

REINSPECTION REPORT

Eden Training Ltd Reinspection

05 April 2006



ADULT LEARNING
INSPECTORATE

Grading

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

- *grade 1 - outstanding*
- *grade 2 - good*
- *grade 3 - satisfactory*
- *grade 4 - inadequate*

Inspectors use a five-point scale to summarise their judgements about the quality of provision in occupational/curriculum areas. 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.*

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.
- adult information, advice and guidance services (**nextstep**)

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.

REINSPECTION REPORT

Eden Training Ltd Reinspection

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REINSPECTION REPORT

DESCRIPTION OF THE PROVIDER

1. Eden Training Ltd (Eden Training) is a privately owned company, formed in January 2003, that provides training and education for learners in the early years care sector. The company offers training for apprentices, advanced apprentices and adult learners taking national vocational qualifications (NVQs) in early years care and education and play work. This is co-ordinated from the training centre at its headquarters in Westcliff-on-Sea. Eden Training is part of the NOVA consortium, which is based at Southend College, and is the main contract holder for work-based learning in the Essex area. NOVA subcontracts to a range of local training providers covering a wide variety of vocational areas. NOVA manages the subcontracted arrangements, supports training providers and shares good practice between them. The company funds its provision through Essex Learning and Skills Council (LSC). It also offers commercial training. Since the previous inspection, the company structure has changed. Eden Training currently has seven full-time and two part-time members of staff. One is a qualified internal verifier and another is just completing this qualification. Six are assessors, of whom one also holds a teaching qualification. The remaining members of staff are responsible for administration and finance. Of these nine staff, one is the director of the company and is also the quality assurance manager.

SCOPE OF PROVISION

Health, social care & public services

2. There are 66 learners on early years programmes. Fifteen of these are advanced apprentices working towards an NVQ at level 3 in early years care and education, the technical certificate, key skills, employment rights and responsibilities and first aid. A further 26 are apprentices working towards NVQs at level 2. Twelve learners are on an apprenticeship that involves completing the apprenticeship framework, but with the technical certificate and key skills qualifications taught in advance of the work placement and NVQ. Thirteen learners are on a programme that enables adult employed learners to achieve a qualification in childcare learning and development at level 2.

3. The recruitment process for all learners includes an interview, an initial assessment of their literacy and numeracy skills, and an induction, in the training centre or in the workplace. Training for the technical certificate, key skills, and employment rights and responsibilities takes place in the training centre or in the workplace. Learners who are employed can also attend the training centre for one evening a week. Assessors review learners' progress every four to six weeks in the workplace and when they attend the training centre. Learners are observed in the workplace every four to six weeks or more frequently if required. Five tutor/assessors, one internal verifier, and one trainee internal verifier work at the training centre.

ABOUT THE REINSPECTION

Number of inspectors	5
Number of inspection days	15
Number of learners interviewed	30
Number of staff interviewed	15
Number of employers interviewed	9
Number of locations/sites/learning centres visited	1
Number of partners/external agencies interviewed	1
Number of visits	6

OVERALL JUDGEMENT

4. At the previous inspection, the quality of the provision was not adequate to meet the reasonable needs of those receiving it. More specifically, Eden Training's leadership and management and arrangements for quality assurance were unsatisfactory, as was the quality of its provision in health, social care and public services. Equality of opportunity was satisfactory. At the end of the reinspection process, all aspects of the provision were found to be satisfactory.

GRADES

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

Grades awarded at previous inspection

Leadership and management	4
Contributory grades:	
Equality of opportunity	3
Quality assurance	4

Health, social care & public services		4
Contributory areas:	Number of learners	Contributory grade
Early years		
- Apprenticeships for young people	95	4
- Employer training pilot	83	4

Grades awarded at reinspection

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
Early years		
- Apprenticeships for young people	53	3
- Train to Gain	13	2

KEY FINDINGS**Achievement and standards**

5. **Retention and achievement rates are good on the adult early years programme.** For example, in 2004-05, retention and achievement rates were 91 per cent and 88 per cent respectively.
6. **There is slow progress towards framework completion for young learners.** However, the standard of practical skills learners demonstrate in the workplace is satisfactory. No learners have yet completed the apprenticeship framework, although seven apprentices are very close to achieving all components.
7. Arrangements for key skills training and assessment have improved since the previous inspection and are now satisfactory. Assessors have gained sufficient knowledge of key skills qualifications, and assignments are made relevant to learners' workplace activities.
8. **The induction process is weak.** Learners receive too much information too quickly and remember very little about important topics such as equal opportunities.

