



EARLY CHILDHOOD CARE AND EDUCATION INSPECTION REPORT

ABC KIDS

OFFICE OF EDUCATION STANDARDS
OCTOBER 2020

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Inspections of schools, colleges and early years centres in the Cayman Islands

As determined by Education Law (2016), all educational institutions are inspected regularly by The Office of Education Standards. The purpose of inspection is primarily to support ongoing improvement in each school and also to provide rigorous, impartial and comprehensive information to parents, to government officers and to appointed Ministers regarding the quality of education both in government and private educational establishments.

Inspections are undertaken at least once every four years and will usually involve a team of inspectors visiting each school for between two and five days. Inspectors use an agreed framework to reach their judgements. In the Cayman Islands, the publication 'Successful Schools and Achieving Students' is the tool which is used both by schools to review their own work and by inspectors when they visit.

Inspection frameworks are a central feature of different school evaluation systems worldwide. They provide a structure within which inspectors make judgements on the basis of evidence of observed practice. They serve a number of purposes:

- Indicators create a **consistent vocabulary and reference point** for a conversation with schools regarding the major determinants of educational success.
- The highest-level exemplar provides schools with a description of **educational excellence** to which schools can aspire.
- The lower-level exemplar provides schools with a clear understanding of levels of provision that are considered **unsatisfactory** and must be improved.
- The indicators can be used by schools for **self-evaluation purposes** and can be linked to school improvement through effective development planning.
- The use of a common set of indicators encourages **consistency in judgements** across different inspection teams. Inspectors must base their judgements on the evidence of the practice they actually observe, rather than with reference to set norms or by employing relative ratings or referring to personal or individual preferences.
- The publication of inspection quality indicators enables schools to see inspection as a **transparent** process.

Evaluations

The inspection framework is organised around judgements using a four-point scale.

The four levels on the scale are defined as follows:

- **Excellent** - exceptionally high quality of performance or practice.
- **Good** - the expected level for every school in the Cayman Islands, both public and private.
- **Satisfactory** - the minimum level of quality required for the Cayman Islands. All key aspects of performance and practice in every school should meet or exceed this level.
- **Weak** - quality not yet at the level acceptable for schools in the Cayman Islands. Schools will be expected to take urgent measures to improve the quality of any aspect of their performance or practice that is judged at this level.

Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows.

	Definition	Numerical
All	The whole – as used when referring to quantity, extent, or duration.	100%
Almost all	90% and more	90% to 99%
Most	Three quarters or more but less than 90%	75% to 89%
Majority	Half or more but less than three quarters	50% to 74%
Minority	15% or more but less than half	15% to 49%
Few	Up to 15%	0% to 14%

Information about the centre

Name of ECCE centre	ABC Kids
Address	1866 Shamrock Road, Grand Cayman
Telephone	1-345-945-5626
E-mail address	info@abckids.ky
ECCE centre website	www.abckids.ky
Name of manager	Ms. Perera Dimuthu
Name of owner (If different from manager)	Ms. Alecia Chin Yee
Centre's hours of operation	Mon to Fri 7:00 am to 6:00pm
Number of children on roll	37
Number of teaching staff	9
Number of support staff	1
Date of last inspection	Not applicable

Age range of children

Age Range	Number of boys	Number of girls	Total
12 -18 months	6	3	9
18 – 36 months	6	3	9
36- 48 months	13	6	19
Total	25	12	37

The context of the centre

ABC Kids was established in September 2019. The preschool is owned by Mrs. Alicia Chin Yee and managed by Ms. Perera Dimuthu. Adult to child ratios meet Cayman Islands Education Council guidelines. The lead teacher has a degree in primary education and other staff members have varying qualifications, ranging from degrees in elementary education to certificates in areas of special education, including Autism awareness.

The pre-school's opening hours are from 7:00 am to 6 pm from Monday to Friday. The centre caters for children from three months of age to four years. There are currently 37 children enrolled in three groups: Parakeet, Woodpecker and Seagulls.

The preschool provides a caring environment and creates opportunities for children to enhance their learning in the various aspects of the early learning goals. Similarly, there is strong emphasis on healthy lifestyle practices and the promotion of children's religious awareness to foster attitudes of tolerance and empathy for others.

This is the first inspection of ABC Kids preschool following the opening in 2019.

Key strengths

Inspectors identified the following key strengths in the school:

- There were regular planned opportunities to develop children's understanding of religion which promoted attitudes of tolerance and empathy;
- There was a strong emphasis on health and good hygiene practices to promote children's well-being;
- The positive ethos of the preschool ensured that all children were cared for in a nurturing environment.

Recommendations

Inspectors identified the following areas requiring improvement:

- Raise children's achievement in areas of learning as identified in this report.
- Review assessment processes to tailor provision to meet the needs of all children.
- Review the curriculum to improve opportunities for creative expressions and aspects of mathematical exploration.
- Build on the centre's current self-evaluation arrangements to accurately identify priorities for future improvement.

Summary

Overall Evaluation – Satisfactory

Overall, the performance of the ABC Kids preschool was satisfactory. There were a number of good judgements assigned, particularly in relation to the children’s achievement in aspects of movement and religious awareness. However, teachers did not always use a sufficiently wide range of learning activities and resources to ensure that children made the required progress in all aspects of the curriculum.

