

### 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
Head of Centre	
Name:	Ahlexi Enjily
Email:	ahlexi@theauntiestrainingcentre.co.uk
Telephone:	01865 872606
Qualification Number:	GROUP
Qualification Name:	Health, Childcare and Education
Review Date:	18 March 2025 (Remote)
Review Duration:	1.0 day
Session:	2024/2025
Centre Risk Status	
Status:	Low
Date Awarded:	12 February 2025

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

Qualification Number	Qualification Name	Qualification Contact	DCS
601/8424/3	NCFE CACHE Level 4 Certificate for the Early Years Advanced Practitioner	Jennifer Eels jennie@theauntiestrainingcentre.co.uk 01865 351215	Maintained
603/3723/0	NCFE CACHE Level 2 Diploma for the Early Years Practitioner	Jennifer Eels jennie@theauntiestrainingcentre.co.uk 01865 351215	Maintained
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
603/5217/6	NCFE CACHE Level 4 Certificate in Neuroscience in Early Years	Jennifer Eels jennie@theauntiestrainingcentre.co.uk 01865 351215	Achieved

### Section 2: Previous Action Plan

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

	Actions complete	Actions outstanding	No action taken	No action required
Assessment				✓
Internal Quality Assurance				✓

#### Feedback to centre

There were no actions from the previous review dated 18/4/2024.

### Section 3: Assessment

**Assessors:** Heidi Sharpe, Jennie Eels, Laura Allen

**For information:** Sections 3 and 4 are to be graded using the 5-point scale described below. The statements identify the systems/evidence centres have in place for the assessment and internal quality assurance of qualifications covered as part of this report. Any actions identified will be highlighted in Section 7 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)

N/A = Not Applicable

		1	2	3	4	5	N/A
3.1	The assessment is mostly: 1 = at the main site, 2 = at a satellite centre, 3 = in the workplace, 4 = via distance learning, 5 = via blended learning			✓			
3.2	Assessors have full and up to date information	✓					
3.3	There is a planned program of delivery in line with recommended TQT/GLH and appropriate assessment methods are in place	✓					
3.4	Any achievement of recognition of prior learning (RPL) has been recorded, and checked for appropriateness (where applicable)						✓
3.5	Assessment methods, equipment and resources used, are appropriate and are consistent with the Qualification Specification	✓					
3.6	Assessment including any grading decisions have been applied as outlined in the Qualification Specification	✓					
3.7	Learners receive regular feedback after assessment	✓					
3.8	Each unit of assessed evidence is named, authenticated, and dated by the Assessor and the learner	✓					
3.9	Assessment records show accurate tracking, progress, and achievement	✓					
3.10	Registrations and/or withdrawals have been completed in a timely fashion to allow for external quality assurance to take place	✓					

#### Observations and feedback regarding assessment

This remote EQA review has taken place today to sample a range of learners across the centre to support certification. Samples have been provided by the centre where learners have completed qualifications and now require certification. The centre has small numbers of learners across a range of qualifications and is often not able to work towards gaining DCS because of this. Where they have sufficient numbers of learners on programme a sample of three learners has been provided where they have completed to enable the centre to work towards DCS."

A discussion has taken place with the extended team. Centre staff have provided an update on the centre, along with delivery and assessment of the qualification.

Today's review was facilitated by Jennie Eels and Heidi Sharpe joint Head of Training & Development. Ahlexi Enjily Company Director joined the feedback meeting.

3.1: The purpose of the EQA Review is to ensure the provision falls in line with NCFE quality standards for Assessment and Internal Quality Assurance, ensuring they remain compliant with our Centre Agreement and Approval Criteria, which can be located at the following link: <https://ncfe.org.uk/qualifications/mandatory-policies-fees/> Today's EQA review has taken place remotely via uploaded documents and sampling of online portfolios on One Drive.

3.2: Assessors have up to date information and this is maintained by the regular staff and standardisation meetings held at the centre.

