

She Compliancy Limited

Address: MyPlace, Harold Hill, 343 Dagnam Park Drive, Romford, London, RM3 9EN

Unique reference number (URN): 2654195

Inspection report: 26 January 2026

Exceptional

Strong standard

Expected standard



Needs attention

Urgent improvement

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, learners are made safer and feel safe.

How we evaluate safeguarding

When we inspect providers for safeguarding, they can have the following outcomes:

- Met: The provider has an open and positive culture of safeguarding.
- Not met: The provider has not created an open and positive culture of safeguarding. Not all legal requirements are met.

1. Inclusion, and leadership and governance

Expected standard



Expected standard

Inclusion

Expected standard

Leaders are highly ambitious for apprentices, particularly for those who have not achieved qualifications before. Leaders promote inclusion effectively and make sure the support they put in place for every apprentice they work with meets their needs. Before apprentices join, staff check thoroughly whether apprentices require any support with their learning, English, mathematics or wellbeing.

Leaders quickly identify any additional needs that apprentices have and put in place well-tailored support. This includes frequent check-ins for apprentices who change employers and effective strategies that support apprentices with special educational needs and/or disabilities. Leaders schedule additional sessions to catch up for those who miss any lessons and monitor the progress of all apprentices closely against monthly milestones.

Suitably trained staff review the support that they give to apprentices and adapt it to meet their needs. Staff and apprentices agree plans for support and when the support will be reviewed. Staff quickly intervene if apprentices' need for support increases. Leaders work closely with employers and make sure that their strategies are aligned so that apprentices with barriers to learning consistently progress well.

Leadership and governance

Expected standard

Leaders and governors know the key strengths and priorities for improvement as well as risks to the quality of the provision. Leaders take appropriate action to make improvements. For example, they have improved the quality of feedback staff give apprentices on their work. Leaders have ceased working with employers who do not meet the requirements of an apprenticeship.

Governors provide effective challenge and support to leaders to clarify their vision for the organisation and monitor performance. They help leaders focus on delivering apprenticeships in sectors where they have a track record of success. They know that the overall retention of apprentices is a key area to improve and have taken positive steps to improve this.

Leaders and governors work together effectively to make decisions in the best interests of apprentices. For example, governors check that leaders have appropriate resources to support apprentices who have special educational needs and/or disabilities before they enrol.

Leaders ensure that staff take part in suitable training to be effective in their roles. They make sure that staff have up-to-date knowledge about teaching and maintain their industry expertise. Governors and leaders monitor the wellbeing and workload of staff to make sure they are able to perform well in their roles. Staff feel well supported by each other.

Through frequent reviews of apprentices' progress, leaders work closely with employers to make sure the curriculums meet their needs. Staff and employers agree targets that help apprentices make improvements at work.

2. Apprenticeships

Expected standard



Expected standard

Achievement

Expected standard 

A high proportion of apprentices on early years and safety, health and environment technician apprenticeships achieve their qualifications. All apprentices who complete their courses achieve. However, too many apprentices who started apprenticeships in construction left their course before they finished, and a low proportion of apprentices achieve distinction grades.

Apprentices produce well-written work at the level expected. They meet the high standards their employers set in the workplace. For example, early years apprentices assess the risks to children thoroughly. The proportion of apprentices who achieve Functional Skills qualifications is also high. Leaders provide apprentices with training for additional qualifications that are above the requirement of their apprenticeship, such as site supervision and management qualifications for safety, health and environmental technician apprentices.

On completion of their training, apprentices are fully equipped to undertake their role and are valued highly by employers. Most gain promotion or study at a higher level.

Curriculum and teaching

Expected standard 

Leaders know the strengths and areas for improvement of the curriculums. They teach relevant courses where there is a demand for skills, such as in early years. Leaders teach early years apprenticeships from level 2 through to level 5 to help apprentices progress into management roles.

Leaders have designed and sequenced well-planned curriculums that build on apprentices' knowledge over time. They make sure all apprentices can access the curriculums. For example, they schedule remote or in-person lessons so that apprentices with special educational needs and/or disabilities learn in a way that meets their needs.

Leaders visit apprentices frequently in the workplace. Apprentices quickly apply theoretical knowledge in their roles and consolidate their learning at work. Leaders and employers work

effectively together to support apprentices to achieve their individual learning goals.

Well-qualified and experienced teaching staff use a range of techniques effectively to help apprentices remember what they are taught. They use clear presentations followed by quizzes to check apprentices' understanding. They repeat key information, for example, about different pieces of legislation for safety, health and environment technicians, who then create videos on how to use personal protective equipment safely. This helps apprentices remember how theory applies in the workplace.

