

Inspection of The Care Learning Centre (Isle of Wight) Limited

Inspection dates: 28 to 31 March 2023

Overall effectiveness

Requires improvement

The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Requires improvement
Apprenticeships	Requires improvement
Overall effectiveness at previous inspection	Good

Information about this provider

Formed in 2001, the Care Learning Centre (CLC) is a private limited company with a head office in Newport on the Isle of Wight. CLC specialises in offering apprenticeships in the health and care sector nationally. At the time of this inspection, approximately 375 apprentices were on standards-based apprenticeships. Of these, 85 were studying level 2 adult care worker, 155 were studying level 3 lead adult care worker, 35 were studying lead practitioner in level 4 adult care, 77 were studying level 5 lead in adult care worker, 10 were studying level 5 operations or department manager and a further 10 were studying business administration or team leader apprenticeships. A small number of apprentices were aged 16 to 18 years old.

The Care Learning Centre does not work with any subcontractors.

What is it like to be a learner with this provider?

Most apprentices demonstrate a positive attitude towards their learning. Apprentices are punctual and attend their planned sessions well. Where apprentices are unable to attend, mainly due to the demands of the sector, trainers reschedule training quickly. However, due to the infrequency of many of these sessions, the pace of some apprentices' progress has led to them becoming demotivated.

Too many apprentices do not get adequate teaching time to cover the whole curriculum or visit topics in depth. They do not benefit from effectively planned teaching in order to help them develop rapidly. Trainers rely too heavily on apprentices' ability to study independently. As a result, too many apprentices do not deepen their learning or make expected progress.

Apprentices on higher level apprenticeships are making greater progress than those on level 2 or 3 apprenticeships. Apprentices working in more senior roles adapt better to working independently and managing their learning with limited structure and teaching input. As a result, higher level apprentices achieve well.

Apprentices rightly feel safe in their learning environment and in the workplaces. Apprentices learn about health and safety, risk assessments and develop a good understanding of how to keep themselves and others safe and in the workplace. Apprentices are aware of how to work safely in their care settings.

What does the provider do well and what does it need to do better?

Leaders have a clear rationale to offer apprenticeships that contributes to meeting skills shortages in the health and social care sector. Leaders and managers have developed a curriculum which provides valuable training for new and existing staff in a sector which has faced significant challenges since the COVID-19 pandemic. As a result, many apprentices are promoted to more senior positions while undertaking or on completion of their apprenticeship.

Leaders and managers ensure that the offer is available to all those who wish to study the apprenticeships. However, leaders have not ensured that all apprentices with additional needs and barriers to learning benefit from sufficient specialist teaching strategies to overcome their difficulty in learning. As a result, not all apprentices' needs are met in order to be able to make expected progress. Leaders are now taking steps to ensure that apprentices are supported to complete their apprenticeship quickly.

Leaders do not help employers to fully understand their roles and responsibilities within the apprenticeship programme. Trainers do not always communicate effectively with employers about apprentices' learning and progress. Consequently, some employers do not provide apprentices with adequate time to complete off-the-job training or are fully aware of what apprentices should be learning or practising to be able to effectively support them in the workplace.

Leaders do not consistently provide all apprentices with an appropriate personal development curriculum. Trainers rightly focus on apprentices' welfare, positive values and how to keep themselves safe in modern Britain. However, leaders have not fully structured a curriculum that focuses on apprentices' wider personal development, such as healthy lifestyles and routine careers advice, to ensure that apprentices who need greater support, such as younger apprentices, receive it.

Trainers do not consistently correct errors or support the development of all apprentices' English and mathematics abilities. Leaders have rightly recognised that too many apprentices are not achieving mathematics and English within the expected timeframe. Leaders have recently improved the oversight and teaching of these key skills. As a result, leader's interventions are starting to have a positive impact on apprentice's functional skills achievement, particularly those who have started since the changes.

Most apprentices learn essential knowledge for working in the health and care sector, such as the importance of infection control, monitoring care home residents' personal hygiene, nutrition and hydration. Apprentices know how to meet the standards set out in the care certificate to ensure the overall well-being of vulnerable service users in their care. As a result, employers value the skills apprentices are developing and applying in the workplace.

Trainers provide most apprentices with effective feedback and correct any inaccuracies through individual teaching sessions. Apprentices are well informed on what they have done well and what they need to do to improve. As a result, apprentices work does improve over time.

Leaders encourage trainers' professional development. Trainers spend time in care settings to gain experience of all aspects of the sector. Many trainers are studying a level 5 apprenticeship to widen their knowledge and ability. As a result, trainers are experienced and qualified in the subjects that they teach and can effectively relate their teaching to the environments in which apprentices work.

Staff enjoy working at the care learning centre. Leaders communicate well with their team through regular one-to-one sessions, team building and training sessions. Staff are comfortable discussing workloads and personal demands with managers. Staff are given support to manage challenges and opportunities to meet their personal ambitions. As a result, staff feel valued by leaders and managers.

Safeguarding

Safeguarding is effective.

Leaders and managers rightly place an emphasis on safeguarding apprentices, and all staff follow appropriate safeguarding policies and procedures. The suitably qualified and experienced designated safeguarding lead and deputies understand their responsibilities well. Leaders have developed positive relationships with

external agencies to understand risks and to whom they may refer apprentices to keep them safe. Leaders follow safer recruitment practices appropriately.

Staff have developed positive relationships with their apprentices, who are comfortable having personal discussions about their well-being with them. Apprentices know how to report any concerns they may have.

What does the provider need to do to improve?

- Leaders and managers need to plan the curriculum to provide adequate time for trainers to teach all the knowledge, skills and behaviours required.
- Leaders and managers need to ensure employers understand the progress their apprentices are making to be able to effectively support their training.
- Managers and trainers need to ensure that apprentices with learning difficulties or disabilities develop new and substantial knowledge, skills and behaviours quickly and securely.
- Leaders and managers need to provide an age-appropriate personal development programme that fully supports apprentices' individual needs and provides them opportunities to fully explore possibilities open to them.
- Leaders and managers need to ensure that all apprentices are supported to continually improve their English and mathematics abilities.

Provider details

Unique reference number	51002
Address	Suite 8, The Courtyard Monks Brook St Cross Business Park Newport Isle of Wight PO30 5BF
Contact number	01983 533993
Website	www.clcentre.co.uk
Principal, CEO or equivalent	Claire Turner
Provider type	Independent learning provider
Dates of previous inspection	24 to 27 May 2016

Information about this inspection

The inspection team was assisted by the teaching and learning director, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Richard Kirkham, lead inspector	His Majesty's Inspector
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Sara Woodward	His Majesty's Inspector
Suki Dhesi	Ofsted Inspector
Martin Hughes	Ofsted Inspector

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