3.3,3.5: There is a planned programme of deliver for all of our programmes being delivered at the centre and these were made

available today. These meet the GLH.

Assessment methods used across the programmes are varied and meet the needs of the learners. These include assignments, Q and A, and observation of learner practice in the setting, these have been well written and correctly referenced to the criteria and contain an introductory paragraph. Professional discussion is another method of assessment used by the centre, this is recorded.

Learners complete an "integrity unit" when they enrol to determine their suitability for the programme and to use as a baseline of their written work, this is GOOD PRACTICE.

3.4: Presently there were no Recognition of Prior Learning (RPL) Credit Accumulation & Transfer (CAT) reviewed for the learners sampled during the EQA Review, however a reminder to the Centre if they require support with this activity, they should refer to the NCFE Guidance on undertaking RPL, which can be located at the link below: <https://ncfe.org.uk/qualifications/mandatory-policies-fees/>

3.5, 3.6: Sampling conducted today has shown that within the sampled assessments, valid and reliable assessment decisions are being made across the centre. Within written evidence learners have clearly shown their understanding giving examples and descriptions around each topic area. Use of AI within evidence has not been detected and with learners making reference to practice within their writing it clearly shows how learners have reflected their own knowledge and experience. It has been good to see how learners have consistently made use of references to relevant research with the inclusion of bibliographies to support their understanding and ensure higher level verb commands are met. It has been seen within today's sample that assessors are making appropriate grading decisions which are agreed with.

Learners across the centre produce detailed written work for their portfolios, including reflection written in a different colour, which makes the audit trail clear.

Learner EW on programme 601/8424/3 NCFE CACHE Level 4 Certificate for the Early Years Advanced Practitioner has produced a robust research project for unit EYAP5

Learner KH on programme 603/3907/X NCFE CACHE Level 5 Diploma for the Early Years Senior Practitioner produced a detailed research project for her unit EYSP2

On programme 601/2629/2 NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator) learner CM wrote a detailed longitudinal study which ended with a personal reflective conclusion.

3.7: Feedback to learners continues to be extremely thorough with supportive comments and suggestions. Feedback is given both written on the learner's work and verbally during the monthly 1:1 meetings.

3.8: Each unit of assessed evidence is signed and dated by the learner, assessor and IQA if applicable.

3.9; The centre has a robust system to track learner progress including the detailed planning and feedback process in place together with a learner tracking document that shows the learner's percentage of completion, start and end date, assessor, IQA and registration number.

3.10: It has been seen during today's review that learners are registered on the correct qualification and are working towards completion. There is a registration, certification and withdrawal procedure in place which includes the transfer and withdrawal of learner's as required. This has been seen to have taken place in a timely fashion to allow for external quality assurance to take place today. A conflict of interest declaration has been received for one learner on qualifications, NCFE CACHE Level 3 Award in Working with Babies and Young Children Under 2 Years QN: 610/5193/7 and NCFE CACHE Level 4 Certificate for the Early Years Advanced Practitioner QN: 601/8424/3.

### Section 4: Internal Quality Assurance

**Internal Quality Assurers:** Heidi Sharpe, Jennie Eels

		1	2	3	4	5	N/A
4.1	The Internal Quality Assurer(s) are mostly: 1 = based at the main site, 2 = based at a satellite centre, 3 = freelance/home based.	✓					
4.2	An appropriate internal quality assurance strategy and sampling plan is in place which is reviewed regularly	✓					
4.3	Suitable arrangements are in place to ensure effective meetings and standardisation takes place across qualifications and all sites	✓					
4.4	Allocation of Assessor responsibilities are clear and meet the needs of learners and Assessors and development is available continuously to support these responsibilities	✓					
4.5	Assessors have been assisted with arrangements for learners with special assessment requirements (where applicable)						✓
4.6	Assessors have been assisted in resolving disputes, appeals or fitness to practise concerns (where applicable)						✓
4.7	Internal quality assurance of assessment decisions have been applied as outlined in the Qualification Specification	✓					
4.8	Assessors are provided with clear and constructive feedback on the use of different types of assessment methods and assessment decisions	✓					
4.9	Assessment is internally quality assured, and each unit of internally quality assured evidence is named, authenticated, and dated by the Internal Quality Assurer(s)	✓					
4.10	Sample dates are consistent with dates in the Internal Quality Assurer(s) sampling plans	✓					

