

### Section 1: Centre Details and Our Contact Details

Centre Details	
Centre Number:	03037000
Centre Name:	The Aunties' Training centre limited
Centre Address:	33 Littleworth Road Wheatley OXFORD Oxfordshire OX33 1NW
Product Number:	GROUP
Product Name:	Health, Childcare and Education
Actual Visit Date:	3 May 2022 (Remote)
Visit Duration:	2.0 days
Session:	2021/2022

Our Contact Details	
External Quality Assurer	
Name:	Maureen Arnold
Email:	maureenarnold@ncfe.org.uk
Mobile:	07766514689
NCFE	
Email:	customersupport@ncfe.org.uk
Telephone:	0191 239 8000
Website:	ncfe.org.uk

Product Number	Product Name	Product Contact Name	DCS
601/8424/3	NCFE CACHE Level 4 Certificate for the Early Years Advanced Practitioner	Jennifer Eels jennie@theauntiestrainingcentre.co.uk 01865 351215	Did Not Meet DCS
601/8968/X	NCFE CACHE Level 3 Certificate in Understanding Mental Health	Jennifer Eels jennie@theauntiestrainingcentre.co.uk 01865 351215	Did Not Meet DCS
603/2474/0	NCFE CACHE Level 4 Certificate for the Advanced Practitioner in Schools and Colleges	Jennifer Eels jennie@theauntiestrainingcentre.co.uk 01865 351215	Maintained
603/3476/9	NCFE CACHE Level 3 Award for Special Educational Needs Coordinators in Early Years Settings	Jennifer Eels jennie@theauntiestrainingcentre.co.uk 01865 351215	Did Not Meet DCS
603/3907/X	NCFE CACHE Level 5 Diploma for the Early Years Senior Practitioner	Jennifer Eels jennie@theauntiestrainingcentre.co.uk 01865 351215	Did Not Meet DCS
K/505/9823/UNITCACHE	Develop Children's Cognitive Skills	Alexandra Enjily family@theaunties.co.uk 07775 701789	Did Not Meet DCS

**Section 2: Previous Action Plan**

Has the centre carried out the actions agreed with the External Quality Assurer regarding:

	Fully actioned	Some action outstanding	No action taken	No action required
Management Systems and Administrative Arrangements				✓
Resources (Physical and Staff)				✓
Assessment				✓
Internal Quality Assurance				✓

**Feedback to centre**

There were no actions from the previous report dated 16/11/2021

### Section 3: Management Systems and Administrative Arrangements

**For information:** Sections 3-6 are to be graded using the 6-point scale described below. The statements identify the systems/evidence centres have in place for the delivery, assessment and internal quality assurance of this product. Any actions identified will be highlighted in Section 9 of the report.

1 = Excellent (no action required)

2 = Meets requirements (recommendation identified)

3 = Discrepancies within tolerance (action required)

4 = Requirements Not Met (significant action required)

5 = Unsatisfactory (immediate action required)

6 = Not Applicable

		1	2	3	4	5	6
3.1	The centre's aims, policies and procedures in relation to the product are supported by senior management and understood by the assessment team	✓					
3.2	There are procedures in place to ensure effective communication systems between all levels of staff and in all directions (including satellites, placements and staff who work remotely)	✓					
3.3	Staff responsibilities, authorities and accountabilities of the assessment and internal quality assurance team across all assessment sites are clearly defined, allocated and understood	✓					
3.4	Time is allocated for regular team meetings for all staff involved in the teaching, assessment and internal quality assurance of the product	✓					
3.5	A staff induction and development process is in place for the assessment and internal quality assurance team	✓					
3.6	There are documented policies including but not limited to appeals, complaints, reasonable adjustments and special considerations, health and safety, safeguarding, malpractice and plagiarism, conflicts of interest and equality, diversity and inclusion	✓					
3.7	The centre meets the proposed GLH within the specification (where appropriate)	✓					
3.8	There are appropriate staff, resources and systems necessary to support the accumulation and transfer of credits, the recording of exemptions and recognition of prior learning	✓					
3.9	Learner personal data is collected and held in accordance with the Data Protection Legislation	✓					
3.10	Marketing and advertising of the product(s) is clear, accurate and not misleading and where applicable, complies with our guidelines	✓					
3.11	The centre has a robust registration and certification process in place and registers learners in a timely fashion to allow for external quality assurance to take place	✓					
3.12	Learner claims for certification are correct and claims are valid	✓					
3.13	Where product(s) have been written and developed by the centre, there is a robust process in place to ensure the content is fit for purpose						✓
3.14	Learner records and details of achievements are accurate, kept up to date and securely stored in line with our requirements for minimum of 3 years and will be made available for quality assurance reviews	✓					
3.15	There is a process in place for withdrawing product and learners from us	✓					
3.16	The centre's achievements will be evaluated and reviewed and used to inform future product developmental activity	✓					

