

Inspection of Time Training Limited

Inspection dates:

21 and 22 November 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Apprenticeships

Good

Overall effectiveness at previous inspection

Not previously inspected

Information about this provider

Time Training Limited is an independent learning provider based in Feltham, Hounslow. It specialises in training for the early years sector. Time Training is a sister company of Once Upon a Time Nurseries, which manages seven nurseries in west and north-west London. Time Training teaches apprentices who work in these nurseries.

At the time of the inspection, there were 26 apprentices in learning. There were 16 apprentices on the level 2 early years practitioner standards-based apprenticeship and 10 apprentices on the level 3 early years educator standards-based apprenticeship.

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

Apprentices learn in a nurturing environment where they receive good support from everyone involved in their training. Tutors provide individual help, for example, to those who struggle to complete their work, or who need extra help to achieve. Tutors use their expertise well to explain things clearly to apprentices. They draw on examples from their experience of working in early years settings. Apprentices learn the foundation knowledge, skills and behaviours that give them a successful start to their career.

Apprentices develop good behaviours for work and learning. For example, they have good timekeeping, attendance, and working relationships with colleagues. They have positive attitudes to work and learning. They grow in maturity and confidence during their training. They enjoy their training and say they would recommend it to their peers.

Apprentices benefit from effective support at work from nursery managers and mentors. Tutors share what apprentices learn with nursery managers, who then make sure that apprentices have opportunities at work to put this into practice. For example, apprentices learn about how to record accidents and monitor injuries. With support from their mentor, they then complete accident reports at work.

Apprentices receive suitable careers advice and guidance on the next steps they can take once they complete their training. Most apprentices remain employed at the nursery where they train or go on to higher level training.

Apprentices learn well how to safeguard children in their care. They feel safe at work and in training. They know they can approach their line manager, or staff from Time Training if they have worries or concerns about their own or others' welfare. Apprentices say their workplaces and lessons are free of harassment and bullying.

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

Leaders and managers have developed a well-designed curriculum to train highly skilled early years professionals for their associated workforce. They are committed to supporting young people, many of whom have not had a positive experience of education, to take their first steps in their childcare career. The level 3 programme offers an effective progression route for apprentices to gain roles with more responsibility at work, such as becoming room leaders.

Leaders and managers make sure that apprentices benefit from an ambitious curriculum that goes beyond the requirements of the vocational training. For example, level 2 apprentices are taught additional child development theory which prepares them well to study at a higher level. Apprentices complete a range of useful online courses on topics such as healthy living, citizenship and mental health. These courses enrich apprentices' knowledge beyond their programme of study.

Leaders and managers make sure that tutors sequence their teaching of the curriculum logically. For example, level 2 apprentices learn key foundation concepts, such as the different phases of child development. Once they understand this, they learn about more complex topics such as attachment theory. They explore the basic underlying theories of attachment and understand why, for example, it is important for children to have key workers in their setting.

Tutors use effective techniques that help apprentices remember what they are taught. They break up content into small components. In each lesson, tutors start by using a retrieval task about the content taught in previous lessons. Where apprentices have misconceptions or gaps in their knowledge, tutors ask follow-up questions or provide further guidance. This helps apprentices to develop a thorough understanding of the topics they are taught and to make good progress in their studies.

In their jobs, apprentices put into practice effectively the new knowledge and skills they gain. For example, apprentices draw on new knowledge to plan effective learning activities that help children in their care to meet their development goals. Nursery managers value the contribution that apprentices make at work as they make progress through their training.

Apprentices achieve well because of the good quality of teaching and the support they receive at work. Tutors provide apprentices with very effective support to develop their English and mathematics skills. Most apprentices achieve their English and mathematics qualifications at the first attempt, which enables them to go on to their final apprenticeship assessments within the planned time. A high proportion of level 3 apprentices gain a distinction.

Tutors use assessment effectively, for example through observation of apprentices at work, to evaluate the progress apprentices make. They give helpful verbal feedback to learners on their performance. During formal reviews of apprentices' progress, assessors do not evaluate accurately enough the skills and knowledge apprentices have learned, or what areas for development they have. They do not give apprentices specific enough guidance, for example through the targets they set, on the areas in which apprentices need to improve, or how best to go about it. Apprentices on the level 2 programme, in particular, are not sufficiently aware how they can achieve high grades.

Leaders and managers have a good understanding of the key strengths and weaknesses of the provision. They use this understanding to make continual improvements. For example, they carefully consider how to structure the training so that apprentices have protected time away from the workplace to focus solely on their studies. They recognise that the proportion of level 2 apprentices who gain a distinction is too low and are taking suitable actions to better prepare current apprentices for their final assessments.

Apprentices feel able to advocate for themselves at work. They know about their rights and responsibilities as employees. Apprentices understand the rule of law and

how this applies in childcare settings. For example, they understand the legal and regulatory requirements of safeguarding. Tutors teach apprentices the importance of tolerance of others and an appreciation of diversity. Apprentices know the importance of this when working with children from different backgrounds.

Leaders and managers recognise that governance arrangements are underdeveloped. They have recently put in place a governing body to scrutinise the provision. The governing body includes governors with a good range of relevant experience such as special educational needs and apprenticeship training. However, this group is new and has yet to have an impact on the quality of education that apprentices receive.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Make sure that in their review of apprentices' progress, assessors evaluate and record the knowledge and skills that apprentices have learned, and the areas for development, and that they give specific guidance to apprentices on what and how they can improve.
- Make sure that those responsible for governance scrutinise all aspects of the provision and provide support and guidance to leaders and managers continuously to improve it.

Provider details

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Principal, CEO or equivalent	Lorna Hackland
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	Not applicable

Information about this inspection

The inspection team was assisted by the programme manager, 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

Jon Bowman, lead inspector	His Majesty's Inspector
Mike Finn	His Majesty's Inspector
Darrell Bate	Ofsted Inspector

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