

# Seymour House Ltd

## Monitoring visit report

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| <b>Unique reference number:</b> | 2765327                                      |
| <b>Name of lead inspector:</b>  | Chris Bealey, Ofsted Inspector               |
| <b>Inspection dates:</b>        | 31 January and 1 February 2024               |
| <b>Type of provider:</b>        | Employer provider                            |
| <b>Address:</b>                 | 140 Broomfield Road<br>Chelmsford<br>CM1 1RN |

# Monitoring visit: main findings

## Context and focus of visit

Ofsted undertakes to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision funded 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.

Seymour House Limited is an employer provider based in Chelmsford. Seymour House secured funding to provide training to apprentices in November 2022. The provider has been training apprentices since February 2023. At the time of the monitoring visit, there were 38 apprentices on the level 3 early educator apprenticeship. Five apprentices were under the age of 19. Apprentices work in 10 nurseries in Essex and one in Hertfordshire.

## Themes

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

### Significant progress

Senior leaders have developed and realised an ambitious vision for training apprentices. They strive to meet the shortage of qualified early years educators. Leaders have successfully implemented their plans to provide a high-quality apprenticeship that enables them to meet their wider strategic aims for growth.

Leaders ensure that apprentices are recruited with integrity. Leaders recruit two apprentices to fill one job role, allowing each apprentice daily, dedicated learning time. Apprentices make good use of this time to develop their knowledge, confidence and communication skills. They progress rapidly to roles of responsibility that include providing detailed feedback to parents on their child's progress.

Leaders ensure that apprentices have exceptional resources for their learning. Apprentices work in calm, well-resourced and welcoming nurseries with supportive colleagues. Apprentices have a dedicated training room in each nursery. Leaders have recruited well-qualified, highly experienced early years tutors. Tutors make very good use of their vocational experience to enliven online group and face-to-face learning sessions. Nursery managers enhance the apprenticeship by providing expert training sessions in topics such as the power of a child's individuality. As a result,

apprentices quickly develop and apply in their work substantial new knowledge, skills and behaviours.

Leaders and managers evaluate the strengths and weaknesses of their apprenticeship course accurately. They use reflective practice highly effectively to develop and improve the apprenticeship programme. Managers respond quickly to feedback from nursery managers and apprentices. They have increased the frequency and rigour of apprentices' progress reviews. As a result, leaders continuously improve the quality of their apprenticeships.

Senior leaders and business directors oversee the apprenticeship course diligently. Senior leaders are continuing to improve the independent challenge provided by governors as the apprenticeship course develops. As a result, leaders manage apprenticeships effectively and have clear plans for improvements, where needed.

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| <p><b>What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices?</b></p> | <p><b>Significant progress</b></p> |
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Managers and tutors have succeeded in developing a rich and inspiring curriculum. On- and off-the-job training works seamlessly. Tutors set meaningful take-away tasks to apprentices at the end of lessons. These include reviewing nursery policies and developing a one-page profile for a child in their nursery. As a result, apprentices embed and apply their new learning effectively, becoming highly valued members of their teams.

Tutors gather detailed information about each apprentice at the start of their apprenticeship. Tutors understand well each apprentice's existing knowledge, skills and career aspirations. Tutors use this information skilfully to create individualised learning plans.

Tutors and nursery managers have good oversight of apprentices' progress. They provide apprentices with frequent, detailed and meaningful feedback. Tutors respond swiftly to apprentices who miss work deadlines and enable them to catch up. Apprentices are extremely well supported in the workplace. Each apprentice has a nursery room mentor, as well as a line manager. As a result, employers support apprentices effectively to prioritise and target their learning and continue to make good progress.

Tutors and assessors use a range of assessment methods skilfully. They check apprentices' understanding through reflective journals and discussions to consider how they use their new learning at work. This deepens apprentices' understanding about topics such as speech and language development in children. Teachers use these professional discussions to prepare apprentices effectively for their final exams.

Tutors provide apprentices with extremely useful strategies to improve their English skills. Tutors consistently review apprentices' English skills during meetings. They discuss online proofreading tools and read-aloud tools to help apprentices' produce work to a good standard.

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

Leaders and managers have developed an effective culture of safeguarding. Apprentices understand how to stay safe and keep children in their care safe.

Apprentices frequently practise and have a good understanding of lockdown procedures if they, or the children, are at risk. Apprentices have a good understanding of how to report their own concerns and are confident that these will be dealt with swiftly by staff.

Leaders follow safer recruitment practice. Staff responsible for safeguarding are experienced and well qualified. They provide frequent updates about safeguarding and 'Prevent' duty to staff and apprentices.

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