3.17	Feedback will be used to evaluate the quality and effectiveness of product provision against the centre's stated aims and policies, leading to continuous improvement	✓					
3.18	Requests are complied with from us or the regulator for access to premises, records, information, learners and staff for the purpose of external quality assurance or other monitoring activities	✓					

<b>Observations and feedback regarding management systems and administrative arrangements</b>							
<p>Today's visit was remote due to the Covid 19 restrictions.</p> <p>The visit was facilitated by Jennie Eels and Heidi Sharpe joint Heads of Training &amp; Development.</p> <p>The Aunties Nursery Chain is a family run business which has been in operation for over 30 years. The Aunties Training Centre is registered as a separate company and the two companies have a shared director. The director has ensured that there are no conflicts of interest and has a separate training team who do not directly work with, or line manage any of the learners. The director, Ahlexi Enjily oversees the training centre and is present at meetings. The training centre originally only trained the staff from the associated nursery, but they are developing their provision to include other local nurseries and schools. The business is growing, and the centre are receiving referrals from the local borough.</p> <p>The policies and procedures which are in place have been approved by the senior management team and are reviewed annually or when needed.</p> <p>Today, I have reviewed the following policies which are up to date and fit for purpose:</p> <ul style="list-style-type: none"> <li>Registering and Withdrawing Learners</li> <li>Covid 19 which has a running record of updates.</li> <li>Conflicts of Interest (which includes a declaration)</li> <li>Data Protection</li> <li>Health and Safety</li> <li>Equality and Diversity</li> <li>Malpractice and Maladministration</li> <li>RPL</li> <li>Student Assessment (plagiarism)</li> <li>Safeguarding and Whistleblowing.</li> </ul> <p>There is also a Learner Handbook which each learner receives as part of their induction, within this the main policies relevant to learners are summarised and there is also a section on appeals and complaints, learner absence and withdrawal of a learner. It has useful contacts for the training team and explains the roles and responsibilities of staff.</p> <p>The centre has an organisational chart in place, showing roles and responsibilities.</p> <p>The centre is in the process of employing another assessor/IQA to meet the growing needs of the provision.</p> <p>A range of standardisation and team meetings have taken place see section 6.</p> <p>There is a planned programme of delivery, and the centre meets the GLH requirements.</p> <p>When learners complete their qualification, they are given a feedback form to fill out and the results from these are used to inform practice and provision, as well as talking to local employers about qualification needs.</p> <p>On-going review take place during training between the assessor and learner.</p> <p>The centre has claimed certificates and these claims were correct and valid.</p> <p>Registration of learners is made in a timely manner.</p> <p>The centre's marketing is via posters and flyers. They are clear and accurate.</p> <p>The building of the centre Website is in progress – last details being added then ready to launch. 2022</p> <p>The centre has adequate staff in place to administer any examinations or external assessments and they would be able to collate information and administer procedures for the transfer of credits and RPL.</p>							

The centre adheres to their Data Protection policy, ensuring that learner information is kept securely.