The preschool received good judgements for:

- Children’s achievement and progress in movement and religious awareness.

The preschool received satisfactory judgements for:

- Children’s achievement and progress in aspects of exploration, respect, communication and well-being;
- Teaching;
- Learning;
- Assessment;
- Curriculum;
- Health and safety;
- Support and guidance;
- Leadership;
- Links with parents and the community;
- Staffing and the learning environment.

The preschool received weak judgements for:

- Self-evaluation and improvement planning;
- Children’s creative expression.

Achievement

EXPLORATION	Evaluation
Movement: Children develop their fine and gross motor skills through independent and guided opportunities.	Good
Sensory: Children will use their senses in active exploration to understand their world.	Satisfactory
Scientific: Children inquire, research, generate and modify their own working theories about their world through independent and guided opportunities.	Satisfactory
Mathematical: Children manipulate materials and explore concepts relating to number, shape, space, measurement, time and classification through independent and guided opportunities.	Satisfactory
Technological: Children experiment with tools, materials and equipment through independent and guided opportunities.	Satisfactory

Children's skills in movement were good because across all stages the children were provided with sufficient activities that promoted their fine and gross motor development. Centre-based and free play activities facilitated children's use of items such as paint, paint brushes, crayons, glitter and glue to complete age-appropriate tasks for increased dexterity in fine motor skills. The youngest children in the Parakeet class were able to grip their bottles and grasp their spoons independently during meal time. They were encouraged to make movements as the teacher recited jingles and sang songs. Gross motor co-ordination was also apparent in outdoor exploration, devotion and music and movement sessions. For example, in the Seagull class, most children competed in races and performed movements in response to their teacher's instructions such as walking forward and backward in a straight line, hopping on one leg and catching a throwing a ball. Similarly, in a yoga session, the children in the Woodpecker group were able to balance and stretch their bodies during exercise activities while seated on mats. To further extend children's skill in movement there was a need to include more guided opportunities for children to develop their fine and gross motor skills in a greater variety of contexts.

Children's sensory perception was satisfactory. The staff incorporated suitable opportunities within children's play experiences for them to demonstrate the use of their senses to advance their learning. For example, in the Parakeet class, teachers' use of sounds and visual cues encouraged vocalisation and active listening evidenced by the children's responses and intent stares. Children in this group also used their sense of touch when they played with different colour noodles and searched for hidden toys in the sensory box. In a combined group outdoor activity, at the water fountain and while using other water play resources children splashed and observed the movement of different objects which were placed in the water. The use of interactive videos in circle time and free play at all stages also added to the range of experiences that were available. Although there were appropriate activities to support children sensory learning, there was a need for staff to more effectively promote children's use of descriptive language when using their senses and to include a wider variety of resources for sensory exploration.

Children's scientific understanding was satisfactory. The planned thematic learning activities offered children opportunities to make meaningful connections as they investigated concepts in their natural world. For example, while learning about the life cycle of the chicken, children in the Woodpecker class ably communicated their understanding of the different stages in the life cycle and children in the Seagulls group made simple inquiry-based observations as they explored sinking and floating. Children in the Seagull group also conducted an experiment to find out how adding salt to water caused an egg to float. In the Woodpecker group, the children experimented during water play studying the effects of pressure on objects as they pushed different objects to the bottom of the container, released them and observed as they floated to the surface. While children's knowledge and understanding of scientific facts were age-appropriate, there were insufficient opportunities within classes to strengthen children's skills of expression, prediction, recording and reflective thinking as to why things happen and how things work.

Children's mathematical understanding was satisfactory. Children regularly participated in activities that facilitated their recognition and association of numbers, shapes and colours through independent and guided interactions. Numeracy skills were developing in the Seagulls group as most children identified numbers on sight; counted by rote and made representations of numerical amounts using manipulatives. Children in the Woodpecker showed great precision as they matched cups with small coloured circles with larger ones which were arranged on the floor. Even children within the youngest age range were able to correctly identify some basic shapes by name or through pointing gestures. In all groups, children showed developing spatial awareness as they worked with puzzles and showed varying degrees of persistence in their arrangements of numbers, shapes and animal replicas. Importantly however, staff did not make sufficient use of different play sessions to integrate the acquisition of skills that enabled children to measure, make comparisons or categorise objects.

Technological understanding was satisfactory. Children were given access to a selection of media but the range of tools was not always sufficiently diverse to help promote age-appropriate skills and self-expression. Nevertheless, children's use of available equipment during planned learning and spontaneous free play aided their understanding. Children were regularly seen using paint, dough, glue and brushes to create artistic models of numbers and animals. There was a limited range of resources to promote children's independent exploration of their learning

environment. A notable exception was when children in the Woodpecker class used magnifying glasses to look at objects in the classroom and collaborated to observe the physical characteristics of different animal models that were within their reach. There was scope for the greater inclusion of additional resources to promote children’s use of equipment like buttons, scissors and zippers.

