

INSPECTION REPORT

Academy Day Nurseries and Childcare Limited

11 June 2004



ADULT LEARNING
INSPECTORATE

Grading

Inspectors use a seven-point scale to summarise their judgements about the quality of learning sessions. The descriptors for the seven grades are:

- *grade 1 - excellent*
- *grade 2 - very good*
- *grade 3 - good*
- *grade 4 - satisfactory*
- *grade 5 - unsatisfactory*
- *grade 6 - poor*
- *grade 7 - very poor.*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas and Jobcentre Plus programmes. The same scale is used to describe the quality of leadership and management, which includes quality assurance and equality of opportunity. The descriptors for the five grades are:

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - unsatisfactory*
- *grade 5 - very weak.*

The two grading scales relate to each other as follows:

SEVEN-POINT SCALE	FIVE-POINT SCALE
grade 1	grade 1
grade 2	
grade 3	grade 2
grade 4	grade 3
grade 5	grade 4
grade 6	grade 5
grade 7	

Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) was established under the provisions of the *Learning and Skills Act 2000* to bring the inspection of all aspects of adult learning and work-based learning within the remit of a single inspectorate. The ALI is responsible for inspecting a wide range of government-funded learning, including:

- work-based learning for all people over 16
- provision in further education colleges for people aged 19 and over
- **learndirect** provision
- Adult and Community Learning
- training funded by Jobcentre Plus
- education and training in prisons, at the invitation of Her Majesty's Chief Inspector of Prisons.

Inspections are carried out in accordance with the *Common Inspection Framework* by teams of full-time inspectors and part-time associate inspectors who have knowledge of, and experience in, the work which they inspect. All providers are invited to nominate a senior member of their staff to participate in the inspection as a team member.

Overall judgement

Where the overall judgement is that the provision is adequate, only those aspects of the provision which are less than satisfactory will be reinspected.

Provision will normally be deemed to be inadequate where:

- more than one third of published grades for occupational/curriculum areas, **or**
- leadership and management are judged to be less than satisfactory.

This provision will be subject to a full reinspection.

The final decision as to whether the provision is inadequate rests with the Chief Inspector of Adult Learning. A statement as to whether the provision is adequate or not is included in the summary section of the inspection report.

INSPECTION REPORT

Academy Day Nurseries and Childcare Limited

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INSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Academy Day Nurseries and Childcare Limited (The Academy) is a private limited company founded in 1996. The company operates nationally, with four purpose-built nurseries, seven nurseries and crèches within a national chain of health clubs, and a crèche at a large shopping complex in Kent, where it has a training centre that provides vocational training for its employees in the county.
2. The Academy has training contracts with Kent and Medway Learning and Skills Council to provide foundation and advanced modern apprenticeships to young people, and training in national vocational qualifications (NVQs) to adults. The company has 54 learners, 49 of whom are employed at its own nurseries or crèches in Kent and five are employees of a nursery owned by another company in Dartford.
3. The Academy's training and standards manager is responsible for all training and is supported by the centre co-ordinator and a team of tutors, five assessors and two internal verifiers. The training manager reports directly to the company's chief executive, who is a member of the six-strong board of directors. The training and standards manager produces monthly reports on training which are discussed with the chief executive and then presented to the board.

SCOPE OF PROVISION

Health, social care & public services

4. The Academy has 54 learners in this area of learning, 52 of whom are women, two are men, and all of them are following early years programmes. There are 19 learners working towards foundation modern apprenticeships, 29 learners working towards advanced modern apprenticeships, and six working towards NVQs in early years care and education. Learners can start their training at any time of the year and attend training sessions regularly. The training sessions in the nurseries support the requirements for both the technical certificates and the NVQ.

ABOUT THE INSPECTION

Number of inspectors	4
Number of inspection days	14
Number of learner interviews	12
Number of staff interviews	13
Number of employer interviews	3
Number of locations/sites/learning centres visited	6

OVERALL JUDGEMENT

5. The quality of provision is adequate to meet the reasonable needs of those receiving it. More specifically, The Academy's provision of training in early years care and education is satisfactory. The leadership and management of the company are satisfactory, as are the measures to ensure equality of opportunity and the arrangements for quality assurance.