The centre ensured that I had all of the documentation and evidence needed to carry out today's review, via Serv-U.  
There have been no complaints or conflicts of interest.

### Section 4: Resources (Physical and Staff)

		1	2	3	4	5	6
4.1	The product is adequately staffed	✓					
4.2	Assessors are occupationally competent and knowledgeable	✓					
4.3	Internal Quality Assurers are occupationally competent and knowledgeable	✓					
4.4	There is appropriate Continued Professional Development (CPD) provision for staff involved in the delivery of the product	✓					
4.5	Equipment and accommodation used for the purposes of assessment comply with the requirements of relevant business legislation and product requirements	✓					

### Observations and feedback regarding resources

Staff at this centre remain the same, CVS and certificates have been viewed at a previous visit.

CPD is recorded in a suitable format and kept up to date some of the activities recorded as follows.

Safeguarding training – Oxfordshire SCB

'Don't exclude me' TV programme

NCFE Cache newsletter

Ferrae Laever's involvement & wellbeing scales

EYSP L5 standardisation with Janet King from NCFE

Read 'The Buttler Impact Report'

NCFE good practice guide

NCFE preparing for a remote EQA review

Feedback from funding meeting

Observation of practice

TV programme – Hospital Lockdown baby Boom

Research & production of resources for SENCo L3 & Mental Health L3

Exploration of Oxfordshire toolkit

Research – Level 3 Longitudinal study

Nursery CPD

Meeting – Janet King

The accommodation was not seen today as the review was remote but has been seen at a previous visit and is fit for purpose.

### Section 5: Assessment

**Assessors:** Heidi Sharpe, Jennie Eels

		1	2	3	4	5	6
5.1	The assessment is mostly: 1 = at the main site, 2 = at a satellite centre, 3 = in the workplace, 4 = via distance learning, 5 = blended learning			✓			
5.2	Assessors have full, up-to-date documentation	✓					
5.3	There is a planned programme of delivery and assessment methods available for the product which meets our guidelines	✓					
5.4	Information, advice and guidance about centre procedures and practices are provided to learners and potential learners	✓					
5.5	Learners' development needs are matched against the requirements of the product and an agreed individual assessment plan established	✓					
5.6	Learners have regular opportunities to review their progress and goals and to revise their assessment plan accordingly to meet their chosen product	✓					
5.7	Any achievement for Recognised Prior Learning (RPL) has been recognised, recorded and checked for appropriateness (where applicable)	✓					
5.8	Assessment methods used are valid and reliable and allow access to assessment for learners	✓					
5.9	Assessment including any grading decisions have been applied in accordance with national standards as outlined in the specification	✓					
5.10	Learners receive regular verbal and written feedback after assessment	✓					
5.11	Each unit of assessed evidence is named, signed and dated by the Assessor and learner	✓					
5.12	Assessment records show accurate assessment tracking, progress and achievement	✓					
5.13	Adequate procedures exist to ensure secure and safe storage of current and completed learner assessment records and examination materials	✓					
5.14	There are suitable arrangements to administer exams to ensure compliance with our external assessment regulations	✓					

### Observations and feedback regarding assessment

The centre has an assessment policy and procedure which is fit for purpose .

Learner plans and clear and detailed proving an audit trail for the learner of their progress on their programme. The plan also has a section to indicate whether the learner is on target.

Feedback to learners is thorough ,supportive and helpful, adaptations have been made on the plan for a learner whom has severe dyslexia. This has involved the assessor colour coding the text to differentiate between actions and feedback. The assessor has also used assessment methods more suitable for the learners needs for example professional discussion. Feedback is annotated at the side of the work if it has been typed.

Learner AA on programme 603/2474/0 NCFE CACHE Level 4 Certificate for the Advanced Practitioner in Schools and Colleges has produced excellent written assignments using good examples from he own work practice.

Learner DS has produced an excellent research project for unit APSC4C5.

Learner AS on programme 601/2629/2 - NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator) has produced a good activity plans for her portfolio and carried out thorough analysis of the activities.