Quality of education and training

9. **Teaching is good.** Learning sessions are carefully planned. Learners pay attention to the tutor during training sessions and work well in pairs and groups. Learners develop good study skills.
10. **Good progress has been made in target-setting and action-planning.** Assessors are set targets for achievement that relate to all aspects of the programme. Action plans are

clear and easy to understand by all learners. Learners' progress is carefully monitored and recorded.

11. Guidance and support for learners is good. Learners are placed on appropriate courses. Learners' literacy and numeracy skills are assessed appropriately when they start their programmes. Learners with additional learning and social needs are effectively identified. Assessors communicate and offer support by e-mail and telephone text messaging to learners who choose not to attend the centre. Staff provide effective additional literacy support when necessary.

12. Resources are satisfactory. Training rooms are adequate and well maintained. There is a small collection of textbooks for learners to use at the training centre and specialist equipment such as children's story books. Trainers and assessors are appropriately qualified. Learners who attend the training centre have access to computers and the internet for research purposes.

13. Since the previous inspection, observation of learners in their workplaces has improved and better use is made of observations and oral questioning. However, there is still too much use of written work as evidence of learners' workplace competence.

Leadership and management

14. Eden Training has thorough arrangements to develop and train staff. Staff training and development is clearly linked to the company's business objectives as outlined in the business plan, the self-assessment development plan and the three-year service development plan prepared for the LSC. The range of staff development is good and includes training for assessment and verification, teaching, occupational updating, and health and safety.

15. Management of performance and target-setting are good. Managers have set targets for the successful completion of the advanced and foundation modern apprenticeship frameworks and NVQs. They have also set targets for learners to achieve NVQ units. Eden Training now sets itself and learners targets for retention rates, achievement of key skills and achievement of the technical certificate. Managers have resolved the slow progress of most learners in achieving NVQ units.

16. The company has clear arrangements to manage resources to support learning. There are well-established budgetary arrangements to allocate resources. These cover staffing, accommodation and training materials and equipment. Resources for training, accommodation and equipment meet learners' needs.

17. Eden Training has good communications and a clear structure. There are thorough annual staff appraisals, staff reviews every six months and a programme of regular monthly meetings for managers and staff. Meetings cover issues about learners, operational matters and recruitment. Managers produce useful action plans after these meetings to remedy problems. At the next meeting, these action plans are reviewed.

18. Management information has improved since the previous inspection. Eden Training collects data on learners' gender, ethnicity, and additional learning needs, as well as on the number of learners starting the programme and those leaving the programme without achieving all the targets on their individual learning plan, and on the achievement of units, qualifications and framework. Managers are now using the system for analysis and to produce reports on unit achievement and framework completion.

19. **There is insufficient formal communication with employers.** Not all employers contribute to three-way progress reviews and some employers are unclear about this requirement. Employers often provide additional on-the-job training opportunities which are not always used as evidence for the learners' NVQ or key skills qualification. Not all employers have an updated handbook detailing the arrangements for off-the-job training or key skills and technical certificate training.

20. Learners' awareness of issues related to equality of opportunity is satisfactory. At induction, tutors give learners copies of Eden Training's equal opportunities policy and the complaints procedures. The equal opportunities policy has been reviewed and updated since the previous inspection. Learners understand the policy and procedures, know who they should contact if they wish to complain, and feel confident that any concerns would be treated seriously. Learners are now more confident about their rights in the workplace. This confidence steadily increases as they work through their programme.

21. Quality assurance arrangements are now effective. There is a range of quality assurance arrangements including internal verification, questionnaires, audits of paperwork, self-assessment, training sessions, policies and procedures, including a quality assurance policy. These are being appropriately implemented and action plans are closely monitored and reviewed to improve training and assessment practice.