RESPECT	Evaluation
Self: Children develop a positive sense of who they are and an understanding of their rights and responsibilities.	Satisfactory
Others: Children understand how their role and the roles of others impact the community.	Satisfactory
Environment: Children will act responsibly in preservation of their natural world.	Satisfactory
Culture: Children gain an awareness of and appreciation for their own culture and cultures around the world.	Satisfactory
Religion: Children have an awareness of and respect for their own and other religions.	Good

Children’s awareness of self and understanding of their rights and responsibilities was satisfactory. Children’s developing awareness of self-identity and independence was supported in purposeful ways. Children were greeted warmly upon arrival and assisted to their classrooms by their teachers. In classes, the welcome songs identified each child by name and photographs of the children were displayed and often referenced during circle time discussions. Children were given opportunities to share information about their families during early morning conversations. Most children in the Woodpecker and Seagull groups demonstrated sufficient self-help skills during toileting and meal time. Additionally, children communicated their preference as they made requests of choice of fruit or for extra servings during snack time. There was however, a need to further promote some children’s understanding of the limits of acceptable behaviour.

Children’s understanding of how their roles and the roles of others impacted their community was satisfactory. There were intentional experiences such as shared stories and discussions that promoted attributes of empathy, care and respect for others in children. There were instances of turn taking as children shared resources during indoor and outdoor play. Prior to the COVID restrictions, children participated in field trips to location in their wider community and community helpers such as firemen, health care workers and police officers made visits to the preschool.

The children’s understanding of the environment was satisfactory. Interactive videos, books, models and songs were often used in the learning encounters to develop children’s awareness of their environment. The majority of children were able to identify various animals by name as well as imitate their unique sounds. There was a resident hen in a coop that was cared for by the children through the provision of corn and water. Regular morning visits were made by a bird to the window of the Woodpecker class and this usually resulted in excited discussion from the children. Children demonstrated environmentally safe practices as they emptied garbage in class bins and picked up spilled food particles during meal time. There was scope to include further planned opportunities for recycling and a greater understanding of how the environment provided for them through growing projects.

Children’s learning about their culture was satisfactory. There was evidence of visits to cultural sites such as Pedro St. James. A focus on improving children’s knowledge of their local heritage was a feature of the daily routines as cultural discussions on Caymanian symbols and the playing of the National Song were undertaken each week. The majority of children at the preschool were able to demonstrate familiarity with the content of the National Song and sang in parts. A few children were also able to tell the significance of the stars on the coat of arms. There was further scope to broaden children’s awareness of local and international cultural symbols, observances and celebrations through a variety of activities.

Children’s awareness and respect for religion was good. Almost all children demonstrated strong awareness and respect for religious practices across the centre. For example, all children participated in devotions each morning and most maintained respectful stance. Grace was said before meals and religious stories were integrated in story time to teach children important traits of obedience and sharing.

COMMUNICATION	Evaluation
Verbal and Symbolic: Children interpret information received and effectively express themselves in a variety of ways.	Satisfactory
Listening: Children develop the inclination and ability to listen attentively and respond appropriately.	Satisfactory
Creative Expressions: Children experience and develop an appreciation for various forms of art from a variety of cultures.	Weak
Literacy: Children demonstrate an understanding that symbols are used to represent ideas.	Satisfactory

Children's verbal and symbolic communication was satisfactory. A majority could express themselves with confidence. During free play, lunch and outdoor play, most children spontaneously engaged in conversations with their teachers and peers. Some teachers were more skilled than others in promoting children's emergent language skills through the use of open-ended questions and open-ended conversations. Across the setting, children sometimes used play dough to form letters. The older children traced letters on worksheets and toddlers traced letters in rice and sand. There was scope, however, for staff to provide more regular opportunities for children, including the youngest to develop their prewriting skills.

The children's listening skills were satisfactory. Most of the children demonstrated active listening in a variety of contexts. For example, the youngest children babbled in response to songs or stories sung and read by their teachers. Shared stories in circle time as well as Bible stories during devotions provided additional listening opportunities for children, most of whom listened attentively. The majority of the older children could recall simple events in a story and relate events in a sequence. Most sang along to music videos about letters and numbers. There was scope, however, for staff to use more open-ended questions to support children to process information and respond appropriately to questions. There was also opportunity to broaden the range of children's listening experiences to include poetry and nature walks. In addition, some teachers needed to be more consistent in reinforcing classroom behavioural expectations as some children spoke out of turn and did not listen when their peers were speaking.

The children's creative expression was weak. There were insufficient planned and spontaneous opportunities for children to express themselves through music, dance and dramatic play. For example, there were insufficient dress-up clothes or other similar resources for role play. In the toddlers group, Inspectors observed that only one child had dress up clothes. This resulted in instances of fussing and crying by some of the children who wanted to share the resources. The youngest children had very few musical toys. Overall, there was a narrow focus on art and craft activities and this limited the quality of children's self-expression.

Children's literacy was satisfactory. All children knew that print carries meaning. Even the youngest children were developing print awareness and touched the pages of books when stories were read to them. All teachers promoted children's phonological awareness of letters and letter sounds. Children in the toddlers group could sound out letters and name some letters on picture cards, building blocks and the alphabet display in the learning centres. During a letter hunt activity, most of the toddlers correctly identified the named letter. The majority of the older children interacted freely with books and demonstrated good book-handling skills. Most of the older children could recognise their name in print. However, staff should provide more regular opportunities for all children, including the youngest, to interact independently with books throughout the nursery day.