Learners work across the programmes is good and they have been encouraged to use referencing and bibliographies across the levels.

Verb commands have been met.

Direct observations of learner practice are well written ,referenced and capture the real work practice of the learner.

Good practice was seen whereby a plan is made with the learner within a short period of time of their enrolment setting them a piece of written work and carrying out a direct observation in their work place. This ascertains their suitability to the course and prepares them for the commitment needed to succeed.



### Section 6: Internal Quality Assurance

<b>Internal Quality Assurers:</b>	Heidi Sharpe, Jennie Eels
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		1	2	3	4	5	6
6.1	The Internal Quality Assurers are mostly: 1 = based at the main site, 2 = based at a satellite centre, 3 = freelance/home based.			✓			
6.2	An appropriate IQA strategy and sampling plan is in place which is reviewed regularly and corrective measures implemented	✓					
6.3	Suitable arrangements are in place to ensure adequate liaison, consistency and standardisation takes place across all sites including any satellite centres	✓					
6.4	Allocation of Assessor responsibilities are clear and meet the needs of learners and Assessors	✓					
6.5	Assessors have been provided with accurate advice and support to enable them to identify and meet their training and development needs	✓					
6.6	Assessors have been assisted with arrangements for learners with special assessment requirements (where applicable)	✓					
6.7	Assessors have been assisted in resolving disputes and appeals (where applicable)						✓
6.8	Assessors are provided with clear and constructive feedback on the use of different types of assessment methods, judgement of evidence and assessment decisions	✓					
6.9	Assessment is internally quality assured, and each unit of internally quality assured evidence is named, signed and dated by the Internal Quality Assurer	✓					
6.10	Sample dates are consistent with dates in the IQA sampling plans	✓					
6.11	Up to date records of internal quality assurance and feedback to Assessors have been maintained	✓					
6.12	Adequate time has been allocated to carry out internal quality assurance duties	✓					

#### Observations and feedback regarding internal quality assurance

The centre has an IQA policy and process in place which is fit for purpose. The sampling strategy is clear and concise. The sampling is determined by the experience of the assessor for example an IQA will sample 30% of an experienced assessor's work and an inexperienced or new to the qualification is sampled at 100%.

Regular observations of staff carrying out the assessment processes are carried out by Ahlexi Enjily (Director). Written records are made, and feedback/actions are set.

Sampling plan seen today contains planned and actual dates of the sampling, method of assessment sampled and the unit. The sampling plan dates match the IQA feedback dates. Feedback to assessor is constructive and supportive also contains a section to confirm Valid, Authentic, Current and Sufficient. There are also sections on this document to confirm that planning and feedback from assessor to learner is evident.

Good practice was seen on the IQA feedback document with a section for the IQA to record any development areas that the assessor may require.

Documents are signed and dated. Records of IQA feedback sampling seen today show that a robust system is in place, covers all used methods over time.

Standardisation takes place on a monthly basis and dates are planned in advance with the activity being covered. The

standardisation record is kept in a log with the records of minutes. Recent standardisation minutes seen today.

7/5/2021

Looked at the qualification L3 Understanding Mental Health

23/2/2022

Level 5 EYSP with Janet King (CACHE )

15/3/2022

Standardisation APSC 4

Unit 1 (APSC4C1): Enabling individuals to learn.

20/4/2022

Impromptu Standardisation EYE Level 3 following IQA sampling which had raised some issues with Unit 15 of this qualification.