22. The self-assessment process is satisfactory. The self-assessment process involves managers and staff. Learners' and some employers' opinions contributed to the process through the use of questionnaires to collect their views. The self-assessment report was well structured and provided a fair and accurate record of the provision.

23. Eden Training has a comprehensive internal verification system. The verifier identifies a different focus of attention according to the experience of individual assessors. The process has identified developments needed in assessors' practice and the verifier has taken action to remedy these.

Leadership and management

Strengths

- thorough arrangements to develop and train staff
- good management of performance and target-setting

Weaknesses

- insufficient formal communication with employers

Health, social care & public services

Early years

Strengths

- good retention and achievement rates on the adult programme
- good teaching
- good recent progress in target-setting and action-planning
- good individual learner support

Weaknesses

- slow progress towards framework completion
- weak induction process

DETAILED REINSPECTION FINDING

LEADERSHIP AND MANAGEMENT

Grade 3

Strengths

- thorough arrangements to develop and train staff
- good management of performance and target-setting

Weaknesses

- insufficient formal communication with employers

24. There are thorough arrangements to develop and train staff, a strength identified at the previous inspection. Staff training and development continues to be clearly founded on the company's mission statement and linked to its business objectives. The good range of staff development has been maintained and includes training for assessment and verification, teaching, occupational updating, and health and safety. Individual staff development is established and its effectiveness is reviewed particularly well through the annual appraisal system, the six-monthly staff review interviews and individual monthly staff performance meetings. There are training and development plans for individual members of staff and for the company as a whole. The company uses staff meetings effectively to share information from individual training events attended by managers and assessors. All new members of staff have comprehensive induction training, which includes the identification of their individual training needs. Induction covers company policies, procedures and administrative arrangements. Before starting their job, staff spend time working with colleagues in different roles to understand all aspects of the company's activities. However, it has been some time since staff completed training in equality and diversity, which is reflected in some inappropriate wording and in learners' work. Eden Training continues to have good internal communications and a clear structure, which has been revised since the previous inspection. Meetings cover issues about learners, operational matters and recruitment. Managers produce useful action plans after meetings to remedy problems. These action plans continue to be reviewed. Managers are approachable and responsive to staff needs. Staff support one another in their work. Written agreements with employers detail what training learners should receive in the workplace. However, some information given to employers about off-the-job training is not up to date. Improvements have been made to the amount of contact time staff have with learners, and to assessment in the workplace.

25. Management of performance and target-setting is good. Target-setting was identified as a weakness at the previous inspection. Learners are now set good, clear targets, both for individual components of each unit of their qualification and for overall unit completion. Progress towards achieving these targets is monitored thoroughly. Staff discuss support strategies for learners during regular individual meetings with senior staff. Overall targets set for the company are discussed at monthly staff meetings. Staff

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are very aware of the targets set and the progress made towards meeting them. Management continues to evaluate strategies and implement changes. Achievements have improved for adult learners and learners requiring additional learning support. However, progress in completing key skills and technical certificates has been slow for long-term learners. More recently, collaborative work with the NOVA consortium has supported staff in developing more appropriate key skills training. Targets have been set for the completion of key skills, and an action plan has been drafted which is closely monitored. Eden Training analyses management data on a quarterly basis. This was a weakness at the previous inspection. Information on participation rates for female and male learners, and the achievement and retention rates of learners from minority groups, are routinely collected and examined. A comprehensive spreadsheet has been developed that includes initial assessment results, units achieved, skills that require further development, the next unit to achieve, and the time taken for achievement. An analysis of the achievements of learners receiving additional support has been implemented. Management information is routinely analysed and presented to staff to support decision-making. Procedures have been put in place to identify learners at risk of leaving. Changes are made to support learners, such as changing the times of attendance, and resolving issues with work placements. A formal exit strategy has now been implemented. There is good use of management information to aid target-setting and monitor learners' performance. A more accessible management information system is now in place and managers have had the training to use it.