WELL-BEING	Evaluation
Health: Children make safe and healthy decisions as they discover and learn about their bodies.	Satisfactory
Emotional: Children identify and express their own feelings.	Satisfactory
Social: Children will develop the skill to interact with others in a variety of contexts.	Satisfactory
Reflection: Children will reflect on their experiences.	Satisfactory

The way children made safe and healthy choices as they discovered about their bodies was satisfactory. Staff were warm and responsive and provided individualised care and support to the children. As a consequence, children were comfortable communicating their bodily needs. Almost all children were developing independence as they fed themselves and packed away resources after centre activities. Across the setting, handwashing procedures were well established and all of the older children washed their hands independently. The very youngest were supported in handwashing by teachers. During snack and lunch times, staff communicated the importance of healthy eating in age-appropriate ways. Activities across the preschool included a good balance of quiet and active play. During outdoor play, most children safely navigated the space and there were few accidents. However, the class arrangements for the oldest group sometimes resulted in children bumping into each other during circle time and devotion activities. A reorganisation of the classroom space may help eliminate this. Additionally, there was a need for staff to promote greater independence among the older children. For example, class displays indicated responsibilities such as ‘class helper’ and ‘line leader’ but children were not observed carrying out these responsibilities.

The children’s emotional development was satisfactory. The majority of children demonstrated a growing capacity to accept challenges, manage change and cope with frustration. During outdoor play, when a few children fell, they would get up quickly, say they’re okay and continue playing. Most children were learning to accept guidance and adjust their behaviour. However, in the oldest group, teachers were inconsistent in establishing and reinforcing clear behavioural expectations and this sometimes led to a few examples of poor behaviour. Some children required support to understand the consequences of their behaviour. For instance, a child in the oldest group was reluctant to accept guidance after hitting another child despite repeated attempts on the part of the teacher.

Children’s social skills were satisfactory. Most demonstrated awareness and concern for the safety of others. A few children called their peers by name when they arrived in the morning. Children in the toddlers group knew the names of children in the oldest group. Other children hugged their friends on arrival. Most staff spoke to the children in calm and supportive ways. As a result, a majority were developing the skills to work and play alongside their peers in a variety of contexts. Nonetheless, a few of the children in the oldest group did not demonstrate a good

understanding of the preschool's routines and expectations. All teachers needed to be vigilant in reinforcing agreed behavioural expectations.

Children's reflection skills were satisfactory. Most teachers structured regular opportunities for children to think and talk about their work and play activities. This supported most to reinforce their learning. However, arrangements to support the oldest children to reflect on aspects of their behaviour were less successful. A few children frequently shouted out answers even though the teachers said not to. Inspectors also observed a few instances of shoving and hitting. There was scope for staff to better support some children to acknowledge the consequences of their actions and to show age-appropriate empathy for others.

Teaching, learning and assessment

Ensuring effective teaching to support children's learning	Evaluation
Teaching	Satisfactory
Learning	Satisfactory
Assessment	Satisfactory

Teaching was satisfactory as staff demonstrated sound understanding about how young children learn. They regularly planned lessons that gave sufficient focus to areas of the early years curriculum. Routines facilitated the inclusion of play-based activities and smooth transitions in a majority of instances. Available resources were sufficiently used to enhance most children's knowledge and skills. Teachers and children's interactions were affirming and teachers' questions sometimes promoted the use of children's critical thinking skills. In a minority of learning experiences, a narrow range of activities was used to engage children. For example, in the Parakeet class, it was observed that children's learning was not always promoted with the use of concrete objects. There was scope to use a wider range of learning activities to aid in children's acquisition of age-appropriate knowledge and skills.

Learning was satisfactory. Although a few children displayed undesirable behaviours which disrupted a few lessons, the majority of the children exhibited positive dispositions towards their learning and demonstrated high levels of engagement. Most children were able to make meaningful links to concepts about life cycles of the chicken and the butterfly in their classes and most demonstrated sufficient understanding of the moral of religious stories which taught about obedience and sharing. In the Seagull class, the children shared that the bad people drowned in the flood and Noah and his family were saved because they were good. There was rich integration of information technology that advanced children's learning evidenced through their interactions with videos, action songs, nursery rhymes and jingles. In addition, while not always sufficiently resourced, children engaged in independent and group free play in established centres to support their own learning. The episodes of children's use of critical thinking skills were infrequent as the opportunities for their use during the learning engagements were too few. A notable example was in the Seagull class where children were asked to tell whether they thought different objects would sink or float when placed in water and to give simple explanations.