#### Observations and feedback regarding internal quality assurance

4.1: The IQA undertakes internal quality assurance freelance/home-based. Documents viewed as part of this quality process include a sampling strategy, sample plans, feedback reports, tracking documents and IQA records of activity and standardisation. IQA at this centre continues to be robust.

4.2, 4.10: The centre has an appropriate IQA strategy and quality procedures in place and has undertaken quality assurance activities as required across the qualification being sampled today. Sampling plans are detailed including course code, learner name planned and actual date, percentage of learners sampled and feedback from the IQA. The assessors are rag rated as is the programme.

4.3: It has been seen that regular and effective standardisation meetings take place throughout the year. The centre has a yearly schedule in place.

Minutes were made available today as follows.

Minutes dated 3/2/2025 and 17/2/2025 explored the new baby qualification

Minutes dated 21/8/2024 and 5/11/2024 unit 1 of the neuroscience qualifications were standardised.

4.4: Assessors are clear about their roles and responsibilities. IQAs carry out observation of assessor practice yearly these reports were made available today dated 3/2/2025,10/2/2025,20/5/2025,16/9/2025. Learners are also interviewed during these observation sessions.

CPD is relevant and recorded. Activities that have been undertaken are as follows but not limited to.

Babysitting – supporting children

Skills for Care Assessment Guidance

NCFE Health & Social care qualifications

NCFE Autism L2 & L3 qualifications  
Pause & review of post-16 qualifications webinar  
EYAP L4 standardisation  
EYE L3 WF standardisation  
Prevent training  
Power points for level 3 WF WF8 & WF9  
Emotional literacy

4.5, 4.6: There have been no learners who have required special assessment requirements as part of today's review. The centre have also advised there have been no formal appeals or complaints from learners. Policies are in place that detail the procedures and requirements that the centre follows should these occur detailing who to contact.

4.7,4.8: IQA activity in the centre continues to be robust and it is clear to see on the documentation viewed today that the IQA systems in place demonstrate GOOD PRACTICE .

Internal quality assurance decisions made by the IQA are appropriate and suitable quality practices are conducted across the centre. The IQA provide positive support to the assessors looking at the complete assessment cycle. They provide commentary around aspects the assessor has done well as well as advising if required. The learner work that has been sampled is clearly annotated.

4.9, 4.10: It has been seen on the documentation sampled today that all evidence is authenticated, and each unit of internally quality-assured evidence is named, signed, and dated by the Internal Quality Assurer and assessor, with consistent sample dates held on reports. There has been no evidence of malpractice, plagiarism or maladministration declared or sampled as part of this review. The centre has in place suitable policies and procedures to review these should they be required

