

Inspection of Campus Training Limited

Inspection dates: 26 to 28 June 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

Campus Training LTD is a small independent learning provider in Uckfield, East Sussex. They offer apprenticeship training for the early years and school sectors. At the time of inspection, there were 26 apprentices, of which 11 were aged 16 to 18 years old. Of the 26 apprentices, 15 apprentices were training at level 3 to be teaching assistants, six were training at level 3 to be early years educators and five were training at level 2 to be early years practitioners.

Campus Training LTD does not work with any subcontractors.

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

Apprentices behave professionally, act responsibly and become highly valued members of staff. Employers and parents increasingly trust and rely on apprentices' care and support for the children they look after. Apprentices become adept at supporting the development of young children. They become able to take on additional responsibilities in their jobs because of their training. Level 2 early years apprentices lead story time and minibeast sessions in their settings. Apprentices training as teaching assistants volunteer to run after school clubs. Apprentices become able and competent educators.

Apprentices are well motivated and fulfil the high expectations staff have of them in most instances. They regularly attend lessons and meetings to review their progress. When this is not the case, tutors take sensible and pragmatic action to improve apprentices' attendance. Most apprentices complete their work by the deadlines tutors set. Apprentices demonstrate the reliability that employers seek in their staff.

Most apprentices grow in confidence at work quickly because of their training and support from staff and employers. All apprentices benefit from a mentor colleague at work who provides them with day-to-day advice. Apprentices practise their skills and build their resilience successfully. For example, apprentices who are nervous about leading singing activities, practise with small groups of children before leading larger groups.

Apprentices enjoy the relevant, topical and interesting discussions during their reviews with tutors that go beyond the technical knowledge of their apprenticeship. Apprentices discuss the impact of serious case reviews on the safeguarding policies in their schools and settings. They consider how to further promote diversity in their schools by introducing a varied range of authors to school reading corners. They discuss emotional well-being and healthy relationships and use their knowledge to help the children they work with understand the importance of friendships. Apprentices deepen their understanding of important values such as tolerance, respect and equality and are good role models for the children in their care.

Apprentices have a deep understanding of safeguarding and use their knowledge competently to keep themselves and the children they work with safe. Apprentices feel safe and are confident staff would deal with any concerns they have swiftly.

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

Leaders have a keen understanding of the skills needs of early years providers and schools in the region. Staff provide high-quality apprenticeship training programmes to prepare apprentices for work as early years specialists and teaching assistants, including in special educational needs and/or disabilities (SEND) provision. As a result of their training, apprentices have a good knowledge of, for example, safeguarding, child development and special educational needs and are well prepared for employment.

Leaders and tutors have planned apprentices' learning thoughtfully and in conjunction with employers' needs. Along with fundamental knowledge such as safeguarding legislation, staff and employers coordinate effectively so that apprentices benefit from additional learning on topics such as phonics, attachment theory and autism. Apprentices acquire the knowledge they need for their jobs so they can support the development of children well.

Experienced and expert tutors explain skilfully to apprentices how complex theory is applied to their jobs. Early years apprentices learn the importance of keeping accurate first-aid records and how they relate to health and safety legislation. After learning about equality, teaching assistant apprentices review and adapt learning resources for children with SEND. As a result of their learning, most apprentices apply their knowledge competently in the settings they work in and for the children they work with.

In most instances, tutors provide apprentices with helpful feedback so they can improve their work. For example, following assessment, tutors and apprentices discuss behaviour management strategies to use with children. Apprentices practise these strategies at work and become more confident and successful in their use. Tutors explain clearly to most apprentices the standards of work needed to achieve high grades. Tutors set most apprentices targets to guide their development. However, tutors do not consistently work with employers to set meaningful targets that help apprentices improve in their studies or work. Most apprentices make good progress and know what they need to do to secure distinction grades in their final assessments, which many achieve.

Tutors and employers provide apprentices with helpful careers information and resources. For example, tutors direct apprentices to websites with details about careers such as Montessori teachers, SEND teaching assistants and youth workers. Most apprentices use the online resources tutors have guided them towards to help them practise for interviews and search for jobs. Most apprentices are equipped with the knowledge to make informed choices about careers in the education sector.

Tutors are committed fully to professional development that improves their teaching skills. Tutors complete training on learner motivation and study towards teaching qualifications, which improves their teaching practice. Tutors value the careful consideration leaders place on their well-being which enables them to balance their work and personal lives well.

Leaders know the strengths and weaknesses of provision well and act quickly to make improvements. For example, in response to employers' and apprentices' feedback, leaders moved all teaching online. As a result, apprentices spend more time in their jobs rather than travelling, which employers appreciate, and apprentices' transport costs are reduced. Leaders are taking reasonable steps to introduce external governance to further strengthen the oversight of training.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Make sure all apprentices understand how to achieve high grades in their final assessments, and do so.
- Make sure all apprentices have meaningful targets to improve in their studies or work.

Provider details

Unique reference number	2717179
Address	First Floor, Norfolk House Norfolk Way Uckfield TN22 1EP
Contact number	01825749390
Website	www.campustraining.co.uk
Principal, CEO or equivalent	Jo Bridger
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

Mark Hillman, lead inspector

His Majesty's Inspector

Carole Wilson-Frizzell

Ofsted Inspector

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