Assessment practices were satisfactory. There were organised systems in place for recording what children could do on entry, over time and at specific points in their learning. On entry assessment for each group was developmentally appropriate, but children's learning portfolios did not always reflect a breadth of activities in all the learning goals. Through the use of an on-line application, parents received daily updates on aspects of their children's learning including photographs and videos of learning milestones. Inspectors also observed that assessment was

an integral part of the teaching and learning process. In lessons, teachers of the older groups provided children with regular feedback about their learning and achievements. Additionally, the teachers of the two older groups structured regular opportunities for children to reflect on and reinforce their learning during centre activities. Monthly progress reports were prepared for the youngest children and termly progress reports were prepared for the older children. Progress reports, however, did not indicate the children's next steps in their learning. Children with special educational needs received individual support from teaching assistants in lessons and this helped them to make some gains in their learning. However, individual education plans were not in place for these children. As a consequence, children with special educational needs did not make the progress of which they were capable. Certain teachers' plans reflected their knowledge of the children's strengths and weaknesses as some tasks and activities were matched to children's individual abilities.

Curriculum

Offering a curriculum that meets the educational needs of all children	Evaluation
Curriculum	Satisfactory

The curriculum was judged as satisfactory. The curriculum was organised around broad themes as well as seasonal events. All four early learning goals in the Cayman Islands Early Years Curriculum were reflected in the teachers' lesson plans but there was not an appropriate emphasis on all aspects of the early learning goals. For example, aspects of mathematical exploration such as time, measurement and classification were not as evident as the focus on numbers and shapes. Additionally, opportunities to promote children's creative expression were underdeveloped. The staff worked with a range of curriculum planning documents. There was scope to integrate these for greater efficiency. Continuity and progression were evident in curriculum planning and delivery. Themed activities across the groups were developmentally appropriate and were sequenced well to promote the progressive development of children's skills, knowledge and understanding as they moved across the setting. There was also evidence of ongoing review to the programme to ensure appropriate timing of some activities. Additionally, children had participated in field trips to places of interest in the local community in support of curriculum themes. There was scope to further support children's environmental awareness by involving them in activities such as recycling and reuse. There were satisfactory arrangements with receiving primary schools to support children's ease of transition to the next phase of their learning.

Safety and support

Keeping our children safe and always supported	Evaluation
Health and safety	Satisfactory
Support and guidance	Satisfactory

Health and safety arrangements were satisfactory. All regulatory requirements relating to fire safety and environmental health were met. Additionally, fire drills were conducted regularly and sufficient records were kept. Records were kept of field trips but arrangements for field trips did not include appropriate risk assessment. Detailed sign-in procedures for visitors were in place. Arrangements at the start of the day were robust, and staff conducted temperature checks at drop-offs each morning. Staff were trained in child protection and there were two designated child protection officers. The premises were clean and there was a clear emphasis on good hygiene practices. Healthy eating was encouraged and the children had fruits such as apples, grapes, watermelon and banana with their breakfast. A restaurant provided lunch for the children. Although the menus that were posted indicated variety in the children's meals, over the three days, inspectors observed that rice was served on all three days. Additionally, the portions were not child-size and so a majority of the children did not finish their lunches. As a consequence, school leaders should review the children's lunch menu and serving portions. All children participated in a range of physical activities daily. While the older children had access to a variety of play equipment and activities outdoors, the play area for the toddlers required development in order to provide toddlers with a more stimulating outdoor play experience.

Support and guidance was satisfactory. Staff were caring and nurturing in their relationships with all children. They were attentive and prompt in their response to the children's academic and personal needs. Attendance was monitored at the class level evidenced by daily attendance chart and also at the administrative level. Tracking of children's absence was facilitated through the use of an on-line application and discussions with parents. Children with special educational needs were regularly provided with individual assistance during indoor and outdoor activities to aid in their progress. However, individualised education plans had not been developed to show deliberate planning or to support continuity in activities that were facilitated by external therapists. Further, there was scope for teachers to be more consistent in reinforcing classroom expectations to curb instances of undesirable behaviour. Additionally, teachers should further improve assessment practices to track and monitor the progress of all children, particularly children with special educational needs.

Leadership and management

Leading and managing the centre and developing links with the community	Evaluation
Leadership	Satisfactory
Self-evaluation and improvement planning	Weak
Links with parents and the community	Satisfactory
Staff and the learning environment	Satisfactory

Leadership was satisfactory. School leaders had successfully communicated a commitment to improving the children’s learning experiences through a well-planned and comprehensive programme evidenced by team work. As such, there was a clear organisational structure and staff carried out their duties in established roles. Relationships among staff were mutually respectful and there was collaboration among all categories of staff to ensure the smooth daily operation of the centre. Leaders were approachable and receptive. Performance management systems though limited were in use. Lesson plans were reviewed weekly and informal lesson observations were carried out. There was however a need for greater accountability in the quality of teaching and learning through structured staff appraisals.

Self-evaluation and improvement planning was weak. School leaders had recently developed a school improvement plan. However, the plan did not reflect an accurate understanding of the priority areas for improvement at the centre. Similarly, the self–evaluation lacked rigour and was largely descriptive which resulted in insufficient alignment to the ‘Successful School and Achieving Students’ framework. Though there were some monitoring systems in place, there was insufficient monitoring of the overall quality of teaching and learning in the centre. For example, lesson observations were informal and staff appraisals were not conducted. There were some recent efforts to improve the playground for the younger children and adjustments to the classroom routines were made to reflect more developmentally appropriate time allocation for scheduled activities.