GRADES

grade 1 = outstanding, grade 2 = good, grade 3 = satisfactory, grade 4 = unsatisfactory, grade 5 = very weak

Leadership and management		3
Contributory grades:		
Equality of opportunity		3
Quality assurance		3

Health, social care & public services			3
Contributory areas:	Number of learners	Contributory grade	
<i>Early years</i> - Work-based learning for young people	54	3	

KEY FINDINGS

Achievement and standards

6. **The retention rate of learners on advanced and foundation modern apprenticeships is good.** The Academy retained 75 per cent of the learners who began advanced modern apprenticeships in 2001-02 and 88 per cent of those on foundation modern apprenticeships. The current retention rate is similarly high.

7. **The achievement rate for vocational qualifications is good.** Fifty per cent of the advanced modern apprentices who started their training in 2001-02 achieved their main vocational qualification and, for the same period, 75 per cent of foundation modern apprentices achieved their vocational qualification.

8. **The standard of work in learners' portfolios of evidence is good.** The portfolios are well organised and in them the learners demonstrate good understanding of childcare theory and practice.

9. **Achievement of the foundation and advanced modern apprenticeships is poor.** Since 2001-02, no advanced modern apprentices have completed their full framework and only 6 per cent of foundation modern apprentices have completed their frameworks. The learners' achievement of key skills is slow. However, The Academy has taken steps to

rectify this weakness. Learners have a good understanding of key skills and are making satisfactory progress towards completion of their modern apprenticeship frameworks.

Quality of education and training

10. The inspection observed six learning sessions, of which five were graded satisfactory or better.

11. **Support for learners is good.** Tutors and assessors have a good understanding of individual learners' needs. They provide pastoral support for learners and are quick to respond to any personal or other difficulties that they experience. Assessors give learners their mobile telephone numbers and frequently receive calls from them between assessment visits. Learners are well supported with work for technical certificates. The Academy offers the learners support sessions every other Saturday, when they are all able to attend. These sessions provide group learning activities in addition to a separate drop-in workshop providing individual support.

12. **Off-the-job training is good.** Learners are well motivated and contribute enthusiastically to discussions. The learning sessions are carefully planned to support the requirements of the technical certificates. Learning sessions are now planned to include work relevant to the achievement of key skills.

13. The Academy provides its learners with a satisfactory induction programme. Most learners can recall the content of their induction programme and understand their framework requirements and the company's policies on equality of opportunity and health and safety. With the recent appointment of a specialist member of staff for key skills there is appropriate identification of learners' needs from initial assessment.

14. The development of learners' literacy and numeracy skills is satisfactory. Initial assessment identifies the learners' literacy and numeracy skills and The Academy uses CD-ROMs to develop these skills according to the results of assessment tests.

15. **The monitoring of learners' progress is ineffective.** Target-setting is vague in some reviews and The Academy does not monitor targets closely and does not always review action plans. Documents relating to learners who have been in training for some time are often incomplete. However, current learners' files are complete. The company has plans to improve the recording of learners' progress and it also has strategies for tutors and assessors to support those learners who are near completion of their modern apprenticeship framework.

16. **Some of the assessment practice is poor.** Some assessors are not confident in providing feedback to learners who are not yet competent. Assessors do not always record assessment decisions regularly and some of the assessment documents in the learners' files are incomplete.

Leadership and management

17. **There has been effective change management in the company to rectify previously poor performance.** In the nine months before inspection, The Academy restructured its board of directors, appointed a new chief executive and carried out major re-financing.

18. **A position of training and standards manager was created in 2003 to bring about improvements in training.** The training and standards manager reports directly to the company's chief executive and they frequently discuss the quality of training. The company has also appointed a tutor for literacy, numeracy, language and key skills, and learners are now starting to achieve key skills qualifications. Learners and other members of staff have good knowledge of the company's new structures and strategy, and they were positive about the improvements in the company's operations during the past year.

19. **The Academy has good management information systems.** Information on the performance of training programmes is readily available in a variety of formats and it is displayed in the company's office and distributed among staff as appropriate. The training and standards manager analyses the data from these reports to provide the basis for the manager's report to the board of directors.

20. **There is good staff development and good staff appraisal at The Academy.** In the 12 months before inspection the company ran 11 courses for its staff, usually involving external training companies. The range of training has been wide, including courses on allergies and anaphylaxis, behaviour management, child protection, first aid, manual handling, sensory awareness, and introductions to speech therapy and language therapy. Staff, including learners, receive annual appraisals. The appraisal meetings involve helpful preparatory work and the company thoroughly documents the process and outcomes. There are clear links between appraisal and staff development.

