Any Driver Limited

Address: County Chambers, Warren Street, Tenby, SA70 7JS

Unique reference number (URN): 1247989

Inspection report: 19 May 2026

Exceptional	
Strong standard	●●●●●
Expected standard	
Needs attention	
Urgent improvement	

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

Strong standard	●●

Strong standard

Inclusion

Strong standard

Leaders have embedded a culture that is fully inclusive and nurturing for learners. Learners feel welcomed, very well supported and are motivated to succeed. Leaders and managers rigorously assess learners' barriers to learning at the start of their programme. They use this information to monitor rigorously and adjust the support that learners receive so they can excel in their studies.

Trainers use their knowledge of special educational needs and/or disabilities skilfully. They use carefully considered and highly impactful teaching strategies to help learners manage barriers to learning, such as dyslexia, attention deficit/hyperactivity disorder and chronic fatigue. Trainers are highly adept at supporting learners with health conditions such as fibromyalgia and bipolarity. They use their professional experience expertly to provide learners who are unemployed with essential skills to help them to establish themselves in the beauty industry.

Trainers are caring and highly empathetic. They have a keen appreciation of the social disadvantage in the areas where training takes place. They provide learners with salon uniforms and essential equipment to support equity in groups. Leaders are committed to prioritising the support for learners' mental health. Staff and learners complete mental health qualifications and this helps to embed a consistent culture of wellbeing across centres.

Leadership and governance

Strong standard

Leaders have a clear mission to provide adult learners with high-quality training in beauty therapy. They offer courses for adults to gain the skills they need to begin their practice as professional beauticians or diversify their business. Leaders are committed to supporting learners to establish sustained employment that works around their lives and supports local economies.

Leaders receive strong governance from an adviser with extensive experience of further education leadership who supports them with important policy insights and provides rigorous challenge on the quality of training and curriculum strategy.

Leaders have put in place excellent quality assurance processes. They monitor the progress learners make rigorously and daily. They take incisive actions to improve the quality of training. Leaders communicate weekly with centre managers at all the provider's training salons and carry out thorough compliance and quality-assurance checks.

Leaders ensure that staff workloads are fair. Trainers receive protected time for marking and to prepare for lessons. Leaders support staff very well in instances where personal circumstances prevent them from working and act swiftly to ensure that learners' studies are unaffected.

Leaders carefully plan and tailor the training staff receive. Trainers are fully supported to prepare to teach new curriculums such as skin rejuvenation and aesthetics. Trainers receive training to develop their teaching skills, including for those learners with special educational

needs and/or disabilities. Trainers reflect insightfully on the impact of the training they receive and use this to develop continuously the quality of their training.

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2. Adult learning programmes

Strong standard

Strong standard

Achievement

Strong standard

Learners make excellent progress from their starting points. Nearly all learners achieve their personal goals. Learners gain excellent skills, knowledge and behaviours to help them to enter, or diversify their practice in the beauty industry. Learners' coursework and practical skills are of a consistently high standard.

Leaders ensure that achievement rates across all qualifications are very high. Nearly all learners who start a course achieve their qualification. Learners who have special educational needs and/or disabilities and those who face barriers to learning achieve as well as their peers. Around a third of learners are unemployed and most of these achieve their qualification.

Learners develop their written and spoken English language skills very well through client consultations and record keeping. They develop well the mathematical skills they need to prepare products and calculate service charges accurately. Learners gain useful digital skills by using virtual classrooms and online study platforms.

Curriculum and teaching

Strong standard

Leaders and managers are passionate about the purpose of the curriculum offer and the quality of training they provide. They are resolute in their mission to support adults to contribute to their local economy and to reduce unemployment of adults. Leaders plan the curriculums so that learners returning to education after raising children gain the knowledge, skills and confidence they need to transform their lives by becoming self-employed or by diversifying their existing beauty therapy business.

Leaders ensure that learners receive excellent training. Trainers combine theory with practical training very skilfully so that learners gain a comprehensive understanding of the topics they are taught. Trainers plan the order of training with great precision to ensure that learners develop significantly in confidence and skills over time. Learners apply their skills with increasing fluency and independence. Trainers, through their ambitious and challenging work readiness programme, prepare learners fully for employment.

