

Inspection of London Cactus Limited

Inspection dates:

24 to 26 September 2024

Overall effectiveness**Requires improvement**

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Adult learning programmes

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

Information about this provider

London Cactus Limited (LCL), which operates under the name London Cactus College, is an independent learning provider with its main office in the London Borough of Barnet. LCL teaches courses for adult learners and, until recently, apprenticeships. LCL ceased training apprentices in September 2024 and therefore this provision was not inspected. At the time of the inspection, LCL had seven adult learners studying at levels 3 and 5 in adult care and level 3 in beauty therapy and nail technician.

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

Learners become confident in their job roles because of their studies. Those on the nail technician course confidently talk to their clients, advise them on different types of treatments available and explain the work they are going to do. This increased confidence makes learners more effective in their work.

Learners study in a respectful and inclusive online learning environment. Learners, some of whom have been away from education for a long time, feel reassured, welcomed and encouraged by staff. Assessors model polite forms of dialogue, respect the work pressures of their learners and adjust the deadlines and timing of training sessions accordingly. Learners appreciate that their lessons are taught online, enabling them to work around their other commitments. Learners feel safe and greatly value the support they receive from their assessors.

Learners do not receive well-structured and timely careers information and guidance from staff. Staff do not sufficiently inform learners about the range of employment opportunities or higher-level studies that are available to them when they complete their course. Learners are not aware of the variety of progression options available to them, and a few learners on beauty courses who have completed their course have not been able to find suitable employment.

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

Leaders have a clear and focused strategy for the curriculum that they offer. In adult care, they support employers in this sector by training staff, many of them from overseas, at level 3 and above to reduce the shortage of skilled staff. They also provide training for unemployed learners who want to start their own businesses in the beauty sector. Staff clearly share in the mission to support these adults to achieve their employment and business goals.

Leaders and assessors do not always plan and sequence their curriculum in a logical order. For example, learners on beauty courses start using advanced equipment before having a comprehensive understanding of the theoretical knowledge needed about the capability and limitations of this equipment. Assessors focus their teaching on the sequence of assessments, rather than considering the full range of knowledge learners need for their qualification and their jobs. Leaders are aware of these shortcomings and have started to reform their curriculum. It is too early to see the full impact of their work. Currently, learners do not have opportunities to develop deep subject knowledge that builds on their previous learning.

Assessors on beauty courses support learners well to develop their practical skills. They give learners sufficient opportunities to work with clients and practise treatments and facial procedures. These learners develop skills to an adequate standard for their stage of learning. For example, they perform basic massage techniques and apply eyebrow tints safely to good aesthetic effect. Learners feel

confident to approach potential employers in either high street settings or spa companies to seek employment.

Assessors do not plan their curriculum with sufficient consideration for the existing knowledge and interests of learners. For example, learners on leadership and management courses that have varied jobs and responsibilities in areas such as caring for children, teenagers in care transition or elderly adults are taught the same generic units by assessors. In these cases, assessors do not sufficiently align what they teach to match learners' jobs and career interests.

Assessors support learners well to complete their practical assessments. For example, in level 3 beauty course, assessors set up assessments in facial procedures and carefully help learners to provide the evidence needed to demonstrate their competency. Learners are clear about the type of evidence they need to provide to meet the assessment requirements.

Leaders have not developed robust quality monitoring practices that have a strong focus on the quality of teaching. While leaders carry out lesson observations, they do not sufficiently identify the strengths and areas for improvement in the quality of teaching. They do not provide assessors with clear feedback and training to improve their teaching practice.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Provide learners with high-quality careers information and guidance so they are clear about the range of employment and higher-level studies available to them at the end of their course.
- Monitor the quality of teaching effectively and give assessors clear feedback and training to enable them to improve their teaching practice.
- Plan the curriculum to ensure it follows a logical sequence, so learners gain the depth of knowledge they need in the subjects they study and for their jobs.
- Develop the curriculum content to meet the needs and interests of learners based on the learners' knowledge, skills, jobs and interests at the start of the program.

Provider details

Unique reference number	1237111
Address	1st Floor Spectra House 10 Spring Villa Park London HA8 7EB
Contact number	02083811813
Website	www.myccccollege.com
Principal, CEO or equivalent	Edith Fongho
Provider type	Independent learning provider
Date of previous inspection	8 to 10 June 2022
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

Ramin Narimani, lead inspector
Christina Christou

His Majesty's Inspector
Ofsted Inspector

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