Staff check apprentices' knowledge suitably at the start of the course. They skilfully question apprentices to identify gaps in apprentices' knowledge. Staff identify any themes for improvement in apprentices' work, such as the incorrect use of grammar, and set them specific activities and targets to help them improve.

Participation and development

Expected standard 

Leaders ensure that apprentices receive effective careers advice and guidance. They share information with apprentices about the range of career options in their chosen sectors. Staff check apprentices' aspirations and guide them on the steps they need to take in work or study to achieve these. For example, they ensure that apprentices have shadowing opportunities at work. Safety, health and environmental technician apprentices attend industry events to explore a range of careers and to network with industry professionals. This helps apprentices to make informed choices about their next steps.

Leaders and managers set high expectations for attendance. Leaders know the reasons for any non-attendance and put support in place for apprentices to catch up on what they miss.

Leaders offer useful advice and support to support apprentices' wider development needs. They link this to apprentices' individual interests, for example encouraging dance classes to promote apprentices' mental health. They give useful advice to apprentices on how to manage their finances.

Apprentices have a broad understanding of fundamental British values. For example, early years apprentices know how to promote democracy through asking children to vote on which story to read. They consistently promote fairness and turn-taking in activities.

What it's like to be a learner and/or an apprentice at this provider

All apprentices feel welcome and value highly the committed staff who are ambitious for them to succeed. Apprentices like the friendly, warm and encouraging atmosphere that staff create. Apprentices feel like they are part of a wider family throughout their studies. They benefit from learning in small groups and one-to-one sessions, where staff know them well and care greatly about their wellbeing.

Apprentices gain valuable new knowledge and skills that they quickly apply at work. Early years apprentices appreciate the time staff spend with them teaching them in their settings, helping them to design activities for the children in their care. At work, apprentices carry out

activities that improve children's motor skills, personal, social and emotional development and mathematical skills simultaneously.

A high proportion of apprentices on early years apprenticeships and on the safety, health and environmental technician apprenticeship achieve their apprenticeship. Many apprentices achieve qualifications in English and mathematics that are above the requirement of their apprenticeship. Apprentices are motivated to perform well in their roles and reach their next stage of training or employment.

Apprentices improve their confidence to carry out new tasks at work. For example, apprentices learn to give 'toolbox talks' in different environments. Early years apprentices communicate clearly with children's parents and put forward useful suggestions to their managers.

Apprentices develop in-depth knowledge about local risks they may face in their community, such as 'incel' culture, knife crime and county lines. Staff give apprentices useful advice on how to stay safe. Apprentices gain confidence in conducting themselves safely online.

Next steps

- Leaders should make sure that a high proportion of apprentices remain on their course and achieve their apprenticeship.
 - Leaders should improve the proportion of apprentices who achieve distinction grades.
 - Leaders should further scrutinise the quality of teaching and take suitable actions to make sure high-quality teaching and assessment are consistent.
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About this inspection

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with governors, leaders, tutors, employers and apprentices.

The inspectors confirmed the following information about the provider:

SHE Compliancy is an independent training provider located near Romford in Essex. It started offering apprenticeships under a direct contract in December 2020.

The provider offers apprenticeships in early years from levels 2 to 5 and in safety, health and environmental technician at level 3. At the time of inspection, there were 9 apprentices studying across these apprenticeships. Leaders no longer offer construction apprenticeships. Apprentices work in the local area. Many early years apprentices are in their first employed role. All apprentices are over 18 years of age.

CEO: Debby Hicks

Lead inspector:
Rebecca Jennings, His Majesty's Inspector

Team inspector:
Eileen O'Gara, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 26 January 2026

Number of learners

Total learners

9

Apprenticeships

9

Percentage of learning aims successfully achieved

Apprenticeships overall achievement rate

Year	This provider	National average	Compared with national average
2023/24	52	61	Close to average
2022/23	46	55	Close to average
2021/22	S	53	S

'This provider' and 'national average' figures are taken from the publicly available DfE achievement rates. Where the DfE have suppressed the figures, usually due to small cohorts,

this has been mirrored in the Report Card and will be shown by an 'S'.

Apprenticeships pass rate

Year	This provider	National average
2023/24	100	98
2022/23	100	97
2021/22	S	98

'This provider' and 'national average' figures are taken from the publicly available DfE achievement rates. Where the DfE have suppressed the figures, usually due to small cohorts, this has been mirrored in the Report Card and will be shown by an 'S'.

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other providers can learn from it.

Strong standard 

The provider reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard 

The provider is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 

The provider needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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