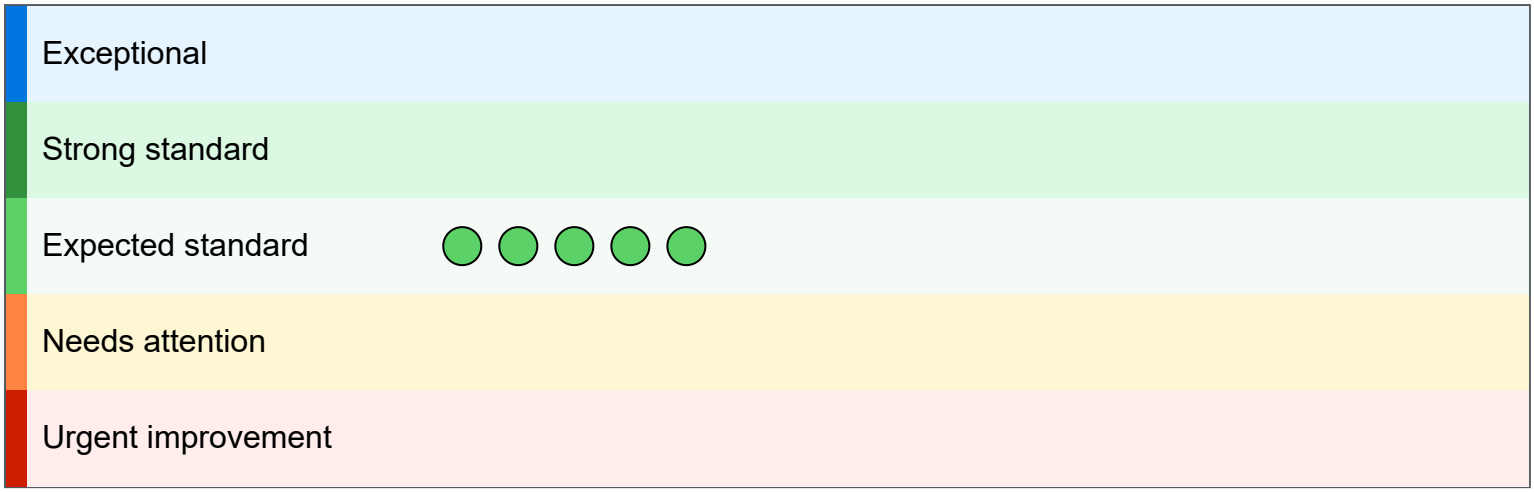
Solveway Limited

Address: 2nd floor, SG5 2DE

Unique reference number (URN): 1278582

Inspection report: 25 November 2025



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, learners are made safer and feel safe.

How we evaluate safeguarding

When we inspect providers for safeguarding, they can have the following outcomes:

- Met: The provider has an open and positive culture of safeguarding.
- Not met: The provider has not created an open and positive culture of safeguarding. Not all legal requirements are met.

1. Inclusion, and leadership and governance

Expected standard

Expected standard

Inclusion

Expected standard

Leaders identify apprentices' learning support needs and wider barriers to learning such as financial and welfare concerns appropriately at the start of the apprenticeship. Leaders use these assessments effectively to implement a range of suitable support strategies.

Staff monitor and review apprentices' support needs effectively. In progress reviews, coaches routinely check how well support strategies and adaptations continue to meet apprentices' needs. Leaders and staff discuss when to increase or reduce support as apprentices' needs arise or change. Leaders recognise the need to develop their strategic approach to inclusion to ensure they are more consistent in the support they give.

Leaders ensure that staff receive suitable guidance on planning, monitoring and reviewing individual support needs with apprentices. Leaders supply coaches and trainers with helpful resources to meet apprentices' specific needs during training. These include resources to help apprentices with learning needs such as using coloured overlays to reduce visual stress, increasing font size and spacing on digital text, choosing clear fonts and avoiding long paragraphs.

Leaders work very effectively with employers to make sure that workplace settings provide suitable environments to meet apprentices' needs. Where required, employers arrange quiet and relaxing study spaces.

Leadership and governance

Expected standard

Leaders work closely with their team to ensure that their specialist digital and finance apprenticeship provision meets the needs of the employers they work with. Leaders frequently seek feedback from apprentices and employers and make improvements based on these findings. Leaders have ensured that they are responsive and flexible in their approach. In response to employer feedback, leaders have enhanced teaching on business tax in their accountancy programmes. This has led to high satisfaction rates for both employers and apprentices.

Leaders have a good understanding of their strengths and areas for improvement. They are rigorous in their ongoing quality improvement activities. They have improved the information they collect on the quality of their training so issues can be swiftly identified . Leaders use these indicators to monitor closely the impact of the actions they implement.

Leaders have developed a supportive culture at the provider. They look after their teams' wellbeing and workload. Staff feel listened to, involved and valued.

Governors provide wide-ranging, effective support and challenge to leaders. Governors ensure that the data they receive is tightly focused on the quality of training and the apprentice experience.

Trainers update their technical skills through tailored technical professional development opportunities. However, leaders do not plan professional development activities that sufficiently develop staff's teaching knowledge and skills.

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2. Apprenticeships

Expected standard

Expected standard

Achievement

Expected standard

Most apprentices achieve their apprenticeship. Pass rates are high, and the proportion of apprentices completing their courses has increased over the previous 3 years. However, the proportion of apprentices on level 3 accountancy programmes who remain on and complete their apprenticeships are too low.

Apprentices swiftly develop their technical skills, confidence and competence to tackle increasingly complex issues, enabling them to work independently and efficiently. They can explain technical information for different stakeholders and write formal emails. Apprentices' work is of the expected standard and shows improvement over time.