26. Eden Training has maintained clear arrangements to manage resources to support learning since the previous inspection. There are well established budgetary arrangements to allocate resources. These cover staffing, accommodation and training materials and equipment. Resources for training, accommodation and equipment meet learners' needs. Managers and staff have appropriate background knowledge and qualifications to provide training for early years and play work learners.

27. The insufficient action by managers to resolve learners' slow progress towards unit achievement was identified as a weakness at the previous inspection. This has now been rectified. Management has been restructured to better tackle the slow progress. Additional strategies have been implemented. Each month, specific learners are targeted to complete their unit. Assessors have received time management training and identified specific learners who are at risk of leaving or are coming to the end of their time on programme. Additional assessors have been appointed and appropriate training for assessors and internal verifiers has been organised. However, it is too soon to assess the impact of this on learners' overall achievement. In the last three months some good progress has been made on technical certificate training and provision for learners to complete key skills qualifications. Key skills are now relevant to learners' workplace activities. A new programme for young learners aged 16-18 years has been introduced to ensure that key skills and the technical certificates are completed before the NVQ. Staff are more clear and confident about key skills delivery. A scheme co-ordinator has been appointed to oversee and monitor key skills training and progress. Very strong links with Southend College have been established to share good practice and support staff in implementing the key skills training.

28. Managers have put in place arrangements to provide literacy, numeracy and language support with a designated member of staff given responsibility. At induction, the company assesses all learners to establish if they require support. Eden Training continues to rely on informal arrangements to provide learners with literacy, numeracy and language support. Since the previous inspection, the company has introduced policies and procedures to more effectively meet learners' needs. The new arrangements are planned to be implemented in the autumn when staff have started their training. Eden Training collects data on learners with additional needs and analyses their achievement and retention rates. Learners receiving the current informal support arrangements are successfully achieving their qualifications.

29. There is insufficient formal communication with employers. Frequent reviews of learners' progress take place and some involve employers contributing through written comments. However, these reviews are rarely three-way meetings between all parties. Employers are unclear about this requirement. Not all employers are aware of the content of learners' off-the-job training sessions or how they can best match their learning at the training centre to the planned work in their nurseries. Some employers provide extensive in-house training. However, this is not always used as evidence for learners' NVQ or key skills qualifications. Some employers had not been given more recently updated information booklets about the content of learners' programmes and are unaware of the technical certificate and key skills requirements. Employers' policies and procedures are shared with Eden Training. However, once received, the content of these are not always examined to ensure they are up to date.

Equality of opportunity

Contributory grade 3

30. Since the previous inspection, Eden Training has reviewed and updated its equal opportunities and complaints policies to incorporate changes in legislation and best practice from the NOVA consortium. Learners' understanding of equality and diversity, complaints procedures and their rights in the workplace is satisfactory and has improved since the previous inspection. Eden Training introduces equality of opportunity at induction and reinforces this well through a range of equality and diversity learning tools, including employment rights and responsibilities packs, quizzes during off-the-job training, and questionnaires about equality of opportunity, at the end of each NVQ unit. Equality of opportunity is routinely discussed during progress reviews, with a pre-agreed question of the month used to explore a sufficient range of issues. Learners' understanding of equality and diversity becomes more comprehensive as they progress through their programme.

31. Managers collate, analyse and use information on the gender, age, additional learning needs and ethnicity of learners, to monitor and review trends. Eden Training is involved in initiatives that attempt to diversify the learner group, through offering a programme for excluded year 10 and year 11 school children and working with a Chinese group in Shoburyness. However, there is currently only one learner from a minority ethnic group and one male learner on programme. Promotional materials, produced in conjunction with the NOVA consortium, do too little to challenge industry stereotypes in early years care and education. A high proportion of learners are

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identified as having additional learning needs. Tutors give regular, informal support during off-the-job training. Data shows that these learners achieve at least as well as learners without identified additional learning needs. Staff and learners are thorough in discussing potential barriers to learning, with practical help and referrals being used to enable learners to participate and be retained.

32. The main training room and toilets at Eden Training are on the first floor, with no lift access. Eden Training has appropriate arrangements with external organisations to offer alternative venues should learners with mobility difficulties apply for their programmes. In the past, the company has moved resources to enable a learner with specific needs to fully participate in learning.

