

Eden College of Human Resource Development and Management Studies Limited

Address: Eden College, 34 Mawney Road, Romford, RM7 7HR

Unique reference number (URN): 58735

Inspection report: 2 June 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

Needs attention



Urgent improvement



Needs attention

Inclusion

Needs attention 

Leaders do not ensure that support for learners with barriers to learning is implemented consistently or in a timely manner. Although staff receive information about learners' identified needs, not all staff have received sufficient training to use this information effectively. A group of beauty learners with English as an additional language do not receive the additional support they need to develop their English skills. Consequently, these learners struggle to access learning fully and this inhibits the progress they make on the course.

Staff generally understand the needs of individual learners in their classes. In most instances, staff provide suitable support, including making reasonable adjustments, providing flexible learning arrangements or financial support and producing personalised learning plans for learners. For example, staff adjust lesson times for learners who work night shifts and provide financial support for travel to lessons. This support, when provided, enables learners to remain on their courses and complete their qualifications.

Senior leaders and those responsible for governance do not routinely analyse the effectiveness of support for different groups of learners. Consequently, they do not have a sufficiently clear understanding of the impact of their inclusion strategy on learners' progress and outcomes.

Urgent improvement

Leadership and governance

Urgent improvement 

Leaders and governors do not have sufficient oversight of the provision. They do not receive reliable or up-to-date information on key areas including learners' progress, attendance and achievement. Staff, including middle managers and tutors, do not keep accurate records. Consequently, leaders and governors do not have a precise understanding of their strengths and areas for development.

Leaders and governors have not ensured that there is sufficient management capacity to support quality improvement across the provision. Key- management responsibilities are concentrated among a few staff, and middle managers and administrative staff lack the confidence and skills to analyse and report information accurately. As a result, senior

leaders feel overwhelmed and unable to monitor the provision effectively or drive sustained improvements quickly.

Governance arrangements are not effective. Although governors bring relevant expertise, they do not scrutinise information in sufficient detail or provide appropriate challenge and support to senior leaders. Governors do not ensure that leaders have the resources needed to oversee the quality of provision effectively. Consequently, leaders struggle to identify what they need to improve and to implement improvement actions successfully.

Since the previous inspection, leaders have reduced reliance on freelance staff and recruited tutors who are vocationally competent to teach their subjects. As a result, more learners benefit from an appropriate curriculum which is generally well taught.

Leaders ensure staff, including tutors, have access to suitable professional development opportunities. Tutors receive training on teaching, assessment and safeguarding. They receive developmental feedback and feel valued and supported in their roles.

2. Adult learning programmes

Expected standard	
Needs attention	 

Expected standard

Curriculum and teaching

Expected standard

Leaders have developed a suitable curriculum offer for adult learners that is mainly built on their expertise in the health and social care and childcare sectors. They also offer courses that align well with skills needs in other areas such as beauty therapy, business administration and personal training.

Leaders have carefully planned a curriculum that provides effective opportunities for learners to develop the knowledge, skills and behaviours required to access employment. It prepares them well for roles such as childcare practitioners, support workers, teaching assistants and personal trainers, or to progress in their careers by gaining qualifications in leadership and management.

Tutors typically plan and sequence programmes in a logical order so that learners, including those with barriers to learning, build their knowledge and skills incrementally. For example, on beauty courses, learners first study the anatomy and physiology of the face before developing practical skills, such as eyebrow shaping, and then progressing to more advanced facial treatments.

Tutors are knowledgeable and use their expertise to teach effectively. They explain concepts clearly, frequently linking theory to work-based examples, use questioning appropriately to check understanding and revisit previous learning where necessary. Tutors further reinforce learning through provision of online materials, videos and reading resources that learners can access outside lessons. They also provide helpful individualised support to learners who have barriers to learning.

Needs attention

Achievement

Needs attention 

Learners do not make sufficient progress from their starting points and too many do not complete their courses within planned timescales. At the time of inspection, almost three quarters of learners were behind with their studies. A few learners who were expected to have completed their programmes several months ago have made only limited progress and submitted little work.

Most learners achieve their qualifications. However, achievement is too low in beauty therapy. Those learners who complete their programmes generally develop the vocational knowledge and skills required for their chosen sectors. For example, childcare learners plan a variety of play activities to support children's physical, social, emotional and language development based on a sound understanding of theory.

Most learners generally produce work of a suitable standard that improves over time as their understanding deepens. However, learners on level 5 adult care courses do not support their work with appropriate referencing.

Participation and development

Needs attention 

Leaders and tutors do not set high expectations for attendance. Leaders do not have an accurate overview of learners' attendance and their actions to improve attendance are not consistently effective. Too many learners miss learning and make slow progress.

Learners receive helpful information and additional training on topics such as mental health, wellbeing, safeguarding and in the importance of promoting equality and diversity. They understand how fundamental British values apply to their work. For example, early years learners recognise how listening to children's views promotes democracy and choice.

Learners feel safe and understand how to report concerns. They are confident that bullying, harassment and discrimination are dealt with appropriately. Learners develop a sound understanding of safeguarding, including online safety, and the risks related to radicalisation and extremism.