Links with parents and the community were satisfactory. There were effective systems in place for communication with parents. The preschool had recently introduced an application which facilitated daily updates for parents regarding the children’s learning experiences. Informal interviews with parents during the inspection indicated that they valued these timely updates on their children’s progress. Additionally, there were regular opportunities for parents to talk to teachers and receive information on their child’s progress. These included parents evening events that were held twice annually as well as informal discussions at pick up and drop off. The preschool also disseminated information through the website and Facebook page. Some parents supported the preschool’s fundraising efforts by contributing items to the monthly bake sale. Staff and children have attended church services in the community. In the past, parents

and community members have read to children during events, such as the 'Week of the Young Child'.

Staffing and the learning environment were judged to be satisfactory. There was sufficient staff with the requisite qualifications deployed appropriately to cater to the needs of the children. The premises were adequate for the number of children on roll. However, points of access to the premises required review to reduce disruption to the class that was used as a thoroughfare at drop off and pickup times. The outdoor play area for the older children had a variety of play equipment and resources to promote children's gross and fine motor skills. The recent addition of a range of water play resources effectively promoted the children's sensory experiences. Conversely, the play area for the youngest children required improvement because it was poorly resourced, had uneven surfacing and did not provide a stimulating environment for these children. This area required further development to provide varied and stimulating outdoor play experiences for the youngest children. Across the setting, children had access to a range of resources to support their learning in most aspects of the early learning goals. Resources were organised within the children's reach and they accessed these independently. School directors, however, needed to invest in additional resources to promote children's scientific understanding and their creative expression.

Survey results

Twenty parents and eight staff completed the on-line survey. The results from the survey are detailed in Appendices One and Two to this report.

Twenty parents completed the on-line survey prior to the inspection. A majority of the parents had children attending the preschool for less than a year. All agreed that their children were cared for in a safe environment. Almost all agreed that their children were making good progress in all aspects of early communication and scientific understanding. A majority agreed that their children were making good progress in mathematical understanding. Almost all parents agreed that the school had suitable and qualified staff and all agreed that the preschool had good quality resources to support their children's needs. All parents judged that the preschool was effective in catering for the personal and social development of the children. All parents agreed that the preschool helped their children choose a healthy lifestyle. All believed the leadership to be good and stated that communication was timely and effective. A majority of parents agreed that meetings were helpful and that the preschool maintained good links with the community. In their comments, parents were highly appreciative of the supportive environment that was provided at the preschool.

Eight staff members completed the survey. The majority had worked at the centre for less than three years. Most agreed that the centre provided a safe and caring environment and that children's behaviour was good. Most agreed that the preschool promoted healthy lifestyle choices. Most agreed that there were good assessment practices and there was good support for children with special education needs. Most agreed that there was support for their continuing professional development. Most staff judged the preschool to be well led and that parents were actively involved in the work of the preschool. Most agreed that the preschool enjoyed good links with the community. In their comments, staff stated that the preschool catered well for the learning needs of all children.

What happens next?

As ABC Kids has been judged satisfactory overall, the preschool will be inspected in the next cycle of inspections which begins in January 2021.

Office of Education Standards | Parent Survey 2020

How many years has your child been at this Early Years Centre?

Response	Percentage	Count
Less than one year	65%	13
More than one year but less than three years	30%	6
More than three years	5%	1
	Answered	20
	Skipped	0

What is your nationality?

70%

Caymanian

30%

Non-Caymanian

My child is making good progress in all aspects of early communication/literacy (including listening, speaking, early reading and writing).

Response	Percentage	Count
Strongly Agree	79%	15
Agree	16%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	1
	Answered	19
	Skipped	1

My child is making good progress in mathematical understanding.

Response	Percentage	Count
Strongly Agree	47%	9
Agree	26%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	26%	5
	Answered	19
	Skipped	1

My child is making good progress in their early scientific understanding.

Response	Percentage	Count
Strongly Agree	40%	8
Agree	35%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	25%	5
	Answered	20
	Skipped	0

The Early Years Centre is effective in developing my child's personal and social skills.

Response	Percentage	Count
Strongly Agree	75%	15
Agree	25%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	0

My child is being helped to take turns and share fairly as part of the education programme.

Response	Percentage	Count
Strongly Agree	70%	14
Agree	25%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	1
	Answered	20
	Skipped	0

My child is developing good understanding of the environment and how they can help to protect it.

Response	Percentage	Count
Strongly Agree	45%	9
Agree	30%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	25%	5
	Answered	20
	Skipped	0

The quality of teaching in the Early Years Centre is good.

Response	Percentage	Count
Strongly Agree	70%	14
Agree	30%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	0

My child enjoys coming to the Early Years Centre.

Response	Percentage	Count
Strongly Agree	90%	18
Agree	10%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	0

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	85%	17
Agree	15%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	0

My child is given a wide range of age-appropriate play opportunities each day.

Response	Percentage	Count
Strongly Agree	80%	16
Agree	15%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	1
	Answered	20
	Skipped	0

There are regular visits and visitors to the Early Years Centre which enhance the learning of the child.