33. Complaints are generally resolved informally and effectively between learners and staff. Learners know who they should contact if they wish to complain. The complaints procedure does not make reference to the NOVA consortium, which acts as the second and third stages in the process for learners who are not happy with the response from Eden Training.

34. Equality of opportunity is regularly discussed through staff team meetings. Staff have received insufficient recent and relevant formal training on equality and diversity. Only one tutor has attended training on anti-discriminatory practice. Material displayed on one of the notice boards in the training centre contains out-of-date views and terminology for equality of opportunity. Eden Training's staff collect and check employers' equality of opportunity and human resources policies. Action has previously been taken where an employer was not giving a learner fair access to support, learning and assessment. However, where employers' policies do not reflect current updates in legislation, there is insufficient following up of this with employers.

Quality assurance

Contributory grade 3

35. There are appropriate well-established policies and procedures relating to staff and learners and accreditation processes. Progress has been made in developing new systems and implementing new measures. More recently policies, procedures and action plans have been produced to implement key skills and technical certificate training. Clear guidance in using procedures is produced for staff.

36. The previous inspection identified that developing effective quality assurance arrangements was a key challenge for Eden Training. The report identified that the company had a range of measures to assure the quality of the learners' experience. However, weaknesses were identified through inspection, such as insufficient assessments in the workplace and poor links between on- and off-the-job training. These have now been satisfactorily rectified. Enhanced arrangements have been developed since the previous inspection. The quality assurance manager has overall responsibility for monitoring quality assurance. There is now planned and random observation of assessment, an evaluation of staff development activities and leavers' end-of-course survey, and the provision of quarterly questionnaires. A useful audit of paperwork and learners' portfolios is completed to ensure that a range of evidence is produced. Eden

Training seeks regular feedback from employers, which contributes to self-assessment and improving training delivery. Good practice is identified and shared within the company and within the NOVA consortium locally, which Eden Training is part of. There are effective links with Southend College to help develop key skills training and share information.

37. Issues concerning internal verification at the previous inspection have now been resolved. Comprehensive management procedures have been implemented, such as accountability forms and an enhanced staff induction. Newly appointed staff are based at the training centre for the first two months during their probationary period to ensure competence in procedures, assessing, written work and communication skills. Assessors have had training in linking evidence with learners' reflective accounts. Oral questioning to collect evidence is now used with learners, as well as written work. Records of observations of learners' practice at work are collated centrally and exit interviews arranged to ensure all learners' work remains with the centre. More detailed observations of assessors have been implemented.

38. The self-assessment process remains satisfactory. The self-assessment report was written incorporating the views of all staff at Eden Training and included feedback from questionnaires, surveys and evaluations from learners, employers and outside agencies. A draft of the report was available for learners, employers, other parties and Eden Training staff, to comment on the accuracy before the final report was compiled. An updated self-assessment report was produced just before reinspection. The self-assessment report has effectively built on the findings from the previous inspection and progress has been made in implementing the post-inspection action plan.

AREAS OF LEARNING

Health, social care & public services

Health, social care & public services		3
Contributory areas:	Number of learners	Contributory grade
Early years		
- Apprenticeships for young people	53	3
- Train to Gain	13	2

Early years

Strengths

- good retention and achievement rates on the adult programme
- good teaching
- good recent progress in target-setting and action-planning
- good individual learner support

Weaknesses

- slow progress towards framework completion
- weak induction process

Achievement and standards

39. Retention and achievement rates on the adult early years programme are good. In 2004-05, 91 per cent of learners were retained on programme and 88 per cent achieved their target qualification. In the previous year, 69 per cent of learners were retained and only 43 per cent achieved their qualification.

40. Written evidence in adult and younger learners' portfolios is satisfactory. Learners develop satisfactory practical skills in the workplace. New learners on the adult programme have made a good start to their training.