Learners receive suitable careers information, advice and guidance. Staff encourage them to undertake work-related learning and support those who are not already employed to secure placements, helping them prepare for their next steps. Learners typically understand

the employment and training opportunities available after completing their courses and how these support their longer-term career goals.

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

Learners study in supportive and welcoming environments. They value the personalised support they receive from their tutors in addition to group teaching and workplace visits. Learners, many of whom are new to the country and returning to education after a long period, particularly appreciate the opportunity to gain recognised qualifications.

Learners, most of whom speak English as a second language, are motivated to improve their employment prospects. They speak positively about the flexibility of training programmes. Tutors plan training sessions and workplace visits thoughtfully to suit learners' personal circumstances and work commitments.

Too many learners do not develop the English and mathematical skills they need to support their learning and future employment. Although leaders provide opportunities for learners to receive additional support, few take part. Consequently, some learners with weaker English skills struggle to understand course content, answer basic questions and participate fully in learning activities.

Learners develop confidence in using subject-specific terminology accurately in their written and verbal work. In lessons, tutors promote the use of professional and technical language well, such as child safeguarding reviews, child protection and provide clear definitions of these. They highlight new vocabulary and demonstrate how these unfamiliar words should be used in a sentence.

Although learners enjoy their courses, attendance is not high enough and they do not always make the progress or achieve the outcomes of which they are capable. In a few lessons, the pace is too slow and tutors spend too long on basic or previously covered material. Learners with prior knowledge are not sufficiently challenged, which limits the extent to which they deepen their knowledge and develop higher-level skills. This results in learners developing new knowledge and skills at a slower rate than expected.

Next steps

- Leaders should improve their governance arrangements and oversight of the provision. They should establish robust systems for recording, analysing and reporting learners' attendance, progress and achievement so that they have an accurate understanding of performance and can take timely action to secure improvement.
- Leaders and governors should strengthen management capacity and accountability so that quality improvement actions are implemented and monitored effectively across the provision.
- Leaders should ensure that support for learners with barriers to learning, including learners who speak English as a second language, is implemented consistently so that

- learners can participate fully in learning and make the progress of which they are capable.
- Leaders should evaluate the impact of their inclusion strategy more effectively so that they understand how well different groups of learners achieve and where additional support is needed.
 - Leaders should ensure that learners develop the English and mathematical skills they need for their studies, employment and next steps by increasing participation in support programmes and monitoring their impact.
 - Leaders should ensure that tutors set high expectations for learners' attendance and progress so that all learners attend their lessons, make expected progress and achieve their qualifications in a timely manner.
 - Leaders should further strengthen the quality of teaching by ensuring that tutors provide sufficient challenge for learners with prior knowledge and maintain an appropriate pace of learning so that learners develop knowledge and skills more rapidly.
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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.

Inspectors spoke with leaders and managers, chair of governors, tutors, learners, employers and staff responsible for safeguarding during the inspection.

The inspection started on 2 June 2026. It was paused in line with Ofsted inspections and visits: Ofsted inspections and visits: Deferring, pausing and gathering additional evidence. Inspectors returned on 5 June 2026 to complete the inspection.

The inspectors confirmed the following information about the provider:

Eden College of Human Resource Development and Management Studies Limited (Eden College) is an independent training provider located in Romford, London. It provides training for adults funded by Advanced Learner Loans. Most learners are from Black, Asian and minority ethnic backgrounds, with almost all speaking English as a second language and having low levels of English and mathematics skills.

At the time of inspection, there were 114 adult learners in training across a number of courses, predominantly in child care and health and social care. There were 29 learners on the level 3 diploma in adult care, 17 on the level 3 diploma in early years educator, 18 on the level 3 diploma in children and young people workforce (CYPW), and 19 on the level 5 diploma in leadership and management in CYPW, health and social care or residential childcare. The remaining learners were studying level 3 diplomas in business administration, supporting teaching and learning and gym instructing and personal training as well as level 3 awards and courses in special educational needs, beauty and micropigmentation.

The provider operates in London and other parts of the country, including Hornchurch, Colchester and Newcastle. Training is delivered both in person and online. Face-to-face teaching and training take place at the main site in Romford, as well as at employers' premises and in community venues.

Lead inspector:

Saher Nijabat, His Majesty's Inspector

Team inspectors:

Montserrat Perez-Parent, His Majesty's Inspector

Jon Bowman, His Majesty's Inspector

Sarah Wilding, Ofsted 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 2 June 2026

Number of learners

Total learners

114

Adult learning programmes

114

Percentage of learning aims successfully achieved

Adult learning programmes

Year	This provider	National average	Compared with national average
2024/25	80	87	Close to average
2023/24	77	87	Close to average
2022/23	60	87	Below

Apprenticeships overall achievement rate

Year	This provider	National average	Compared with national average
2024/25	S	65	S
2022/23	S	55	S

'This provider' and 'national average' figures are taken from the publicly available DfE achievement rates. Where the DfE have suppressed the figures, usually due to small cohorts, this has been mirrored in the Report Card and will be shown by an 'S'.

Apprenticeships pass rate

Year	This provider	National average
2024/25	S	98
2022/23	S	97

'This provider' and 'national average' figures are taken from the publicly available DfE achievement rates. Where the DfE have suppressed the figures, usually due to small cohorts, this has been mirrored in the Report Card and will be shown by an 'S'.

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.

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