

Temp Dent Dental Agency Limited

Address: 4 Cadbury Close, 1379 High Road, Whetstone, London, N20 9BD

Unique reference number (URN): 54778

Inspection report: 17 February 2026

Exceptional	
Strong standard	● ● ●
Expected standard	● ●
Needs attention	
Urgent improvement	

✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, learners are made safer and feel safe.

How we evaluate safeguarding

When we inspect providers for safeguarding, they can have the following outcomes:

- **Met:** The provider has an open and positive culture of safeguarding.
- **Not met:** The provider has not created an open and positive culture of safeguarding. Not all legal requirements are met.

1. Inclusion, and leadership and governance

Strong standard



Expected standard



Strong standard

Leadership and governance

Strong standard 

Since the previous inspection, Knovia has acquired Temp Dent Dental Agency Limited. Knovia board members maintain a sharp focus on strategic priorities and take a relentless approach to improvement. They challenge leaders on capacity and capability to ensure that they resource growth appropriately. Leaders have ensured that the curriculum continues to reflect high educational standards and sector requirements and have strengthened employer relationships, while securing new contracts and growing apprentice numbers.

Leaders have a very accurate understanding of the organisation's strengths and areas for improvement. They use this insight to take timely and targeted action that improves apprentices' experiences. When leaders identified concerns about apprentices exceeding the dates by which they were due to complete their apprenticeship, they introduced appropriate measures to support apprentices. This has contributed to most apprentices now completing their apprenticeships on time.

Leaders carefully review the training needs of staff in relation to each of the key stages in the apprentices' journey. They set targeted action plans and plan focused, individualised training for staff. This contributes to the high standards of teaching.

Leaders place a strong emphasis on staff welfare. They use a range of approaches to monitor workload and wellbeing. Staff use an employee assistance service and access a range of benefits and discounts. Leaders enable staff to work remotely and provide appropriate adaptations for neurodiverse colleagues. As a result, staff retention and satisfaction remain high.

Expected standard

Inclusion

Expected standard 

Leaders have established an inclusive culture. They are ambitious for their apprentices to succeed in the dental industry. They have recently appointed specialist inclusion staff to increase their leadership and support capacity. Leaders have recently enhanced their assessment strategies to identify apprentices' support needs more accurately. They recognise the most significant support needs of their apprentices and have introduced mandatory staff training on topics such as inclusive practices, assessing support needs,

dyslexia and dyspraxia. Leaders work with specialist agencies to support apprentices in maintaining their mental health and wellbeing.

Staff work with employers from the outset of the apprenticeship to determine accurately each apprentice's support requirements, both in the workplace and in off-the-job remote training. Staff and employers promptly tailor training to meet each apprentice's needs. Apprentices facing barriers to learning achieve at the same level as their peers.

Leaders implement timely, tailored and graduated support for apprentices. Staff adjust support and interventions based on their close monitoring of apprentices' performance during progress reviews. As a result, apprentices feel well supported and make expected or better progress over time.

2. Apprenticeships

Strong standard	● ●
Expected standard	●

Strong standard ●

Achievement

Strong standard ●

Most apprentices, including those with special educational needs and/or disabilities or those facing barriers to learning, achieve their qualifications. Leaders maintain high achievement rates, supported by strong first-time pass rates in English functional skills qualifications. When they identified weaker achievement in level 2 mathematics, leaders promptly strengthened the support in this subject.

Apprentices make substantial progress from their starting points. Those with low prior attainment rapidly close knowledge gaps and develop the skills they need to succeed. They apply what they learn effectively in the workplace, show empathy with patients and perform clinical tasks with increasing fluency.

Apprentices consistently produce high-quality work. Level 3 dental nurse apprentices set up treatment rooms accurately and support complex dental procedures effectively. Level 4 oral health practitioner apprentices improve their written work over time to be of high quality. Apprentices develop the skills they need for their next steps and secure employment following their apprenticeship. Several move on to higher-level study.

Curriculum and teaching

Strong standard 

Leaders have an accurate and detailed understanding of the quality of their curriculum, teaching and training. They monitor apprentices' progress effectively and ensure compliance with apprenticeship requirements. Quality improvement coaches intervene swiftly when apprentices fall behind. They help apprentices catch up and make rapid improvements. Apprentices quickly get back on track and achieve their qualifications on time.

Leaders plan curriculums that closely align with local, regional and national workforce priorities. They work with employers to co-design training that reflects emerging sector developments, such as digital dentistry. This approach enables apprentices to develop current, highly valued skills.

Tutors sequence curriculums logically. They introduce core concepts, such as infection control and patient care, early in the apprenticeship and revisit them throughout the training. Apprentices, including those with barriers to learning, benefit from an inclusive curriculum. Tutor-assessors tailor support effectively and work closely with workplace mentors to meet apprentices' needs.