21. The operation of equal opportunities policies and a general introduction to equal opportunities form part of the company's induction training programme. The requirement for further training on equal opportunities is an identified part of The Academy's appraisal process, which includes all learners. Equal opportunities is also part of the induction to the training programme and features strongly as an integral part of the early years and childcare modern apprenticeship.

22. **Almost all of The Academy's learners are white women.** Although it has only two male learners, the company has set a target to recruit 12 per cent of its workforce from among male school leavers. There are no learners from minority ethnic groups and there is no target or plan identifying how to recruit them. The company's general marketing material includes images of male learners and those from minority ethnic groups. There is no promotional material in languages other than English.

23. The company carries out appropriate checks on equal opportunities and harassment or bullying as part of its regular reviews of learners' progress. Learners understand the procedures they should follow in the event of harassment or bullying.

24. The Academy's quality assurance policy features prominently in the employee handbook. Other policies and procedures are readily available to all staff on the company's intranet, which they use frequently. Most aspects of the learning process are covered by suitable policies and associated procedures.

25. The application of some of the company's quality assurance procedures is not always systematic. For example, although the company collects learners' feedback, the process is not sufficiently systematic and sometimes fails to cover the views of all of the learners. Also, the observations of assessors do not provide recent evidence of observation and reporting for all assessors.

Leadership and management

Strengths

- effective change management
- good management information systems
- good staff development and appraisal

Weaknesses

- late action to rectify poor completion of the modern apprenticeship framework
- insufficient initiatives to recruit learners from minority ethnic groups
- insufficient systematic monitoring procedures
- no system for the observation of teaching and learning

Health, social care & public services

Early years

Strengths

- good retention rate on modern apprenticeships
- good achievement rate of vocational qualifications
- good pastoral and training support for learners
- good off-the-job training

Weaknesses

- poor achievement of the modern apprenticeship framework
- ineffective monitoring of learners' progress
- some poor assessment practice

WHAT LEARNERS LIKE ABOUT ACADEMY DAY NURSERIES AND CHILDCARE LIMITED:

- the Saturday workshop sessions
- the frequent assessment opportunities
- being able to train at work while being paid
- frequent and helpful review meetings with assessors
- learning about child development
- the good support that staff provide

WHAT LEARNERS THINK ACADEMY DAY NURSERIES AND CHILDCARE LIMITED COULD IMPROVE:

- the amount of training at the King's Hill nursery
- the amount of time to complete projects
- quicker feedback from key skills tests
- the number of assessors

KEY CHALLENGES FOR ACADEMY DAY NURSERIES AND CHILDCARE LIMITED:

- continue to improve achievement of the modern apprenticeship framework
- introduce teaching and learning observation
- develop effective strategies to target learners from under-represented groups
- continue to develop systematic monitoring and recording procedures

DETAILED INSPECTION FINDINGS

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- effective change management
- good management information systems
- good staff development and appraisal

Weaknesses

- late action to rectify poor completion of the modern apprenticeship framework
- insufficient initiatives to recruit learners from minority ethnic groups
- insufficient systematic monitoring procedures
- no system for the observation of teaching and learning

26. There has been effective change management in the company to remedy previously poor performance. In the nine months before inspection, The Academy restructured its board of directors and a new chief executive and a new finance director. At the same time, the company carried out major re-financing and made information about changes readily available to employees and to awarding and funding bodies, and kept good records of all of its decision-making processes. A new position of training and standards manager was created during 2003 to remedy the poor retention and achievement rates on all of the company's training programmes, and to bring about improvements in key skills training. The training and standards manager reports directly to the company's chief executive and they frequently discuss the quality of training and levels of achievement. The company has also recently appointed a tutor responsible for literacy, numeracy, language and key skills. Learners are now starting to achieve key skills qualifications and are making satisfactory progress towards achievement of the modern apprenticeship frameworks. Members of the board are well informed about training matters and a monthly training quality report now forms a standard agenda item for all board meetings. Learners and other members of staff have good knowledge of the company's new structures and strategy, and they were positive about the improvements in the company's operations during the past year.