Employers value the skills apprentices develop and their contribution to the businesses. Information communications technician apprentices develop the skills to contribute to continuity planning. Accountancy apprentices play an increasingly important role in preparing financial statements and undertaking audits. On completion, most apprentices remain in employment with the same employer, and many study higher-level courses.

Curriculum and teaching

Expected standard

Leaders have ensured that they work closely with employers to meet their training needs. Trainers work effectively with employers to review and plan their apprentices' training. Employers have a good understanding of the curriculum plan. They ensure that apprentices have additional workplace opportunities to practise and develop their new technical skills and knowledge.

Trainers plan and teach well-sequenced curriculums that build apprentices' knowledge and skills progressively from basic to advanced levels. They ensure that information communications technician apprentices develop their technical terminology and understand concepts such as broadcast domains, firewalls and networking technologies. Trainers use their technical expertise to provide workplace examples to help explain complex topics. This helps apprentices to work effectively in their professional roles and meet sector standards.

Trainers mostly use a wide variety of interactive teaching strategies to check apprentices' understanding effectively such as digital quizzes, chat tools, digital whiteboards and directed questioning. Trainers challenge apprentices to explain their answers and calculations in accountancy lessons to deepen and extend their knowledge. Apprentices demonstrate a good understanding of topics and answer questions confidently.

Trainers provide helpful feedback that supports apprentices' improvement. They provide video feedback to support apprentices in improving their responses to examination questions. Trainers make sure that apprentices have sufficient time to identify any additional teaching they need to close any gaps before they sit examinations. Apprentices are well prepared for their final assessments.

Participation and development

Expected standard

Leaders set high expectations for attendance, behaviour and attitudes to learning, which apprentices understand from the outset. Apprentices diligently attend their training sessions. Leaders closely monitor attendance and quickly remove any barriers.

Apprentices receive useful and timely careers advice and guidance. Trainers, coaches and mentors regularly discuss next steps with apprentices throughout the programme. They promote further opportunities, including higher-level apprenticeships. This helps apprentices to understand their options and prepare for their next steps.

Leaders have planned a comprehensive personal development curriculum for apprentices. Trainers sensitively discuss these topics with apprentices during progress reviews and training sessions. Through these discussions, apprentices gain a thorough understanding of a wide range of relevant topics such as drink spiking, behaving respectfully at workplace social events and the risks of gambling.

Staff encourage apprentices to take part in activities beyond their apprenticeship such as attending specialist sector webinars. However, the range of opportunities offered, particularly for the younger apprentices, is limited, and few apprentices take part in these wider activities.

What it's like to be a learner and/or an apprentice at this provider

Apprentices benefit from an inclusive culture with an individualised approach to training. This meets the varied needs of apprentices, many of whom are starting their first jobs in the finance and digital sectors. Apprentices find the provider a safe and welcoming place to study.

Trainers and coaches know their apprentices very well. They are generous with their time and give apprentices additional individual tuition for more complex topics. Apprentices receive very helpful support with writing assignments from their trainers such as breaking down the components of an assignment and talking through how to structure their responses. Apprentices value this approach. Many choose to remain with the provider for further study at the end of their course.

When apprentices fall behind or face temporary barriers to learning, trainers and coaches act quickly, providing tailored support such as alternative assessment methods. They sensitively support and encourage those apprentices with exam anxiety so they feel more comfortable in formal examination environments. Most apprentices achieve their courses by their planned end date. This includes the few apprentices with special educational needs and/or disabilities.

Apprentices are highly motivated and ambitious. They enjoy their training. They are keen to participate in lessons. Apprentices acquire considerable new technical skills. They can apply these skills confidently in the workplace. For example, information communications technician apprentices quickly learn to configure routers, install cabling and use advanced spreadsheet functions to improve efficiency.

Young apprentices develop considerable self-confidence through their training. They feel more empowered to voice their opinions at work in a respectful way when they have differing views from colleagues. This prepares apprentices well for their future careers.

Next steps

• Leaders should strengthen their ongoing training programme, focusing on the development of trainers’ teaching skills.
• Leaders should further reduce the proportion of level 3 accountancy apprentices leaving their studies early on.
• Leaders should provide a more extensive programme of wider development opportunities for younger apprentices. This should be closely matched to apprentices' interests so that they are more likely to participate and further develop their employability skills.

About this inspection

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:
Inspectors spoke with leaders, trainers, coaches, governors, apprentices and employers during the inspection.

The inspectors confirmed the following information about the provider:
Solveway Limited is a national apprenticeship provider based in Hitchin, Hertfordshire. Most apprentices work in Hertfordshire and the surrounding region. Teaching and training take place online and face to face, depending on the apprenticeship studied.

At the time of the inspection, there were 139 apprentices studying digital, data and accountancy apprenticeships. Approximately two-thirds of apprentices were studying accountancy apprenticeships at levels 2, 3 or 4. Since the previous inspection, leaders have stopped offering business administrator apprenticeships and now offer the data technician apprenticeship. Forty-one apprentices were under the age of 18.

Director: Keith Swain

Lead inspector:
Georgina Ager, His Majesty's Inspector

Team inspectors:
Penny Fawcus, His Majesty's Inspector
Rochelle Saneria, His Majesty's Inspector
Sue Hasty, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 25 November 2025

Number of learners

Apprenticeships

139

Percentage of learning aims successfully achieved

Apprenticeships overall achievement rate

Year	This provider	National average	Compared with national average
2023/24	62	61	Close to average
2022/23	55	55	Close to average
2021/22	55	53	Close to average

Apprenticeships pass rate

Year	This provider	National average
2023/24	96	98
2022/23	88	97
2021/22	82	98

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other providers can learn from it.

Strong standard

The provider reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The provider is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The provider needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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