Apprentices benefit from effective and well-structured teaching. Tutors use strategies such as flipped and project-based learning expertly. They ask questions effectively, provide clear explanations and give precise feedback to deepen apprentices' understanding and enable them to improve the quality of their work.

Tutors work closely with employers to plan training and develop apprentices' essential skills quickly. They plan and implement training that enables apprentices to swiftly and confidently practise and apply new knowledge, skills and behaviours in the workplace. Because of this, apprentices become highly competent and valued members of dental teams.

Expected standard

Participation and development

Expected standard 

Apprentices receive careers information, advice and guidance throughout their apprenticeship. This includes support for university interviews and structured reflection on future pathways. However, many apprentices cannot clearly articulate how this guidance informs their next steps.

Leaders have successfully created a safe, inclusive and respectful culture where apprentices participate confidently in learning and work. They create secure environments, particularly in mathematics lessons, where apprentices feel confident to try things out even if they make mistakes. Apprentices feel safe and know how to report concerns.

Leaders provide structured, broader learning that is aligned with dental industry expectations and General Dental Council standards. Apprentices learn about topics such as safeguarding, extremism, radicalisation, equality, diversity and inclusion. A few level 4 oral health practitioner apprentices take part in wider activities such as community outreach.

However, a few apprentices are not clear about how these wider opportunities contribute to their broader development.

Apprentices' attendance at sessions is high. Leaders closely monitor attendance, off-the-job training and apprentices' progress successfully. They help apprentices to catch up on missed sessions, so they do not fall behind. Apprentices, including those with barriers to learning, benefit from well-planned support that helps them build confidence and independence as they train.

What it's like to be a learner and/or an apprentice at this provider

Apprentices experience a supportive, inclusive and ambitious training environment in which they develop new skills and knowledge rapidly. They attend training sessions well and apply themselves to their studies. This contributes to their high achievement and strong progression into sustained employment or higher-level study.

Apprentices, including those with special educational needs and/or disabilities (SEND), benefit from well-structured teaching. They have full access to learning materials with consistent layouts and screen reader compatible tools. These measures remove barriers to learning and empower apprentices to study independently.

Apprentices receive timely, personalised support. Tutor-assessors and workplace mentors work together effectively to put in place support strategies, such as one-to-one coaching and tailored support plans. Because of this, apprentices with SEND or barriers to learning thrive in both learning and workplace environments.

Apprentices enjoy their learning and feel safe in both work and training environments. They feel comfortable discussing their confidence levels and mental health. They know how to raise concerns and are confident that staff will respond appropriately.

Apprentices are motivated to learn. They benefit from access to a wide range of additional learning activities, such as oral health campaigns. They develop a secure understanding of fundamental British values and the triangle of harm, which helps prepare them for their future roles.

Next steps

- Leaders should continue to embed the changes they have made to how they identify apprentices' learning needs, ensuring that they prioritise early and accurate assessment and put support in place promptly.
- Leaders should further embed a rich, tailored curriculum so that apprentices understand how to develop their personal skills and interests and are very well prepared for their next steps.
- Leaders should further embed careers information, advice and guidance, so that apprentices have a clear understanding of their aspirations and feel confident about their

next steps.

About this inspection

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the senior leaders, board members, staff, apprentices and their employers.

The inspectors confirmed the following information about the provider:

Temp Dent Dental Agency Limited is a national training provider based in Barnet, north London. At the time of the inspection, there were 2,630 apprentices enrolled on apprenticeship standards. Most apprentices study the level 3 dental nurse apprenticeship. The rest of the apprentices study either the level 4 dental practice manager or the level 4 oral health practitioner apprenticeships. The majority of apprentices are aged 19 or over.

CEO of Temp Dent Dental Agency: Lorraine Nadel

Lead inspector:

Bev Ramsell, His Majesty's Inspector

Team inspectors:

Kanwaljit Dhillon, Ofsted Inspector

Alison Loxton, Ofsted Inspector

Christina Christou, Ofsted Inspector

Daniel Lewsey, Ofsted Inspector

Rochelle Saneria, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 17 February 2026

Number of learners

Total learners

2630

Apprenticeships

2630

Percentage of learning aims successfully achieved

Apprenticeships overall achievement rate

Year	This provider	National average	Compared with national average
2023/24	83	61	Above
2022/23	74	55	Above
2021/22	80	53	Above

Apprenticeships pass rate

Year	This provider	National average
2023/24	100	98
2022/23	100	97
2021/22	100	98

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other providers can learn from it.

Strong standard

The provider reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The provider is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The provider needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

© Crown copyright 2026