27. The Academy has good management information systems. The centre co-ordinator is responsible for maintaining the company's reporting and information systems. Information on the performance of training programmes is readily available in a variety of formats and is displayed in the company's office and distributed among staff as appropriate. The training and standards manager receives two different monthly reports on training quality and learners' and assessors' performance, analyses the data from these reports to provide the basis for the manager's report to the board of directors.

28. The company makes good provision for staff development and has good staff

appraisal processes. All staff, including those who are learners, receive annual appraisals. The appraisal meetings involve helpful preparatory work and the company thoroughly documents the process and outcomes. There are clear links between appraisal and staff development. In the 12 months before inspection The Academy ran 11 courses for its staff, usually involving external training companies. The range of training has been wide, including courses on allergies and anaphylaxis, behaviour management in children, child protection, a range of first-aid certificates, manual handling, sensory awareness, and introductions to speech therapy and language therapy. In addition, there are a number of staff receiving training support for assessors' and verifiers' awards. Many courses have resulted in staff receiving external certification for their training. Staff feel that the range of courses benefit them in their training and benefit the children in their care. The Academy monitors all courses for quality of delivery and has withdrawn contracts from companies whose training was unsatisfactory.

29. There was late action to rectify poor completion of the modern apprenticeship framework. Since 2001-02, when the company began training for modern apprenticeships, no advanced modern apprentices have achieved their full framework. In the same period, only 6 per cent of foundation modern apprentices had achieved the framework. Most modern apprentices left the company with no qualifications between 2001 and 2003, and few of them achieved their skills awards. It was not until the latter part of 2003 that the company took action to provide effective key skills training and put in place a training and standards manager to bring about improvements in training programmes.

Equality of opportunity

Contributory grade 3

30. The Academy's equal opportunities policy and anti-harassment policy are in the employee handbook given to all learners when they start employment with the company. The equal opportunities policy makes reference to some of the relevant legislation, such as the Disability Discrimination Act 1997, but it does not refer to the latest Employment Equality Acts or the Special Educational Needs and Disability Act 2001 and amendment to the Disability Discrimination Act 1997. The operation of policies and a general introduction to equal opportunities form part of the company's induction training programme. The requirement for further training on equal opportunities is an identified part of The Academy's appraisal process, which includes all learners. Equal opportunities is also part of the induction to the training programme and features strongly as an integral part of the early years and childcare modern apprenticeship. The Academy provides equal opportunities training throughout the company and learners attend these sessions, which often take place during the mandatory staff meetings. The learners interviewed had a satisfactory understanding of equal opportunities issues and were able to give examples of how the different aspects of equal opportunities applied to their work. The assessors used on the training programme have received additional equal opportunities training.

31. The company carries out appropriate checks on equal opportunities and harassment or bullying as part of its regular reviews of learners' progress. Learners understand the procedures they should follow in the event of harassment or bullying. The process has

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identified two incidents of bullying/harassment and The Academy's staff investigated the incidents thoroughly and implemented suitable actions.

32. All learners are employed during training. The learners receive good support during training and their retention rate is high. Learners comment that staff are approachable and are willing to offer them advice and support when necessary. The company helps with transport costs when a learner has to travel away from their place of work to attend training sessions. Two laptop computers are available for learners to borrow to help them complete work. Learners are able to work towards suitable additional qualifications and training relevant to early years and childcare. For example, most learners work towards the basic food hygiene certificate. On completion of their modern apprenticeships learners usually continue in employment with The Academy. Those who leave normally obtain employment with other nurseries and crèches.

33. Access to all premises is good. All of The Academy's buildings are accessible to learners who use wheelchairs or have difficulty walking. Within nurseries and crèches there are ramps to facilitate movement for wheelchair users.

34. The company's initiatives to recruit learners from minority ethnic groups are insufficient. Almost all of The Academy's learners are white women. There are no learners from minority ethnic groups and there is no target or plan identifying how to recruit them. The company has produced a small amount of marketing material that specifically targets learners from minority ethnic groups, and its general marketing material includes images of male learners and those from minority ethnic groups. Although there are only two male learners, the company has set a target to recruit 12 per cent of its workforce from among male school leavers. There is no promotional material in languages other than English. The nurseries celebrate various ethnic festivities throughout the year, such as the Chinese New Year. The Academy's job advertisements for qualified nursery nurses and trainees encourage applications from a wide age range of learners, but they do not explicitly encourage learners from minority ethnic groups to apply. The Academy's staff attend school careers evenings to promote training and the company promotes training to its own staff. It has sponsored approximately 30 members of staff aged 25 to 50 to work towards NVQs in early years and childcare.

