

Inspection of Virgin Care Services Limited

Inspection dates: 5–8 October 2021

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Apprenticeships	Outstanding
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

Virgin Care Services Limited trading as The Learning Enterprise (TLE) was established in 2009 and started to deliver apprenticeships in 2017. TLE provides training, development and education to employees within Virgin Care and to health and social care providers across England. TLE received its new provider monitoring visit in February 2019. At the time of the monitoring visit the provider was registered as VH Doctors Limited, operating as TLE, and was judged to be making reasonable progress across all themes.

They currently have 140 apprentices working towards apprenticeship standards from level 2 to level 5. The majority of apprentices work towards level 5 healthcare assistant practitioner and operations/departmental manager, level 2 healthcare support worker and level 3 senior healthcare support worker. All apprentices are aged 18 or over. No apprentices are in receipt of high needs funding. Some apprentices receive additional support for which funding is claimed.

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

Apprentices at TLE enjoy their training and greatly value their learning. They demonstrate outstanding resilience to work and study, while the pandemic continues to place additional pressures on the health and social care sector. Apprentices take on extra responsibility at work and actively seek opportunities to progress in their learning and careers.

Apprentices benefit significantly from a carefully planned and challenging curriculum that reflects their individual needs and starting points. Highly qualified and skilled assessors ensure that apprentices make very good progress by linking theory and skills development to their job roles. They coordinate on- and off-the-job training exceptionally well, enabling apprentices to swiftly apply their learning in the workplace. Employers highly value the contribution apprentices make to their businesses.

Assessors plan learning very successfully to build on apprentices' prior attainment and experience. Apprentices work towards ambitious and personalised targets that support them to develop increased resilience, confidence and self-esteem. They develop personal and work-related skills that prepare them very well for their future career aims and personal goals.

Apprentices benefit from the skills and expertise of exceptionally well-qualified and experienced assessors. They also have access to very high-quality resources, which they use to enhance their skills and learning further. Assessors plan carefully and teach high-quality online learning sessions. Apprentices receive detailed feedback and guidance from tutors. This enables them to produce assignments of a high standard, which include good examples of how they have applied their learning in the workplace.

Assessors make frequent pastoral support calls, which increase if apprentices require additional support. Apprentices and employers value this support, which helps them to maintain a high level of motivation and participate actively in their learning and work.

Apprentices appreciate the highly inclusive culture with the values 'Think, Care, Do'. Apprentices discuss how they apply these in their working practice at review meetings with their assessors, reflecting on the impact and benefits to their workplace.

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

Governance is highly effective. Board members hold senior leaders to account for the quality of apprenticeships. They have established a culture of high expectations for themselves, their staff, the apprentices they train and their employers. As a result, almost all apprentices make excellent progress, achieve high grades and advance very well in their careers. For example, senior health care professionals

develop the necessary skills to move on to a degree in nursing and management apprentices are promoted in their roles. Apprentices are inspired by the culture of high expectations. For example, management apprentices now understand the importance of culture and quality and the clear messaging of these values to staff.

Leaders know the employers they work with and the locality they serve exceptionally well. Leaders and managers collaborate effectively with employers to plan a very ambitious curriculum that supports career progression aligned to the Virgin Care 'career ladder'. For example, apprentices have supported important organisation changes. Customer service apprentices provide high-quality information for patients, which has significantly reduced the number of complaints.

Assessors plan and teach the curriculum in a logical way that enables apprentices to build on their prior learning. Apprentices consolidate what they have learned and quickly deepen their knowledge and skills. They can apply what they have learned by completing more complex work-based projects. Apprentices develop the knowledge, skills and behaviours required for a modern health service. For example, apprentices describe how they have applied their theory learning to specific workplace scenarios.

Leaders and managers ensure that apprentices receive comprehensive careers information to plan their next steps. Apprentices benefit from valuable information about progression opportunities through qualification levels, alongside the career pathways in their own workplaces. This enables them to make well-informed choices to achieve their long-term education and career aspirations.

Leaders and managers embed equality, diversity, inclusion and safeguarding into the curriculum extremely effectively. Apprentices apply their learning to ensure service users are treated with integrity and dignity. For example, customer service apprentices take care to ensure they have understood patient needs and to provide the correct information, such as patient medical factsheets.

Staff receive high-quality training to enable them to support learners. They have access to, and make excellent use of, an extensive range of equipment and software to help them deliver interesting and useful online learning sessions. Apprentices value these sessions and the opportunities they provide to discuss workplace issues and strategies with their peers.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers prioritise safeguarding for apprentices and staff. The designated safeguarding leads have completed appropriate training that enables them to know their responsibilities and effectively monitor safeguarding concerns and identify safeguarding issues. All staff complete training in safeguarding and in the 'Prevent' duty.

Leaders monitor and frequently review safeguarding records so that they are aware of any increase in incidents and concerns. Senior leaders have a thorough oversight of safeguarding and understand their responsibilities. The safeguarding sub-committee receive monthly reports, which are reviewed and shared with those in governance.

Leaders have focused on developing staff awareness of mental health and domestic violence. All staff have completed training which has provided them with the knowledge and skills to identify concerns and to provide appropriate referrals to specialist agencies.

Provider details

Unique reference number	1278613
Address	Farnham Hospital, Hale Road Farnham GU9 9QL
Contact number	0300 303 0059
Website	www.thelearningenterprise.co.uk
Principal/CEO	Vivienne McVey
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the Head of Apprenticeships, 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

Carolyn Brownsea, lead inspector	Her Majesty's Inspector
Daniel Beale	Her Majesty's Inspector
Emma Leavey	Her Majesty's Inspector

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