Response	Percentage	Count
Strongly Agree	10%	2
Agree	20%	4
Disagree	0%	0
Strongly Disagree	5%	1
I am unsure or unable to answer the question	65%	13
	Answered	20
	Skipped	0

My child is safe and cared for at the Early Years Centre.

Response	Percentage	Count
Strongly Agree	100%	20
Agree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	0

The Early Years Centre helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	60%	12
Agree	30%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	2
	Answered	20
	Skipped	1

My child is treated fairly at the Early Years Centre.

Response	Percentage	Count
Strongly Agree	70%	14
Agree	20%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	2
	Answered	20
	Skipped	0

The Early Years Centre deals effectively with incidents of poor behaviour.

Response	Percentage	Count
Strongly Agree	45%	9
Agree	20%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	35%	7
	Answered	20
	Skipped	0

The Early Years Centre provides good support to children with special educational needs.

Response	Percentage	Count
Strongly Agree	40%	8
Agree	5%	1
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	55%	11
	Answered	20
	Skipped	0

The Early Years Centre is well led.

Response	Percentage	Count
Strongly Agree	70%	14
Agree	30%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	0

I receive good information about the improvement plans developed for the Early Years Centre.

Response	Percentage	Count
Strongly Agree	50%	10
Agree	40%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	2
	Answered	20
	Skipped	0

Communication between the Early Years Centre and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	90%	18
Agree	10%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	0

The Early Years Centre responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	70%	14
Agree	25%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	1
	Answered	20
	Skipped	0

I receive regular, comprehensive and accurate information about my child's achievements and progress.

Response	Percentage	Count
Strongly Agree	90%	18
Agree	10%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	0

Parent meetings are helpful and they are held regularly.

Response	Percentage	Count
Strongly Agree	30%	6
Agree	30%	6
Disagree	5%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	35%	7
	Answered	20
	Skipped	0

Parents are effectively involved in the work of the Early Years Centre.

Response	Percentage	Count
Strongly Agree	45%	9
Agree	35%	7
Disagree	0%	0
Strongly Disagree	5%	1
I am unsure or unable to answer the question	15%	3
	Answered	20
	Skipped	0

The Early Years Centre enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	35%	7
Agree	30%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	35%	7
	Answered	20
	Skipped	0

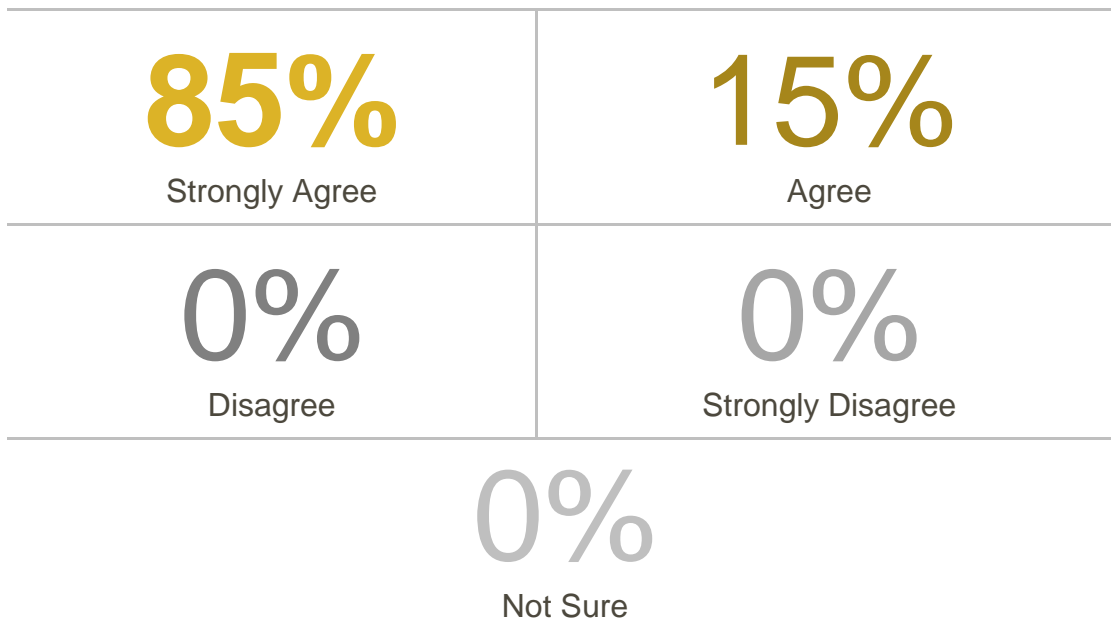
The Early Years Centre has appropriately qualified and suitably skilled staff.

Response	Percentage	Count
Strongly Agree	60%	12
Agree	35%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	1
	Answered	20
	Skipped	0

The Early Years Centre has good quality resources to support my child’s learning.