41. There is slow progress towards framework completion for young learners. There is very slow progress on the advanced apprenticeship framework. Many learners have achieved little of their framework. Key skills training and assessment were introduced late in the programme as were the technical certificate and employer rights and responsibilities. However, recent advanced apprentices are making satisfactory progress and achieving NVQ units, key skills and modules of the technical certificates at the same time. On the apprenticeship framework two learners have achieved the full framework since the previous inspection. Five learners have achieved all the components of the framework except the first aid certificate and they are very close to achieving this. Although 19 apprentices are making slow progress, 12 recent apprentices are making

satisfactory progress through all components of their framework.

Quality of education and training

42. Teaching is good. Sessions are well planned and resourced. Schemes of work and session plans are detailed with supporting exercises, relevant case studies and well-presented, clear handouts for learners. Learners pay attention to the tutor during training sessions and work well in pairs and groups. They confidently report what they learn to the larger group and develop good study skills. Handouts encourage the development of useful study skills and learners use them to record evidence of their learning.

43. Good recent progress has been made in target-setting and action-planning. Assessors are set targets for achievement that relate to all aspects of the programme. These are then translated into relevant targets and action plans for learners. Targets are discussed and negotiated with learners and employers. This has been effective for a number of learners who have made slow progress and it has successfully motivated some learners who have been on programme a long time. Action plans are very clear and easily understood by learners with additional learning needs. Learners know what they have achieved and what they need to do to achieve their qualification. A useful monitoring document is used by assessors and learners to monitor progress towards achievement. In some cases this is shared with employers.

44. Individual support for learners is good. Tutors provide good individual coaching in the training centre or in the workplace. Learners can phone, text or e-mail their tutor/assessor for help at any time. Learners are on appropriate courses and there is a good match between the NVQ and their job role. Learners with additional learning and social needs are identified and provided with good informal support. This enables them to develop good study, research and enquiry skills, and encourages them to make good use of the internet and to develop their information and communications technology skills. Learners are encouraged to review their practice at work. Staff provide effective additional support for learners with additional literacy needs. Tutors encourage learners to use dictionaries to improve their spelling. Learners have good oral skills for summarising and reporting information.

45. Arrangements for key skills training and assessment are satisfactory. Regular training and assessment is provided on key skills. Assessors have had relevant training and support in this area and more recent learners are achieving their key skills units.

46. Resources remain satisfactory. Training rooms are adequate and are well maintained. There is a good collection of textbooks and children's books for learners' use in the training centre. Relevant training resources are well used and useful materials to support the NVQ and technical certificates are also available. There are computers and access to the internet for research purposes, in the training centre.

47. Workplace observations of learners are satisfactory. This was identified as a weakness at the previous inspection. Learners are observed every three to six weeks or

more frequently if necessary. Good use is made of witness testimony, work products, professional discussion and oral questioning. Assessors write detailed reports referenced appropriately to several units. However, there is still too much use of written evidence. Some assessors are setting supplementary written questions rather than using oral questioning. Learners are still required to write reflective accounts instead of being observed. Assessors are not using the accreditation of prior learning for those learners who have completed level 2 NVQs and have progressed to a level 3 NVQ. Some learners are repeating training for topics they have previously covered.

48. The induction process is weak for many learners. Induction is not memorable and some learners are not able to recall the content of their recent induction. They are not aware that they are expected to attend regular off-the-job training at the training centre. Learners do not remember enough equal opportunities information from induction. There is not enough detailed information on technical certificates, key skills or employment rights and responsibilities. There is no formalised scheme of work and session plans for inductions. Some new learners do not know how they are assessed.

Leadership and management

49. Good progress has been made in rectifying many weaknesses from the previous inspection, particularly focusing on target-setting for staff and learners. There is frequent informal contact with many employers to keep them up to date on learners' progress. However, most employers do not formally contribute to progress reviews. Many employers provide additional training courses related to learners' NVQs, including child protection, dealing with challenging behaviour and working with babies. However, this additional training is not always recorded in individual learning plans and new knowledge and understanding are not always used as NVQ evidence.

50. Staff understand their roles and there are regular staff team meetings. In addition to team meetings, staff work well together and team tutoring is particularly effective. Internal verification is satisfactory. There are regular assessor meetings, regular observation of assessors, and good support and development for assessors. One member of staff has recently been trained as a verifier and submitted her portfolio for the award. There is a good strategy and supporting procedures for assessment and internal verification.