result, learners and apprentices make good progress from their starting points and produce work to a good standard.

Though most trainers and assessors frequently assess learners' and apprentices' work, they do not always provide sufficiently detailed feedback to help them quickly improve their work or practical skills.

Leaders and staff monitor learners' and apprentices' progress closely. Where learners and apprentices fall behind, staff take rapid action to bring about improvement. Leaders rightly recognise a small number of apprentices training for the early years educator standard make slower than expected progress because of changes in staffing. They have appointed new staff and acted quickly with employers to make improvements. As a result, most learners and apprentices make good progress.

Leaders promote a culture of working that is supportive and considerate of staff well-being. Where possible, they enable staff to work flexibly to manage their workloads and personal lives. Staff rightly feel valued highly by leaders and managers as a result.

While leaders and managers use a range of strategies to help trainers and assessors improve their practice, leaders and managers recognise they have been slow to provide training for the priorities they have identified such as online teaching

methods. They have plans in place to provide this training, but it is too early to see the impact of these actions.

Experienced and established governors support leaders effectively. They contribute valuably to the strategic direction of provision. Governors know the strengths and weaknesses of provision, and they provide leaders with useful support and robust challenge to ensure continuous and sustainable improvement. Governors ensure that leaders and managers fulfil their statutory responsibilities, including those related to safeguarding.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

- Provide learners and apprentices with a personal development curriculum that develops their understanding of healthy lifestyles and relationships.
- Provide learners and apprentices with consistently well-planned careers information, advice and guidance so they can make fully informed decisions about their futures.
- Make sure learners and apprentices benefit fully from resources and learning that help them understand the risks of extremism and radicalisation relevant to them.
- Make sure trainers and assessors provide learners and apprentices with feedback that helps them improve their written and assessed work.

## Provider details

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|-------------------------------------|--|
| <b>Unique reference number</b>      | 58562  |
| <b>Address</b>                      | Stoke Hills Farnham<br>Surrey<br>GU9 7TD   |
| <b>Contact number</b>               | 07775732880  |
| <b>Website</b>                      | <a href="http://www.protrain-solutions.co.uk">www.protrain-solutions.co.uk</a>       |
| <b>Principal, CEO or equivalent</b> | Jackie Denyer  |
| <b>Provider type</b>                | Independent learning provider  |
| <b>Date of previous inspection</b>  | 24 to 26 April 2018  |
| <b>Main subcontractors</b>          | Learning Curve<br>Nextstep Training Limited<br>CECOS Computing International Limited |

## Information about this inspection

The inspection team was assisted by the chief executive officer, 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

|                              |                         |
|------------------------------|-------------------------|
| Mark Hillman, lead inspector | His Majesty's Inspector |
| Jo-Ann Henderson             | His Majesty's Inspector |
| Richard Kirkham              | His Majesty's Inspector |
| Sara Woodward                | His Majesty's Inspector |
| Paul Addis                   | Ofsted Inspector        |
| Christine Blowman            | Ofsted Inspector        |
| Jaswant Mann                 | Ofsted Inspector        |

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