

# Inspection of Bright Bees Nursery Ltd

Inspection dates:

2 to 4 July 2024

**Overall effectiveness****Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Apprenticeships

**Outstanding**

Overall effectiveness at previous inspection

Not previously inspected

**Information about this provider**

Bright Bees Nursery Ltd, trading as Scope Early Years, provides apprenticeship courses to adults and young people. It specialises in providing courses for those who work in the early years and pharmaceutical sectors. The very large majority of its apprentices live and work in Leicester, and many come from disadvantaged backgrounds.

At the time of the inspection, there were 119 apprentices. The majority studied early years practitioner or educator standards at levels 2, 3 or 5. A small number of apprentices followed pharmacy services or pharmacy technician standards at levels 2 or 3. A small number of apprentices were aged under 18.

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

Apprentices are very satisfied with the education and training they receive. They thoroughly enjoy their studies, are highly motivated and are proud of their achievements. Apprentices benefit greatly from the well-considered links that leaders develop with their employers. They jointly plan training that matches precisely apprentices' needs. They also work together to help apprentices when they experience difficulties.

The environment in which apprentices study is very supportive and inclusive. They feel comfortable to share their thoughts and experiences and to ask for any extra help that they need. Because the support that staff offer is both bespoke and comprehensive, the large majority of apprentices remain resilient and on track with their studies when they encounter problems.

Through their studies, apprentices develop their confidence and character extremely well. At work, they interact more adeptly with the public. For some apprentices, the experience is transformative. They grow to believe in themselves as successful learners and professionals when previously they had lacked this self-belief.

Apprentices develop the very high levels of knowledge, skills and behaviours that they need for successful careers. They are prepared thoroughly for their next steps. At the end of their courses, almost all apprentices either undertake study at higher levels or take on more senior roles.

Apprentices rightly feel safe at the provider. They know how to keep themselves safe when they study and feel confident to raise any concerns that they have.

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

Leaders and managers have extensive experience of the sectors in which they specialise. They have sensibly decided to offer courses only in sectors where they have this expertise. Leaders and managers use their sector knowledge to ensure that courses give apprentices highly relevant knowledge, skills and behaviours for careers in either childcare or pharmacy.

Leaders have a keen focus on ensuring that their courses remain up to date with the latest industry requirements and changes. Pharmacy apprentices study medication lists which link directly to local and regional patient needs. After the announcement by the government of an expanded childcare offer from September 2024, leaders swiftly introduced additional baby room training to equip early years apprentices for the impact of this change.

Managers and assessors organise curriculum topics in a logical sequence. For example, on level 5 early years lead practitioner courses, assessors prioritise legislation and core policies before they cover leadership styles. Following challenges with functional skills courses, leaders and managers reorganised the curriculum

highly effectively to better support apprentices to complete their functional skills qualifications.

Assessors are highly qualified vocational experts. Pharmacy assessors continue to practise as registered pharmacists. Early years assessors have spent considerable time working in childcare settings, including in senior roles.

In lessons, assessors use their knowledge and experience to provide excellent teaching. They use highly relevant instructional materials, such as serious case reviews, to illustrate key points about early years apprentices' responsibilities.

The work that assessors plan is consistently demanding. On level 3 early years courses, apprentices cover in depth important topics, such as child development and a variety of play environments. Apprentices use this knowledge to carry out complex observations of children.

Assessors lead well-considered, probing discussions to help apprentices deepen their knowledge. For example, assessors of level 5 early years practitioner apprentices use discussions to explore the link between key leadership theorists and how apprentices can manage difficult workplace situations. This helps apprentices to make secure links between the theoretical and practical aspects of their studies.

Assessors check adeptly apprentices' knowledge of topics. They use frequent recap activities and quizzes to help apprentices remember long term the content that they study. When assessors find gaps in knowledge, they swiftly return to these topics with apprentices and, where necessary, offer considerable amounts of bespoke help.

In lessons and reviews, assessors cover technical language in a highly effective manner. Their clear explanations of this language help apprentices to subsequently grasp challenging concepts, such as sustained shared thinking, and ways to structure support techniques on the level 3 early years educator standard.

Staff who assist apprentices with special educational needs and/or disabilities (SEND) provide an outstanding level of support. They use their considerable experience and expertise to devise bespoke and impactful support plans. Assessors adapt carefully their teaching to meet the needs of apprentices with SEND. Staff also offer expert, extensive and highly valued assistance for the many apprentices who experience mental health challenges.

As a result of the very well-planned and taught curriculums that they study, apprentices – who often commence their courses from very low starting points and with considerable personal challenges – consistently gain high levels of new knowledge and skills. Level 2 pharmacy assistant apprentices produce assignments that are of an excellent standard. Level 5 early years practitioner apprentices become very effective and knowledgeable operational leaders.

A high proportion of apprentices, including those with SEND, successfully complete their courses. Many achieve distinction grades. Almost all apprentices who need to

complete functional skills exams do so successfully.

Leaders provide apprentices with excellent careers information, advice and guidance. Expert guest speakers from the early years and pharmacy sectors talk to apprentices about their own career progression. This gives apprentices insights into the various career options that they have, including the opportunity to specialise in areas such as speech and language therapy. Apprentices also receive valuable support from their tutor about their career options. As a result, they are enthusiastic about their next steps and aspire to develop their careers.

Staff focus considerably on apprentices' broader development. They are keen, for example, for young apprentices to develop their money management skills, and for all apprentices to understand the signs of harmful relationships. They encourage apprentices to be active and responsible citizens through charity activities such as food bank collections. Apprentices have a thorough knowledge of fundamental British values, such as the importance of mutual respect and tolerance when they work with people from different backgrounds and beliefs.

Leadership and management at the provider are exceptional. Leaders have very high expectations for both staff and apprentices. They ensure that staff support apprentices to overcome any difficulties that they have. Assessors complete high-quality professional development activities, such as training for early years assessors from subject experts about changes to statutory frameworks. Due to the very effective training that the provider offers to apprentices, employers hold leaders and managers in high regard.

Leaders and governors work decisively when they identify issues with courses. For example, they undertook swift action to reduce considerably the number of apprentices who fell behind with their studies at the start of the year. As a result of these actions, at the time of the inspection, almost all of these apprentices had caught up.

## **Safeguarding**

The arrangements for safeguarding are effective.

## Provider details

<b>Unique reference number</b>	2654129
<b>Address</b>	Phoenix House 1 King Street Leicester LE1 6RN
<b>Contact number</b>	0116 296 7940
<b>Website</b>	<a href="https://scopetraining.co.uk/">https://scopetraining.co.uk/</a>
<b>Principal, CEO or equivalent</b>	Farah Farooq
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	Not previously inspected
<b>Main subcontractors</b>	None

## 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

Saul Pope, lead inspector	His Majesty's Inspector
Michael Worgs	His Majesty's Inspector
Sarah Houghton	His Majesty's Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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