

# Inspection of Chiltern Training Limited

Inspection dates: 14 to 17 January 2025

<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	Requires improvement

## Information about this provider

Chiltern Training Limited is an independent learning provider located in Reading. It offers apprenticeship training and adult learning programmes in the Thames Valley. At the time of inspection, there were 82 apprentices training on the level 3 early years educator apprenticeship, 64 apprentices training on the level 2 early years practitioner apprenticeship, nine apprentices training on the level 5 early years lead practitioner apprenticeship and seven apprentices training on the level 3 business administrator apprenticeship. Fewer than five apprentices were training on the level 3 team leader apprenticeship and fewer than five adult learners were studying towards the level 3 early years educator qualification. Apprentices and adult learners attend training at the head office in Reading, which they refer to as college, and online.

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

Learners and apprentices are professional and reliable. They are respectful and sensitive towards others. Early years lead practitioner apprentices adapt their language skilfully when they speak to parents of children with learning needs. Learners and apprentices know and promote the values important in modern Britain. Adult learners design and use activities for children to share how they celebrate their faith. Their attendance is high at college and at work. Employers value highly the contributions learners and apprentices make.

Learners and apprentices are confident to use the knowledge and skills they have learned at work. Apprentices training to be team leaders use strategies that promote positive mental health in their staff. Early years educator apprentices are key workers for children in their settings. Learners and apprentices perform their jobs to a high standard.

Learners and apprentices benefit from the work staff do with employers. In response to employer needs, early years educator apprentices and learners are taught about food allergies so that they can keep children safe. Learners and apprentices value the opportunities to contribute to their communities. They volunteer to work with children with disabilities and provide useful feedback to staff in student council meetings.

Learners and apprentices feel safe, including when online. They have a deep understanding of how to keep the children they work with safe and know how this applies to themselves.

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

Leaders and managers offer high-quality training that aligns well with local and regional skills shortages. Staff design programmes of learning logically so that learners and apprentices build their knowledge, skills and behaviours securely. Level 2 early years practitioner apprentices are taught child health, safety and development units so that they have the foundational knowledge to work with children. Level 3 early years educator apprentices build on the units taught at level 2 to acquire the knowledge and skills to be a room leader. Learners and apprentices are prepared well for the jobs they are training for.

Expert staff use their extensive experience to teach effectively. Early years educator apprentices discuss behaviour management strategies, such as wearing giant ears to signal to children to listen carefully during story time. In functional skills mathematics, apprentices practise using ratios to prepare powdered milk. Learners and apprentices use what they have been taught confidently at work.

Staff work effectively with employers to plan apprentices' training. Apprentices complete work trials before their training begins so staff can plan their learning with employers. Staff review the progress apprentices make accurately and involve

employers in planning their future training. Though apprentices know what they need to do to improve, staff do not record this well enough to reflect on it fully with the apprentice and employer at subsequent reviews. Most apprentices make good progress.

Staff quickly correct any misunderstandings apprentices and learners have in most cases. Too often, staff do not routinely correct errors in spelling, punctuation and grammar. Learners and apprentices do not improve their literacy skills quickly enough.

Since the previous inspection, leaders and staff have strengthened apprentices' preparation for final assessments. Staff and apprentices discuss final assessments at each review. Apprentices practise professional discussions with staff from an early stage of their training. Staff prepare apprentices well for their final assessment, and around half achieve distinction grades.

Learners and apprentices work at the standard expected for their stage in training. Early years practitioner apprentices apply the theory of play to design activities that aid children's development and social skills. Early years lead practitioner apprentices evaluate the benefits of co-regulation compared with self-regulation to manage children with high needs in their settings. Learners and apprentices use the knowledge they learn competently in their workplaces.

Most learners and apprentices achieve the qualifications they need. A small proportion of apprentices do not complete their training in the time planned. In these cases, staff manage apprentices' work effectively so that most achieve their qualifications. Leaders and staff have made substantial improvements to English and mathematics teaching, which has improved the proportion of apprentices who pass their functional skills tests at the first attempt. Most learners and apprentices move on to further training and employment.

Staff identify apprentices who need extra help quickly and provide them with well-considered support. They put in place additional reviews and visit apprentices at work more frequently. These apprentices make good progress and achieve in line with their peers.

Leaders and managers organise and provide helpful careers advice for learners and apprentices. Learners and apprentices find out about jobs and further training during careers week. Guest speakers share their experiences of management in early years settings. Learners and apprentices have the information they need to make informed decisions about their next steps.

Leaders benefit from the valuable help governors provide. Governors use their experience to make sure education and training programmes match the needs of employers and the skills of staff. Governors support leaders well, helping them to navigate the challenges to improve provision. Leaders have prioritised their work carefully and have responded effectively to the outcomes of the previous inspection.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

- Record progress review meetings so apprentices and employers can reflect fully on apprentices' progress.
- Correct the errors learners and apprentices make in their spelling, punctuation and grammar.
- Manage apprentices' progress closely so that apprentices complete their training in the time planned.

## Provider details

<b>Unique reference number</b>	51149
<b>Address</b>	One Valpy 20 Valpy Street Reading RG1 1AR
<b>Contact number</b>	01189566995
<b>Website</b>	<a href="http://www.chilterntraining.co.uk">www.chilterntraining.co.uk</a>
<b>Principal, CEO or equivalent</b>	Katy Edwards
<b>Provider type</b>	Independent learning provider
<b>Dates of previous inspection</b>	8 to 11 November 2022
<b>Main subcontractors</b>	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
Andrew Thompson	Ofsted Inspector
Helen Loftus	Ofsted Inspector
Baz Wren	Ofsted Inspector
Martin Hughes	Ofsted Inspector

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