### Section 7: Learners Sampled

Batch No.	Product	Session	Status	Learner	CAG/TAG	Assessor	IQA	Assessment Method	Units sampled	Booking Declaration
805568878	601/2629/2 - NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator)	2020/2021	Final	SHANNON LACEY		Jennie Eels	Heidi Sharpe	5	Unit 1	
805523692	601/2629/2 - NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator)	2020/2021	Final	DEBORAH LITTLE		Jennie Eels	Heidi Sharpe	3, 5	Unit 2.3	
805568878	601/2629/2 - NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator)	2020/2021	Final	ALISON SMITH		Jennie Eels	Heidi Sharpe	2, 3, 5	Unit 1 Unit 3	
805655321	601/8424/3 - NCFE CACHE Level 4 Certificate for the Early Years Advanced Practitioner	2021/2022	New	BETHANY PRESCOTT		Heidi Sharpe	Jennie Eels	2	Unit EYAP 2 Unit EYAP 4	
805681943	601/8424/3 - NCFE CACHE Level 4 Certificate for the Early Years Advanced Practitioner	2021/2022	New	LAUREN WAINWRIGHT		Heidi Sharpe	Jennie Eels	5	EYAP.1	
805605820	601/8968/X - NCFE CACHE Level 3 Certificate in Understanding Mental Health	2020/2021	Final	LOUISE GOODMAN		Heidi Sharpe	Jennie Eels	5	Unit 1	
805629055	603/2474/0 - NCFE CACHE Level 4 Certificate for the Advanced Practitioner in Schools and Colleges	2021/2022	Final	AMBREEN AKHTER		Heidi Sharpe	Jennie Eels	5	Unit 1 Unit 2	
805629051	603/2474/0 - NCFE CACHE Level 4 Certificate for the Advanced Practitioner in Schools and Colleges	2021/2022	Final	KIM BARRY		Heidi Sharpe	Jennie Eels	2	Unit ASPSC4C2	
805598315	603/2474/0 - NCFE CACHE Level 4 Certificate for the Advanced Practitioner in Schools and Colleges	2020/2021	Final	DANA SCOTHERN		Heidi Sharpe	Jennie Eels	5	Unit APSC4C5	

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805632204	603/3476/9 - NCFE CACHE Level 3 Award for Special Educational Needs Coordinators in Early Years Settings	2021/2022	Final	HANNAH SCANE		Heidi Sharpe	Jennie Eels	3	Unit 1	
805632940	603/3907/X - NCFE CACHE Level 5 Diploma for the Early Years Senior Practitioner	2021/2022	New	KELLY IDE		Heidi Sharpe	Jennie Eels	2	Unit EYSP1 EYSP2 EYSP5	
805678945	K/505/9823/UNITCACHE - Develop Children's Cognitive Skills	2021/2022	Final	LAUREN DICKSON		Heidi Sharpe	Jennie Eels	5	Unit 3.9	

<b>Reliability of Assessment:</b>	A = Assessment is as expected and fully consistent: No remedial action required by Centre
<b>Assessment Method:</b>	1 - Observation of Assessment, 2 - Observation, 3 - Professional Discussion, 4 - Simulation, 5 - Portfolio/Project/Assignment, 6 - Witness Statement, 7 - RPL

### Section 8: Learner Feedback

<b>Product Number and Name:</b>	601/8968/X NCFE CACHE Level 3 Certificate in Understanding Mental Health, 601/2629/2 - NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator)
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<b>How many learners have been spoken to as a part of the visit?</b>	2
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#### **Purpose – Has the product achieved its purpose for all learners interviewed?**

Yes both learners expressed how much they enjoyed the learning and how they wish to progress to further training in the future.

#### **Content – What did the learners interviewed think about the content of the product?**

Both learners enjoyed the content, the learner on the 601/8968/X NCFE CACHE Level 3 Certificate in Understanding Mental Health had enjoyed researching the theorist in this area although she had found it challenging.

#### **Support – Did all learners interviewed receive a reasonable and appropriate level of support?**

Yes both learners said that the support received was excellent and that if they had a question or query that the assessor responded in a timely manner.

#### **Validity of Assessment – Were the learners able to provide evidence of knowledge and understanding to justify the outcome of assessments?**

Yes the learner whom is on the 601/8424/3N CFE CACHE Level 4 Certificate for the Early Years Advanced Practitioner is using the knowledge gained in her practice at the nursery and now has a room leader position. She would like to progress in to social care in the future.

