Quack Recruitment & Training Limited

Business Technology Centre, Bessemer Drive, Stevenage SG1 2DX

Unique reference number (URN): 2905375

New provider monitoring inspection report:	30 September and 1 October 2026

During the monitoring inspection, inspectors focused on the following themes:

- **leadership and governance** - specifically the progress leaders and managers have made in designing and delivering relevant adult learning provision that has a clearly defined purpose, and in identifying and supporting the needs of adult learners
- **inclusion** - specifically the progress leaders have made in identifying the needs of individual learners putting suitable support in place, in particular for those who are disadvantaged, those with SEND or high needs, those who are known (or previously known) to social care, and those who may face other barriers to their experiences and opportunities, including those without level 2 English and/or mathematics
- **curriculum, teaching and training** - specifically the progress leaders and managers have made in ensuring that learners benefit from high-quality adult education that prepares them well for their intended job role, career aim and/or personal goals
- **safeguarding arrangements** - specifically whether leaders and managers have ensured that effective safeguarding arrangements are in place

Leadership and governance

Reasonable progress: the provider's actions are already having a beneficial impact on learners. Improvements are sustainable and are based on the provider's thorough quality assurance procedures.

Leaders have designed Skills Bootcamps in retrofit and construction utilities where there is a need for skilled workers. Leaders work closely with employers so that the content of the courses they offer meet employers' needs. They review and change their course content in response to feedback from employers. Through these close links with employers, learners receive guaranteed job interviews in the construction sector.

Leaders have a good understanding of the strengths and development areas of the provision. They effectively prioritise those areas that need improvement. For example, they have improved the careers guidance provided to learners so that they have a comprehensive careers plan and trainers undertake weekly progress reviews with learners where they discuss learner's individual career goals.

Leaders provide tutors with a suitable range of professional development activities to update their vocational knowledge and develop their teaching skills. Tutors new to teaching study for teaching qualifications. Leaders provide tutors with useful feedback on their teaching practice that helps them improve.

Leaders have recently introduced suitable governance arrangements. It is too early to see if the arrangements will provide effective ongoing challenge and support to leaders.

Inclusion

Significant progress: progress has been rapid and is already having considerable beneficial impact on learners.

Leaders offer courses that meet the needs of unemployed adults, many of whom have considerable barriers to learning. Leaders offer courses in locations where there is a need to help people into employment, such as in deprived areas. Leaders are proud that they support these learners to secure work in the construction sector.

Staff provide learners with the help and support they need to be successful on their courses. Staff complete training on supporting and teaching learners with special educational needs and/or disabilities (SEND). Leaders have established a thorough initial assessment process to identify learners' prior levels of English and mathematics, and any support needs they have. Staff use this information to develop comprehensive support plans for learners. Tutors review the effectiveness of support with learners on a weekly basis so they can adjust this if appropriate.

Leaders provide extensive support for those learners who face financial barriers to learning. Where needed, they provide financial help for travel and free food on site.

Leaders carefully consider the outcomes for different groups of learners. They use this information to identify areas of further improvement, such as the proportion of learners with SEND who achieve positive job outcomes on completion of their Skills Bootcamps.

Curriculum, teaching and training

Reasonable progress: the provider's actions are already having a beneficial impact on learners. Improvements are sustainable and are based on the provider's thorough quality assurance procedures.

Tutors are knowledgeable about the retrofit sector. They use their experience to provide learners with clear explanations during lessons. They are supportive of learners and provide them with the feedback they need to help them to improve.

Tutors use a range of appropriate teaching strategies effectively to help learners understand and recall what they have learnt previously. They share their teaching resources and provide workbooks to help learners to study outside of lessons. They plan learning activities and encourage classroom discussion to deepen learners' understanding of the retrofit sector. This prepares learners well for their assessments.

Tutors effectively check learners' understanding of topics, such as compliance with retrofit technical standards. They teach learners to evaluate different building construction types and understand government priorities relating to climate and fuel poverty. However, tutors do not routinely use learners' previous experience to plan teaching that is closely tailored to their needs.

The course provides learners with the skills, knowledge and qualifications that they need to apply for work. Through their course learners achieve a construction skills certification scheme (CSCS) card. Staff support learners effectively to complete job applications and prepare for interviews. On completion, most learners secure jobs in the construction sector.

Safeguarding arrangements

Reasonable progress: the provider's actions are already having a beneficial impact on learners. Improvements are sustainable and are based on the provider's thorough quality assurance procedures.

Leaders have suitable safeguarding processes in place. Staff complete the safeguarding training that they need for their job roles. Learners know how they can report any concerns, including anonymously on the website. Staff take swift action in response to any referrals and carefully record their actions. Where necessary, they refer learners to local charities for help and support such as foodbanks.

Leaders comprehensively assess the risks to learners of extremism and radicalisation. They are aware of the safeguarding risks in the different regions in which they work. Leaders make ongoing changes to their safeguarding practices in response to feedback. They have introduced new classroom activities so that learners have a better understanding of local safeguarding risks.

Leaders follow safer recruitment principles. They have suitable safer recruitment policies in place and have completed safer recruitment training.

Leaders have recently introduced new governance arrangements. Those responsible for governance are assured that the required safeguarding processes and procedures are in place. However, they have not yet received the ongoing reports and updates, on areas

such as safeguarding trends, that they need to oversee this area closely.

About this inspection

Ofsted carries out monitoring inspections to all newly directly funded providers of adult learning provision where the provision offered is in scope for inspection.

The purpose of this monitoring inspection was not to determine grades for any of the evaluation areas set out in the further education and skills inspection toolkit. The purpose was to report on the provider's progress in relation to the 4 themes set out above.

Quack Recruitment and Training Limited is an independent learning provider with their registered office in Stevenage. Leaders started offering Skills Bootcamps in February 2025. They offer short retrofit and construction utilities Skills Bootcamps for adult learners in the West Midlands, Cheshire and Warrington, Hampshire and Surrey. Skills Bootcamps are taught either face-to-face or through a blended model.

At the time of the inspection, there were 9 learners studying retrofit Skills Bootcamps in Walsall and Cheshire and Warrington.

Lead inspector

Georgina Ager	His Majesty's Inspector

Team inspector

Penny Fawcus	His Majesty's Inspector

About this provider

Number of learners on education programmes for young people at time of inspection	0
Number of learners on adult learning programmes at time of inspection	9
Number of apprentices at time of inspection	0
Number of learners receiving high-needs funding at time of inspection	0

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