Quality assurance

Contributory grade 3

35. The Academy's quality assurance policy features prominently in the employee handbook. Other policies and procedures are readily accessible to all staff on the company's intranet, which they use frequently. Most aspects of the learning process are covered by suitable policies and associated procedures, such as initial assessment of learners and visits to review the learners' progress.

36. The company's most recent self-assessment report was produced with input from all staff. The Academy's board of directors approved the final report. The resulting development plan identified a number of key areas for improvement, including the key skills training and the internal verification processes and procedures. In most cases, The Academy has identified appropriate actions and carried them out, although some of the

improvements have still to have an identifiable impact. Inspectors agreed with most of the strengths and weaknesses identified in the self-assessment report but considered that some were not significant. They agreed with the grade for the occupational area and awarded a grade for leadership and management one grade higher than the provider.

37. The Academy investigates learners' views frequently and acts upon them. For example, the company moved some training for the technical certificates to Saturday mornings in response to the results from a learners' questionnaire. It also cancelled its contracts with an external training provider due to the learners' comments on feedback forms about the poor quality of training.

38. The Academy has introduced new internal verification procedures recently, which allow learners to gain credits for successfully completing individual units. There are suitable plans to verify an appropriate selection of the learners' and assessors' work. The company carries out a regular audit of learners' files to ensure that they contain essential paperwork that has been completed correctly. A review of the effectiveness of the current individual learning planning document has resulted in the development of an improved document, which captures a wide range of information relevant to monitoring the learners' progress.

39. The application of some of the quality assurance procedures is not always systematic. For example, although the company collects learners' feedback, the process is not sufficiently systematic and sometimes fails to cover the views of all of the learners. Also, the observations of assessors does not provide recent evidence of observation and reporting for all assessors.

40. The Academy has no system for the observation of teaching and learning. The company has carried out some observations to monitor the quality of training delivered by external providers, but these observations were carried out by different people attending different courses and the comments on the training vary in quality and no overall grades were awarded. There have been no formal observations of training by The Academy's staff, including the training associated with the new technical certificate and the key skills training introduced recently.

AREAS OF LEARNING

Health, social care & public services

Health, social care & public services		3
Contributory areas:	Number of learners	Contributory grade
<i>Early years</i> - Work-based learning for young people	54	3

Early years

Strengths

- good retention rate on modern apprenticeships
- good achievement rate of vocational qualifications
- good pastoral and training support for learners
- good off-the-job training

Weaknesses

- poor achievement of the modern apprenticeship framework
- ineffective monitoring of learners' progress
- some poor assessment practice

Achievement and standards

41. The retention rate of learners on advanced and foundation modern apprenticeships is good. The Academy retained 75 per cent of the learners who began advanced modern apprenticeships in 2001-02 and 88 per cent of those on foundation modern apprenticeships. The current retention rate is similarly high.

42. The achievement rate for vocational qualifications is good. Fifty per cent of the advanced modern apprentices who started their training in 2001-02 achieved their main vocational qualification and, for the same period, 75 per cent of foundation modern apprentices achieved their vocational qualification. The standard of work in learners' portfolios is good. The portfolios are well organised and in them the learners demonstrate good understanding of childcare theory and practice. The portfolios contain a diverse range of evidence which is cross-referenced to performance criteria. Learners' portfolios demonstrate that there are good links between on- and off-the-job training.

43. Achievement of the foundation and advanced modern apprenticeships is poor. Since 2001-02, no advanced modern apprentices have completed their full framework and only 6 per cent of foundation modern apprentices have completed their frameworks. The learners' achievement of key skills is slow. However, The Academy has

taken steps to focus on the achievement of key skills and their integration into the learners' vocational training programmes. Learners have a good understanding of key skills and are making satisfactory progress towards completion of their modern apprenticeship frameworks.

