



QUALITY ASSURANCE INSPECTION REPORT

Inspection date:	07/05/2026	Previous Inspection Date:	N/A
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The quality and standards of the Early Years provision:	Previous Inspection
	N/A

Evaluation areas;	Grade awarded
Safeguarding	Expected standard
Inclusion	Expected standard
Curriculum and teaching	Expected standard
Achievement	Expected standard
Behaviours, attitudes and establishing routines	Expected standard
Children's welfare and well-being	Expected standard
Leadership and governance	Expected standard

What is it like to be a child at this setting

Children experience a safe, nurturing and welcoming environment in the care of the co childminders. They are well cared for in the homely atmosphere and thrive as they spend large amounts of time learning outside in the fresh air at this farm-based setting. Children form warm and trusting relationships with the co childminders and any assistants that work with them, which supports their sense of security and belonging.

All children, including those that may face barriers to their learning make steady progress from their starting points across all areas of learning and development. The co childminders complete regular observations and assessments and use this information to plan and sequence their curriculum. Their teaching balances well direct adult and opportunities for play, so that children learn the intended curriculum.

Children of all ages develop high levels of independence. The co childminders afford children lots of time to develop these skills and offer constant praise and reassurance that helps them to succeed and feel proud of their achievements. Young children persevere when putting on their shoes to go outside in the garden and independently wash their hands before they help to prepare snack in the garden. They develop confidence, practical skills and the knowledge they need for their stage of learning, including school.



Safeguarding
Grade Met
All safeguarding standards are met. This means; the childminder demonstrates a strong knowledge of safeguarding procedures for the setting and knows how to keep children safe. There is a positive safeguarding culture across the setting.
Inclusion
Grade Expected Standard
The childminder continually tracks children's progress across all areas of learning and development to enable her to highlight any gaps in children's development. Although there are currently no children on role with identified special educational needs and disabilities (SEND) the childminder's knowledge and understanding around the 'graduated approach' is limited. This will impact on the outcomes of children with SEND in the future and needs to be addressed with further training.
Curriculum and teaching
Grade Expected Standard
Although the childminder is not the 'lead' at the setting, she has a thorough understanding of the curriculum that is planned to meet the needs of all the children that attend the setting. She has a deep knowledge of child development and the early years foundation stage (EYFS) educational programmes. The childminder chooses the most effective way to teach, combining both explicitly taught with plenty of child led play, so that all children learn the intended curriculum. The childminder inspires children's love of books, songs and rhymes. Whilst exploring around the farm with the children, the childminder naturally begins to sing known nursery rhymes and the children delighted join in. Snack time becomes a homely, relaxed time as children intently listen to stories books that are read in an engaging manner that captivates the children's attention. This effectively promotes children's communication and language development.
Achievement
Grade Expected Standard
All children achieve well and make progress from the moment that they join the setting. The childminder gets to know the children before they start their journey with her through embedded settling in processes. She completes baseline assessment and uses information gathered from parents to create individual developmental next steps and to guide her teaching. Children typically gain the knowledge and skills they need for their next stage of learning, are well prepared for school or their next setting, with a secure foundation across all seven areas of the Early years foundation stage.

Behaviours, attitudes and establishing routines
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Grade Expected Standard

The childminder and any assistants that work with her, create a calm and positive atmosphere for children where the teaching of treating others with kindness, care and respect is evident. They are good role models for the children and speak in a very calm and reassuring tones. Children are very well behaved and show kindness towards one and other. This clearly demonstrates that there are high and consistent expectations around behaviour, where the children know how to follow the setting rules. When children disagree over sharing a toy in the garden, the childminder calmly supports them and reminds them about taking turns and sharing. She then offers lots of praise when the children share. This reinforces positive behaviour expectations and teaches important social skills that children need for the next stage of their learning. However, the childminder does not consistently use language about emotions during these times, so children's understanding of how their behaviour impacts on others is not always fully supported.

Children's welfare and well-being
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Grade Expected Standard

The co childminders actively promote children's welfare and wellbeing, creating a safe and nurturing environment where children flourish. They support children to develop their confidence, independence and physical skills as children learn to take managed risks as they explore the grounds. They encourage a love of the outdoors, where children learn about life cycles and farm to plate as they collect fresh eggs each day. Children enjoy the responsibility of looking after the animals each day. This helps children to develop good strength, coordination, mental wellbeing and supports their overall health and development well.

The childminder provides nutritious home-made meals and snacks each day. Children learn to drink from open cups from an early age. They are encouraged to be independent and help to prepare their snacks each day. They understand about recycling and reusing as they talk about the fruit skins being good for the animals on the farm. Children learn how to make healthy choices around food and lead healthy lifestyles.

Leadership and governance

Grade Expected Standard

The childminder fulfils her statutory duties and does embark on continuous professional development opportunities. She explains how she enjoys learning and is looking forward to starting a level five qualification soon. The childminder has built positive relationships with her parents, who share positive feedback about how well cared for their children are.

However, she has not yet completed the required amount of training and/or practice hours as set by the agency. The childminder must complete these hours as part of her registration requirements with the agency. This will help to keep her knowledge and



understanding of changes within the sector and will have a further positive impact on her practice.

Prioritises for Improvement

Safeguarding
Grade Met
Next step -
Inclusion
Grade Expected standard
Next step - The childminder should further her knowledge and understanding of her local offer to improve the outcomes for children further.
Curriculum and teaching
Grade Expected standard
Next step -
Achievement
Grade Expected standard
Next step -
Behaviours, attitudes and establishing routines
Grade Expected standard
Next step - The childminder should strengthen opportunities for children to develop their understanding of their emotions.
Children's welfare and well-being
Grade Expected standard
Next step -
Leadership and governance
Grade Expected standard
Next step - The childminder should complete all training hours as set by the agency to ensure that she continues to meet the requirements of her registration.



Name of Childminder	Miriam Mutombo
Registration Number	SCA170404
Type of Provision (CM at home/99% non-domestic premises/ CODP/CWDP)	Childminder at home
Registers (Early Years, Compulsory, Voluntary Childcare?)	All
Local Authority	Essex
Childminder Agency Inspector	Nicky Webb
Date of previous Inspection	N/A
Number of children on roll	18

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