### Section 5: Learners Sampled

Batch No.	Qualification	Session	Status	Learner	Planned End Date	Assessor	IQA	Assessment Method	Units sampled	Booking Declaration	Reliability of Assessment	Country
805750433	601/2629/2 - NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator)	2022/2023	Final	AMELIA CHRISTIE	27 Mar 2025	Laura Allen	Jennie Eels	3, 8	Unit 3.6		A	
805750433	601/2629/2 - NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator)	2022/2023	Final	ELEANOR INGOLDBY	20 Sep 2025	Laura Allen	Jennie Eels	2	Obs dated 15/11/20 Unit 1.2,2.1 activity plans 6/3/2024		A	 GB
805750433	601/2629/2 - NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator)	2022/2023	Final	CONNIE MISSELBRC	23 Jan 2025	Laura Allen	Heidi Sharpe	9	Unit 3.15		A	
805750433	601/2629/2 - NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator)	2022/2023	Final	EMILY SPELLER	05 Jul 2025	Heidi Sharpe	Jennie Eels	8	Unit 1.3		A	 GB
805750433	601/2629/2 - NCFE CACHE Level 3 Diploma for the Early Years Workforce (Early Years Educator)	2022/2023	Final	MILLIE SULLIVAN	26 Sep 2025	Jennie Eels	Heidi Sharpe	2	Obs dated 23/4/202		A	 GB
805834285	601/8424/3 - NCFE CACHE Level 4 Certificate for the Early Years Advanced Practitioner	2023/2024	Final	ELOISE WATSON	13 Feb 2025	Heidi Sharpe	Jennie Eels	5, 9	EYAP 5		A	 GB
805821198	603/3723/0 - NCFE CACHE Level 2 Diploma for the Early Years Practitioner	2023/2024	Final	SUMMER GIEBEL	27 Jan 2025	Laura Allen	Heidi Sharpe	8	EYP 9		A	 GB

805836869	603/3907/X - NCFE CACHE Level 5 Diploma for the Early Years Senior Practitioner	2023/2024	Final	KATIE HAMMOND	04 Mar 2026	Jennie Eels	Heidi Sharpe	5, 9	Unit EYSP2		A	 GB
805858611	603/5217/6 - NCFE CACHE Level 4 Certificate in Neuroscience in Early Years	2023/2024	Final	MARIANA CHELARU	17 Jul 2025	Heidi Sharpe	Jennie Eels	8	Unit 01 - 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3 Unit 1 4.2		A	 GB
805858611	603/5217/6 - NCFE CACHE Level 4 Certificate in Neuroscience in Early Years	2023/2024	Final	DEBORAH LITTLE	17 Jul 2025	Jennie Eels	Heidi Sharpe	8	Unit 1 1.2,1.3,2.1		A	 GB
805858611	603/5217/6 - NCFE CACHE Level 4 Certificate in Neuroscience in Early Years	2023/2024	Final	JENNY WHITFIELD	29 Jul 2025	Heidi Sharpe	Jennie Eels	8	Unit 02 1.1,2.1,2.2		A	 GB

<b>Reliability of Assessment:</b>	<p>A = Assessment is as expected and fully consistent: No remedial activity required by Centre</p> <p>B = Discrepancies are within tolerance: Remedial activity for centre to be applied as per Section 7</p> <p>C = Discrepancies are outside the tolerance: Centre must review assessment decisions as actioned in Section 7</p> <p>D = Assessment inaccurate and/or inconsistent: Centre must carry out immediate action as per Section 7</p>
<b>Assessment Method:</b>	1 - Observation of Assessment, 2 - Observation, 3 - Professional Discussion, 4 - Simulation, 5 - Project, 6 - Witness Statement, 7 - RPL, 8 - Assignment, 9 - Work Product, 10 - Question and Answer, 11 - Reflective Statement, 12 - Case Study, 13 - Controlled Assessment

**Section 6: Learner Feedback**

<b>Qualification Number and Name:</b>	610/4164/6 NCFE CACHE Level 3 Diploma for Working in the Early Years Sector (Early Years Educator)
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<b>How many learners have been spoken to as a part of the review?</b>	2
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**Purpose – Has the qualification achieved its purpose for all learners interviewed?**

Yes both learners stated how much they are enjoying the learning.

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

Both learners stated that they found the content interesting.  
One learner said that the language of some of the criteria is confusing she said "I struggle with some of the words"  
The second learner said that she is enjoying the theorist unit.

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

Both learners have found their assessor extremely supportive and helpful, she returns calls extremely quickly and is happy to spend time supporting.

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

Both learners are working in settings and are using their knowledge in their work roles.