Quality of education and training

44. Support for learners is good. Tutors and assessors have a good understanding of individual learners' needs. They provide pastoral support for learners and are quick to respond to any personal or other difficulties that they experience. Assessors give learners their mobile telephone numbers and frequently receive calls from them between assessment visits. Learners are well supported with background knowledge for technical certificates. The Academy offers the learners support sessions every other Saturday, when they are all able to attend. These sessions provide group learning activities in addition to a drop-in workshop providing individual support. Tutors make special arrangements to provide time for learners to carry out learning activities away from their childcare duties. One learner has been provided with a laptop to enable her to make better progress with key skills. Learners stated that they found the support from tutors and assessors helpful. The Academy's most recent self-assessment report identifies this support as a strength.

45. Off-the-job training is good. The Academy provides weekly learning sessions for all groups of learners, and these are well planned and structured. Learners are well motivated and contribute enthusiastically to discussions. The learning sessions are carefully planned to support the requirements of the technical certificates. Learning sessions are now planned to include work relevant to the achievement of key skills. The learning activities are linked to the learners' work with children. In one learning session the activity was at the appropriate level for the learners and they were quickly able to relate that activity to their work with the children and to compare their approach to that of children. The Academy offers the learners the opportunity to attend a wide range of additional training courses, including basic food hygiene and first-aid courses.

46. The Academy provides the learners with a satisfactory induction programme. Most learners can recall the content of their induction programme and understand their framework requirements and the company's policies on health and safety, and equality of opportunity. With the recent appointment of a specialist member of staff for key skills there is appropriate identification of learners' needs from initial assessment. Staff discuss the outcome of learners' initial assessment tests with them at their induction, and use a programme on a CD-ROM to identify the support required. This programme highlights learners' individual needs and the specialist skills tutors work with them to improve their skills.

47. The development of learners' literacy and numeracy skills is satisfactory. Initial assessment identifies the learners' literacy and numeracy skills, and The Academy uses CD-ROMs to develop those skills according to the results of assessment tests. When The Academy identifies the learners as having skills at entry level, they receive additional

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individual support to follow a programme of training towards an NVQ. The company has recently appointed two staff to support the development of learners' skills: one is a numeracy tutor and the other is a basic skills tutor.

48. Resources to support training and learning are satisfactory. Training rooms are light and airy, with sufficient space for the number of learners present. The range of textbooks for learners is adequate and learning resources are well presented and maintained. However, there is insufficient information and communications technology equipment for learners at some sites. Training staff are experienced early years practitioners with a good range of appropriate qualifications. The Academy has seven qualified assessors and two qualified internal verifiers, all of whom hold appropriate qualifications. In addition, there are other staff who are training to become qualified assessors.

49. The monitoring of learners' progress is ineffective. The timescale for learners' achievement is not always clear. Some learners who have been in training for some time are frustrated and disheartened by delays that occurred in their key skills training. Target-setting is vague in some reviews and The Academy does not monitor targets closely and does not always review action plans. Documents relating to learners who have been in training for some time are often incomplete. Current learners' files are generally complete. The company has identified this weakness and there are plans to improve the recording of learners' progress. Also, there are strategies for tutors and assessors to support those learners who are nearing completion of their modern apprenticeship framework.

50. Some of the assessment practice is poor. Some assessors are not confident in providing feedback to learners who are not yet competent. Assessors do not always record assessment decisions regularly and some of the assessment documents in learners' files are incomplete. During one observed assessment there was disregard for health and safety issues and the assessor did not discuss this with the learner. However, during another observed assessment a learner who was receiving feedback left the assessor to respond swiftly and appropriately to a potential health and safety hazard.

Leadership and management

51. There has been good management of change in The Academy and its staff understand the rationale for change. The appointment of the training and standards manager has led to improvements for early years learners. An employer has stated that the learners in its nursery have developed good skills and a greater level of understanding of childcare theory and practice from their learning sessions.

52. There has been observation of the additional training delivered by external companies, but there is no formal observation of off-the-job training in the area of learning. There is some sharing of good practice between tutors.

53. The Academy's self-assessment process involves nursery managers and staff, including learners. The most recent report identifies most of the key weaknesses in the area of learning, including the need to improve the delivery of key skills and the need to

develop strong internal verification processes. The report includes most of the key strengths and weaknesses identified by the inspectors, who agreed with the grade for the area of learning.

54. Learners' understanding of equality of opportunity is satisfactory. Learners recall key aspects of their induction process and are able to discuss the company's equal opportunities policy. In the observed learning sessions, learners made several comments that demonstrated a good understanding of equality of opportunity. Tutors used these comments to develop discussions about the learners' rights and responsibilities.