

# Parenta Training Limited

Monitoring visit report

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**Unique reference number:** 58193

**Name of lead inspector:** Peter Cox, Her Majesty's Inspector

**Inspection dates:** 16–17 December 2019

**Type of provider:** Independent learning provider

**Address:** 2–8 London Road  
Rocky Hill  
Maidstone  
Kent  
ME16 8PZ

## Monitoring visit: main findings

### Context and focus of visit

From October 2018, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision which began to be funded from April 2017 or after by the Education and Skills Funding Agency and/or the apprenticeship levy. This monitoring visit was undertaken as part of those arrangements and as outlined in the 'Further education and skills inspection handbook', especially the sections entitled 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

Parenta Training Limited (Parenta) is an independent learning provider. The company provides training to the early years education sector. Prior to gaining approval to deliver levy-funded apprenticeships, Parenta had significant experience as a subcontractor of apprenticeship programmes. At the time of the monitoring visit, Parenta has 24 framework-based apprentices. Of these, 20 are working towards early years educator at level 3. Additionally, two apprentices are working towards play work at level 2, one towards children and young people's workforce at level 2 and one towards management at level 3.

### Themes

#### **How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?**

#### **Reasonable progress**

Leaders have a clear vision to support national early years education provision through developing well-qualified and confident childcare apprentices. They have designed a curriculum that helps most apprentices to develop substantial new knowledge, skills and understanding.

Leaders and managers have a clear awareness of the strengths and weaknesses in the provision. They have developed robust quality improvement strategies. Leaders have only recently introduced arrangements for governance, but these have already contributed positively to holding leaders to account.

Leaders and managers make sure that they meet all the requirements of an apprenticeship. All apprentices receive their entitlement to off-the-job training by the end of their programmes. Leaders and managers have strong enrolment and induction processes. As a result, leaders make sure that apprentices are enrolled onto the correct programme.

Leaders and managers communicate effectively with employers. They provide frequent updates about apprentices' progress. Employers value the positive impact that apprentices have on their businesses. However, managers do not work closely enough with all employers to plan and integrate on- and off-the-job training. Consequently, the development of new knowledge, skills and understanding is too slow for a few apprentices.

Leaders and managers make sure that assessors have expert vocational knowledge, skills and experience. They support assessors in keeping up to date through independent study and regular professional development. For example, assessors recently completed training in dyslexia awareness and supporting young people through bereavement. Leaders support assessors to complete a teaching qualification at level 3 which helps them to manage learning more effectively. Inspectors agree that apprentices derive significant benefits from their assessors' expertise.

Leaders identify apprentices with additional learning needs early. They implement appropriate specialist support quickly. As a result, apprentices with additional learning needs are as successful as their peers without additional learning needs.

**What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices? Reasonable progress**

Apprentices are keen to learn and improve their knowledge, skills and understanding in caring for young children. They are clear about the management opportunities they can access as a result of their learning. Apprentices develop substantial new knowledge quickly through on- and off-the-job training. For example, apprentices develop a detailed understanding of health and safety legislation and its impact on their settings. As a result, apprentices become skilled and valued employees.

Assessors use their vocational expertise to deliver high-quality teaching sessions that help apprentices to progress. For example, assessors skilfully help apprentices to teach young children about discrimination. They discuss how best to get complex messages over to young children. However, a very small minority of apprentices do not see their assessor frequently enough, which slows their progress.

Most assessors track and monitor apprentices' progress systematically. They intervene swiftly to support apprentices who fall behind to catch up quickly. Assessors have detailed information about apprentices' additional learning needs. They plan carefully to support these apprentices appropriately.

Assessors question apprentices in detail to check how accurately they understand topics. Assessors probe apprentices' knowledge and understanding carefully and encourage them to respond in detail to their questions. Apprentices receive clear feedback from assessors and know how they can improve the quality of their work.

Too few apprentices who need help with their English and mathematics receive speedy and effective support to develop their knowledge and skills. Leaders and managers know they need to improve the support in English and mathematics. For example, they have created online teaching resources to strengthen this area of provision. However, it is too early to judge the impact of their actions.

**How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Reasonable progress**

Leaders and managers have a good understanding of safeguarding. They have put in place comprehensive safeguarding policies and procedures and a detailed 'Prevent' duty action plan. Staff implement these policies and procedures systematically to keep apprentices safe. Managers check that all staff are suitable to work with apprentices.

The designated safeguarding lead (DSL) and deputies are suitably qualified and experienced. They are developing good relationships with external agencies. The DSL ensures that all staff receive appropriate and frequent safeguarding and 'Prevent' duty training.

Apprentices feel and are safe. Apprentices know who to contact if they have a concern. They receive relevant safeguarding and the 'Prevent' duty training when they join the apprenticeship programme. However, a small minority of apprentices have an underdeveloped understanding of specific local threats.

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