### Section 9: Action Plan For Centre

#### Management Systems and Administrative Arrangements

<b>Action:</b>	There are no actions required for this section
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#### Resources (Physical and Staff)

<b>Action:</b>	There are no actions required for this section
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#### Assessment

<b>Action:</b>	There are no actions required for this section
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#### Internal Quality Assurance

<b>Action:</b>	There are no actions required for this section
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### Section 10: External Quality Assurer/Head Office

Action For	Action Required	By when
External Quality Assurer		
Head Office		

<b>Do you recommend continued approval for this product?</b>	YES
<b>Do you recommend continued approval for the centre?</b>	YES

### Section 11: Additional Information Sheet

#### Any additional comments regarding the visit

Thank you to Jennie and Heidi for preparing for this remote visit in such an organised manner.  
Next years main visit booked for 25/4/2023.

NB - following this review, you should receive a Bright survey from NCFE. NCFE value your feedback, and I would appreciate you completing this for me please.

Thank You  
Maureen



**Section 12: Centre Feedback (optional)**

We really value centre feedback and this is a great opportunity for you to tell us what you think of the product. All feedback will inform the product evaluation and help our Product Development team ensure the product is meeting its intended purpose.

**Product Number and Name:** see below

**Do you think the product meets its intended purpose? If so, what 2 specific features did you like most about the product and if no, what prevented it from meeting its intended purpose?**

Yes (601/2629/2) – Covers all relevant areas of Early Years. The longitudinal study encourages learners to think about a child's development and how they can promote this through activities and opportunities.  
(603/5217/6) – We love this qualification as it helps learners to understand the rate of brain development in babies and that how they promote development at the baby stage has a knock on effect with the rest of their lives.

**Do you think the product meets the needs of you and your learner? Please explain how.**

Understanding mental health (601/8968/X), Neuroscience Level 4 (603/5217/6) and SENCo Level 3 (603/3476/9)  
We feel these qualifications allow learners to progress in areas that relate to their job role or to a new role they wish to pursue. (601/2629/2), (603/2474/0), - we have many learners asking what they can do next after their level 3. These level 4 qualifications offer the chance to progress within their field and for a few of our learners has resulted in promotion within their workplace.  
(603/3907/X) – we like the fact that learners can start level 5 without the need for a level 3. This is a positive move for the Early Years Workforce.

**Do you agree that the number of hours we have assigned to Guided Learning and Total Qualification Time for this product are appropriate? If not, please explain your reason.**

Yes, we feel these are appropriate. We consider learners experience, prior qualifications etc. within these hours

**What are the typical progression routes for your learners after studying the product? Please be as specific as possible, including if the learners progress within the same subject area or different, progress to further study or employment.**

Many of our learners progress to higher level NCFE qualifications (levels 4 & 5)  
Our level 4 APSC4 learners show an interest in moving in to teaching.  
Two of our childcare learners are exploring new roles – mental health and SENCo roles.

**What are your thoughts about the content and assessment of this product?**

We like the way learners can use a range of evidence methods. We feel this plays to a learners strengths whilst encouraging them to explore new ways of presenting evidence. We have found that many learners have increased in confidence through preparing for and taking part in professional discussions.  
We feel all qualifications explore a range of relevant topics.

**Do you intend to keep running this product? Please state your reasons for and against.**

Yes, we intend to continue running the qualifications we currently offer as well as widening our portfolio. This will consist of some shorter courses such as childhood illnesses, PANCo depending on interest and demand.

**Is there anything we could do to make the product better? If so please give examples.**

The EYE 3 (601/2629/2) would benefit from a new textbook to support the course as the current one has outdated legislation etc.  
Whilst we like the longitudinal study we find it that learners only need to produce 4 observations but the study is over at least 6 weeks. This can be confusing for learners and sometimes results in quite a gap in the middle of the study. We ask our learners to complete an observation each week to ensure continuity.