### Section 7: Action Plan For Centre

#### 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 8: Action by External Quality Assurer/Head Office

Action For	Action Required	By when
External Quality Assurer		
Head Office		

### Section 9: Additional Information Sheet

#### Any additional comments regarding the review

Thank you to Heidi and Jennie for facilitating today's remote review.

It has been a pleasure to sample the learner work and assessment process at your centre which continues to be thorough and robust.

The next review has been booked for 6/10/2025.

Certificates for learners sampled today can be claimed when complete.

Certificates for learners on batch number 805750433 for qualification 601/2629/2 can also be claimed when complete.

Below is some information that you may find useful.

You can refer to our Support Guide to support the centre where required:

<https://www.qualhub.co.uk/media/26377/supporthandbook.pdf>

Training and Support: NCFE can provide training sessions for assessors and internal quality assurers. Bespoke subject-specific training is also available. Further information on training and events can be found on the delivery and learner support page of the NCFE website at: <https://www.qualhub.co.uk/delivery-and-learner-support/support-visits-training-and-events/> or alternatively, you can contact the quality assurance team.

Customer Support Team: NCFE Customer Support Team will support centre's with approvals, registrations, the administration of external quality assurance reviews, external assessment, results and certification. If you can't find what you are looking for or need to discuss something in more detail you can contact the Customer Support Team through LiveChat, by emailing at: [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk) or by calling 0191 239 8000.

Fees and Pricing: The current fees and pricing guide is available on the policies and documents page on the NCFE website, access at: <https://www.qualhub.co.uk/policies-documents/mandatory-policies-and-fees/>

Funding reforms <https://www.ncfe.org.uk/post-16-reform/>

ABC does activities, seminars and training resources Alistair Bryce-Clegg at ABC Does | Early Years Education

New qualifications from NCFE CACHE Coming soon | NCFE

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

### Section 10: Centre Feedback (optional)

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

<b>Qualification Number and Name:</b>	610/4164/6 - NCFE CACHE Level 3 Diploma for Working in the Early Years Sector (Early Years Educator)
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#### Do you think the qualification meets its intended purpose? If so, what 2 specific features did you like most about the qualification and if no, what prevented it from meeting its intended purpose?

Yes, we feel the qualification we offer meet their purpose. The new Level 3 EYE WF, although wordy we feel it is updated and offers current criteria and content.

We are looking forward to delivering the new Level 3 baby qualification and have already signed up learners to run this alongside the level 3 & 4 qualifications.

#### Do you think the qualification meets the needs of you and your learner? Please explain how.

Yes. We continue to market NCFE shorter courses as well as full and relevant qualifications. We feel these support learners and settings and provide a deeper knowledge and understanding on specific subjects that learners can embed in their practice and share with others. The Neuroscience qualification continues to be popular.

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

Yes, it is good to have a guideline. We use this and learners experience to gauge timing and support needed. We will continually review the hours for new qualifications

#### What are the typical progression routes for your learners after studying the qualification? 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 learner's progress through the Early Years suite of qualifications ranging from level 2 to level 5. Once learners have achieved the level appropriate to their job role and needs, they often take on one of the short courses we offer to extend their knowledge and learning in this area. Some of our learners also progress to the foundation degree

#### What are your thoughts about the content and assessment of this qualification?

We like the fact that learners can progress through levels of Early Years qualifications and the content of these is relevant to their roles and responsibilities.

We were sorry to see the longitudinal study go from level 3 as many of our learners use this format to observe with other children past completing their level 3. However, it is good to see that learners are required to complete observations in the new level 3 as we feel this is an important part of the course to understand the planning and assessment cycle

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

Yes. All qualifications we offer meet our learners and settings needs and interests.

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

We feel some of the outcomes in the new Level 3 EYE WF are very long and wordy. This can be challenging for some of our learners who have additional needs e.g. EAL & dyslexia. It would be good to see these broken down into more