

# Eden College of Human Resource Development and Management Studies Limited

Report following a monitoring visit to a 'requires improvement' provider

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| <b>Unique reference number:</b> | 58735                                                |
| <b>Name of lead inspector:</b>  | Saher Nijabat, His Majesty's Inspector               |
| <b>Inspection dates:</b>        | 11 and 12 September 2025                             |
| <b>Type of provider:</b>        | Independent learning provider                        |
| <b>Address:</b>                 | Eden College<br>34 Mawney Road<br>Romford<br>RM7 7HR |

# Monitoring visit: main findings

## Context and focus of visit

Eden College of Human Resource Development and Management Studies Limited (Eden College) was inspected in August 2024. At that time, inspectors judged the overall effectiveness of the provision to require improvement.

The focus of this monitoring visit was to evaluate the progress that leaders and managers have made in resolving the main areas for improvement identified at the previous inspection.

At the time of the visit, there were 158 adult learners in training on a range of courses, mainly at level 3. There were 52 learners on the level 3 diploma in adult care, 49 on the level 3 diploma in early years educator, 18 on the level 3 diploma in children and young people workforce, 15 on the level 5 diploma in leadership and nine on the level 3 diploma in business administrator. The remaining learners were studying level 3 diplomas in supporting teaching and learning, combined beauty therapy skills and hairdressing.

## Themes

### What progress have leaders and managers made in giving learners on beauty courses the right support to help them complete their qualifications?

### Significant progress

Leaders have taken prompt action to provide highly effective support for the learners on beauty courses. Since the previous inspection, they have recruited new and suitably qualified trainers to teach these courses.

Leaders set clear expectations of trainers around supporting learners with their learning. They provide clear guidelines to trainers on frequency of contact, marking of submitted work and reporting on learners' progress. Leaders meet regularly with trainers and hold them accountable via frequent quality checks and clear reporting arrangements. Consequently, they have detailed oversight of the support learners receive and the progress they make.

In addition to weekly group lessons, trainers hold regular one-to-one sessions with all learners. They provide frequent individualised support to those learners whose learning was previously disrupted. Trainers use emails, phone calls and chats efficiently, to stay in touch with learners and keep them informed of their progress. They provide prompt feedback and useful resources to learners to improve their work. Consequently, learners know exactly what they need to do to complete their qualifications. Most learners on beauty courses have completed their qualifications and achievement on beauty courses is high.

**What progress have leaders and managers made in ensuring the information and data they use is accurate and accessible and report this information clearly to the governing board?** **Reasonable progress**

Leaders have taken effective action to further develop and strengthen their governance. They now have a well-established board of governors in place. Governors have a range of relevant expertise and useful backgrounds, in further education, governance, quality assurance and childcare. They use their expertise effectively to support and challenge senior leaders on key areas of performance such as planning and sequencing of curriculum; and monitoring of learners' progress.

Board members have a sound oversight of the quality of teaching and support that learners receive. They develop this through attending monthly board meetings and conducting learning walks frequently. Leaders also provide comprehensive reports to the board on key performance areas such as learners' progress and achievements. They provide suitable information and data to governors on progress against actions in the quality improvement plan. This enables governors to focus their support and challenge on the right things. They know the strengths and areas for improvement across their provision well.

Since the previous inspection, leaders have reviewed their data and information recording processes. They recognise staff did not record some information, such as learners' start and withdrawal dates, accurately. They have identified discrepancies in learners' progress data and have started to rectify these. However, this work is not complete and some of the information, such as learners' start dates, is still inaccurate. Leaders provide governors with detailed analysis of these discrepancies in their reports.

**What progress have leaders and managers made in sequencing the curriculum logically so that trainers teach learners the key foundation knowledge at an appropriate time?** **Significant progress**

Since the previous inspection, leaders have carried out a comprehensive review of their curriculum plans. They now ensure that trainers teach learners essential foundation knowledge specific to their chosen sector early in the course. In beauty, trainers teach learners about safe working practices and client care before moving on to the skills and knowledge needed to provide treatments effectively, such as body massage. Consequently, learners develop a sound grasp of essential topics quickly which enables them to participate confidently in different tasks at work. Employers also state that learners are very well prepared for their placements and job roles.

In early years and adult care courses, trainers teach learners the relevant legislation and regulatory requirements related to safeguarding and health and safety at the start. Learners who work in nurseries and care homes, learn the signs of abuse early

on and can explain the whistle blowing and disclosure processes correctly. They review relevant policies and procedures used in their workplaces and complete risk assessments. As a result, they know how to report and record incidents related to safeguarding.

Leaders are highly responsive to the needs of learners and employers. They ensure trainers also take into consideration learners' job roles and their workplace priorities when teaching. Trainers suitably plan the content and teach units that reflect tasks and topics specific to the roles learners undertake. In early years courses, trainers teach learners how to complete detailed observations of children. In children and young people workforce, trainers have a greater focus on radicalisation within the safeguarding unit when teaching learners who work with young people.

**What progress have leaders and managers made in using the information about learners' strengths and weaknesses effectively and consistently to teach learners in a way that meets their individual needs?**

**Reasonable progress**

Since the previous inspection, leaders have taken effective action to ensure learners' individual needs are met well. They have implemented clear processes to identify learners' needs from the start of their programme. Staff make sure that learners complete skill scans and assessments in English and mathematics. They share results of these assessments with trainers promptly to enable them to identify learners' support needs as well as any gaps in their knowledge and skills.

Trainers use this information well to plan teaching and provide tailored support from the outset. They offer learners additional courses, such as English or paediatric first-aid lessons, to fill specific gaps in their knowledge and skills. In addition, staff offer one-to-one sessions and support at times and in ways that suit learners. Learners also benefit from access to good quality online resources to develop their skills further.

Leaders have recruited dedicated staff to provide additional advice and guidance to support learners with their progress throughout their learning journey. Staff use advice and guidance meetings well, to set bespoke targets for learners based on their prior knowledge, skills and aspirations. However, staff do not routinely record learners' progress against these targets. Consequently, it is not always clear if learners have achieved their targets or not.

Trainers know learners well and adapt their teaching effectively to meet their individual needs. They use the assessment methods that suit learners best, for example a professional discussion rather than written work. In beauty courses, trainers adjust the curriculum to provide learners frequent opportunities to hone their practical skills, such as with additional pedicure practice. They break down complex information into small chunks and check learners' understanding frequently. Trainers

also provide extra one-to-one sessions to learners who struggle. Consequently, most learners feel supported, make good progress and achieve their qualifications.

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