Trainers diligently ensure that learners gain essential experience with clients throughout their course. Through these activities learners practise and develop strong communication skills in the salon and in a variety of external community settings. Trainers use this rich programme of practical experiences to enable learners to understand well decorum and protocols when consulting and applying treatments to a wide variety of age, gender and faith groups.

Trainers ensure that learners have an excellent understanding of vocational language. Learners understand what key anatomical and physiological terms mean as part of their practice, for example, the lymphatic system when carrying out vacuum suction during advanced facial treatments.

Participation and development **Strong standard**

Learners receive high-quality careers guidance from trainers who are experienced practitioners in the industry to prepare learners very well for their next steps. Trainers use industry experts to inspire learners by sharing their career journeys and how they set up their business. Staff from further education colleges promote high aspirations by discussing further and higher education pathways.

Leaders ensure that learners have wider opportunities to practise their skills and broaden their knowledge. Learners visit hospices, care homes and mother and baby groups to apply their skills with clients from different backgrounds and age groups. Leaders have put in place an ambitious programme of additional qualifications to develop learners' subject knowledge and wider knowledge. These include courses in equipment disinfection, mental health and immune deficiency syndrome.

Leaders set very high expectations for learners. Trainers are exacting in how learners should conduct themselves with clients. They insist that learners demonstrate professional behaviours consistently in the training salons and when they visit community settings. Learners respect and adhere to these standards without exception. Learners' attendance at lessons is consistently high. In the very few instances where learners do not attend, an opportunity to complete missed topics is arranged swiftly by trainers.

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

Learners develop substantial beauty therapy and employability skills. They value highly what they learn from their trainers, particularly the knowledge they gain about developing trends in the industry such as mesotherapy, laser skin reduction and microdermabrasion.

Learners make positive contributions to their communities and have an excellent understanding of how to contribute to life in modern Britain. Learners plan salon spaces so that they are accessible to clients with physical disabilities and provide hand massages to hospital patients and manicures to residents in care homes. Through these activities, learners practise their practical and communication skills with a wide range of clients in different environments.

Learners have excellent knowledge about how to recognise and keep safe from the risks of radicalisation. They research incidents of extremism as part of their coursework to gain a deep understanding of these events. Learners write responses to challenging scenarios such as changes in the behaviour of a regular client or a client exhibiting signs of domestic abuse. As a result, learners are prepared well to recognise risks as part of their professional practice.

Learners are highly motivated and are rightly proud of the skills and knowledge they gain. They thoroughly enjoy the training they receive and value highly the safe, friendly and welcoming salon environments. Learners are inspired by their trainers, with a few who have ambitions to become trainers themselves. Learners value highly the high-quality training salons they are taught in, the resources available to them and the convenient locations of salons.

Next steps

- Leaders should sustain their relentless focus on ensuring that training is of the highest quality, that learners continue to demonstrate professional standards and are comprehensively prepared for employment.

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, governors, staff and learners during the inspection.

The inspectors confirmed the following information about the provider:

Any Driver Limited is based in Tenby, Wales. It has 6 training salons across England located in Birmingham, Bristol, Derby, Leicester, Littlehampton and Manchester. It provides training for adult learners in beauty therapy subjects. Courses are 18 weeks in duration throughout the year. The provider offers diploma and certificate courses at levels 3, 4 and 5. At the time of the inspection, there were 80 learners enrolled. Over two-thirds of these study level 3 diploma courses. Most of these study general beauty therapy courses and the remainder study nail technology or massage courses. Less than one-third of learners are study level 4 beauty therapy courses and around one third of these study permanent hair removal and skin rejuvenation.

Managing Director : Neil Evans

Lead inspector:
Cliff Shaw, His Majesty's Inspector

Team inspectors:
Nick Crombie, His Majesty's Inspector
Maggie Fobister, Ofsted Inspector
Karen Bill, Ofsted Inspector
Cathy Atkinson, Ofsted 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 19 May 2026

Number of learners

Total learners

80

Adult learning programmes

80

Percentage of learning aims successfully achieved

Adult learning programmes

Year	This provider	National average	Compared with national average
2024/25	92	87	Close to average
2023/24	87	87	Close to average
2022/23	87	87	Close to average

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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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