

Inspection of Learning for Futures Ltd

Inspection dates: 29 to 31 May 2024

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

Learning for Futures Ltd trades as Wise Origin. Leaders offer courses that support young people and adults into further education or employment. Leaders work closely with ethnic minority groups in the community to raise awareness of the inclusive training that they provide. Training takes place online and in person at their main site. Apprentices mainly study at level 3, where leaders offer digital marketer, information communication technician, data technician, business administrator, customer service specialist and early years educator apprenticeships. A few study level 5 operational manager apprenticeship. At the time of the inspection, there were 29 apprentices in learning, four of them aged 16 to 18.

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

Leaders and trainers have high expectations for their apprentices. Leaders create a highly inclusive environment that enables apprentices from minority backgrounds to thrive. Staff break down barriers and support apprentices to achieve. Leaders are responsive to the cultural needs of learners and provide resources such as multilingual staff and prayer facilities.

Apprentices develop their skills and confidence swiftly and take on new responsibilities in the workplace. Data technician apprentices develop dashboards for managers to use data more effectively and implement processes to go paperless. Employers praise apprentices for their keen work ethic and value the positive impact that they have on business.

Leaders embrace employers that are representative of the ethnic minority community. These employers understand well the cultural requirements of their apprentices and provide accessible environments for them to train in. Apprentices make good progress on their courses.

Trainers support their apprentices well to stay healthy. They study appropriate topics such as mental health and safeguarding during their lessons, and trainers discuss individual apprentices' well-being in detail during reviews. Apprentices know well how to look after themselves in life and at work and feel safe.

Apprentices are very satisfied with their training and enjoy their courses. Attendance to lessons and planned activities is high.

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

Leaders select and plan their curriculums well. Apprentices benefit from online lessons, directed study tasks, work shadow opportunities and access to additional courses and resources. Early years apprentices study first aid while data technician apprentices utilise industry-standard online resources. This helps apprentices prepare well for employment.

Trainers sequence topics appropriately and build apprentices' competence effectively over time. Data technician apprentices learn about policy and data security before moving to more complex topics such as visualisation. Early years apprentices learn about safeguarding, child protection and welfare legislation before learning how to apply these in practice. Apprentices find their courses interesting and make swift progress from their starting points.

Trainers are suitably qualified with relevant industry experience. They use interactive resources in lessons to explain new concepts clearly. Early years apprentices use digital education platforms to explore how food and nutrition impact child development. Apprentices develop their knowledge of new concepts effectively and make relevant links between topics.

Staff are highly supportive. They ensure that apprentices with special educational needs and/or disabilities (SEND) access additional lessons if needed. Trainers suitably adapt their teaching and provide additional resources in lessons. Apprentices with SEND make equal progress to their peers.

In most cases, trainers provide meaningful feedback so that apprentices know how to improve their work. However, in a small number of cases, trainers do not provide sufficient guidance to help apprentices develop their academic writing skills in preparation for higher-level study. Most apprentices produce work of a high standard and use technical terminology well.

Trainers work closely with employers through effective tripartite reviews. Employers provide relevant opportunities for apprentices to practise and develop their skills in the workplace. Additionally, trainers tailor their teaching based on employer's requirements such as the use of specific data visualisation software. Apprentices quickly develop skills that are useful to their employers.

Trainers provide apprentices with helpful guidance on their next steps. They discuss this with apprentices during review meetings and provide helpful links to employment websites and careers guidance during lessons. Early years apprentices know that they can progress to study teaching assistant roles with older children or progress to a university course. A small number of data technician apprentices do not yet have a clear plan in place for their next steps.

Apprentices demonstrate a reasonable understanding of topics such as fundamental British values and are well prepared for their future lives and work in Britain.

Most apprentices remain with their employer on completion of their course. Over half of all apprentices achieve a distinction.

Leaders are highly ambitious. Specialist staff now support quality assurance functions, and a new online learning platform provides accurate progress tracking. Many of these initiatives are in their infancy. However, early signs are very positive, and leaders are well equipped to monitor progress in the future.

Leaders are considerate of staff well-being. Small caseloads for trainers allow them to be highly accessible to their apprentices. There is a clear strategy for communication and leaders support staff well. Staff benefit from planned continuous professional development that supports the quality of their teaching effectively.

Governance is appropriate and provides suitable scrutiny and challenge to leaders. Those involved in governance are aware of the organisation's strengths and areas for development and are proud to be involved with the organisation.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Fully implement new quality processes.
- Ensure that data technician apprentices have appropriate career plans in place for their next steps.
- Ensure that all apprentices develop their academic writing skills sufficiently for higher-level study.

Provider details

Unique reference number	2654119
Address	22 St Georges Way Leicester LE1 1SH
Contact number	01162425557
Website	www.wiseorigincollege.com
Principal, CEO or equivalent	Asif Khan
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 managing 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

Sarah Houghton, lead inspector

His Majesty's Inspector

Michael Worgs

His Majesty's Inspector

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