Response	Percentage	Count
Strongly Agree	60%	12
Agree	40%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	0

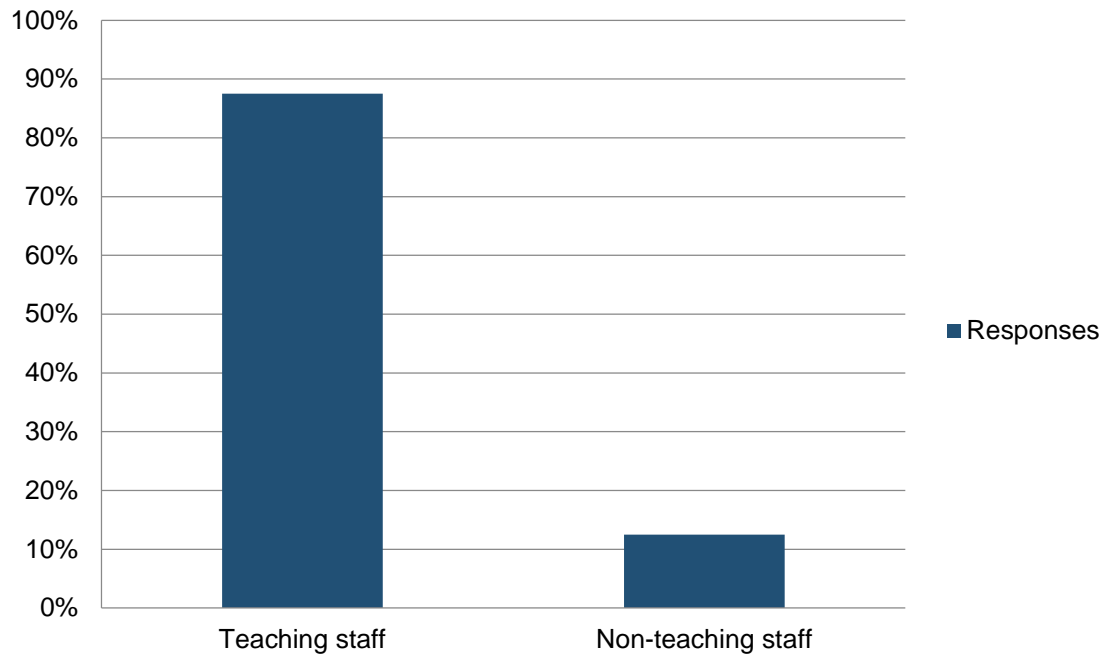
Overall, I am satisfied with the quality of education provided at the Centre.



Response	Count
Answered	20
Skipped	0

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What is your role in the Centre?



How long have you worked at this Centre?

Response	Percentage	Count
One year or less	38%	3
More than one year but less than three years	63%	5
Three years or more	0%	0
	Answered	8
	Skipped	0

What is your nationality?

0%

Caymanian

100%

Non-Caymanian

The behaviour of most children in the Centre is good.

Response	Percentage	Count
Strongly Agree	38%	3
Agree	63%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	8
	Skipped	0

Children are taught conflict resolution skills using books, drama, storytelling and other developmentally appropriate methods.

Response	Percentage	Count
Strongly Agree	57%	4
Agree	43%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	7
	Skipped	1

There are good assessment systems in the Centre.

Response	Percentage	Count
Strongly Agree	43%	3
Agree	57%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	7
	Skipped	1

The Centre supports a positive learning environment and provides good opportunities for children’s exploration, choice and independent learning.

Response	Percentage	Count
Strongly Agree	57%	4
Agree	43%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	7
	Skipped	1

There is a safe and caring environment for all members of this early years community.

Response	Percentage	Count
Strongly Agree	57%	4
Agree	43%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	7
	Skipped	1

The Centre helps children to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	57%	4
Agree	43%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	7
	Skipped	1

Where food is provided by the Centre, it is of sufficient variety, quantity and quality to meet the children’s nutritional needs.

Response	Percentage	Count
Strongly Agree	43%	3
Agree	43%	3
Disagree	14%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	7
	Skipped	1

Children are treated fairly at this Centre.

Response	Percentage	Count
Strongly Agree	57%	4
Agree	43%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	7
	Skipped	1

The Centre deals effectively with incidents of poor behaviour.

Response	Percentage	Count
Strongly Agree	57%	4
Agree	43%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	7
	Skipped	1

The Centre provides good support to students with special educational needs.

Response	Percentage	Count
Strongly Agree	57%	4
Agree	43%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	7
	Skipped	1

I am aware of the procedures for reporting suspected cases of child abuse under the Children Law (2012).

Response	Percentage	Count
Strongly Agree	71%	5
Agree	29%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	7
	Skipped	1

The Early Years Centre is well led.

Response	Percentage	Count
Strongly Agree	43%	3
Agree	43%	3
Disagree	14%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	7
	Skipped	1

I am involved in the process of self-evaluation and improvement planning in the Centre.

Response	Percentage	Count
Strongly Agree	71%	5
Agree	29%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	7
	Skipped	1

The Centre effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	57%	4
Agree	43%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	7
	Skipped	1

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	29%	2
Agree	57%	4
Disagree	14%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	7
	Skipped	1

Parents are effectively involved in the work of the Centre.

Response	Percentage	Count
Strongly Agree	29%	2
Agree	57%	4
Disagree	14%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	7
	Skipped	1

The Centre enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	43%	3
Agree	57%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	7
	Skipped	1

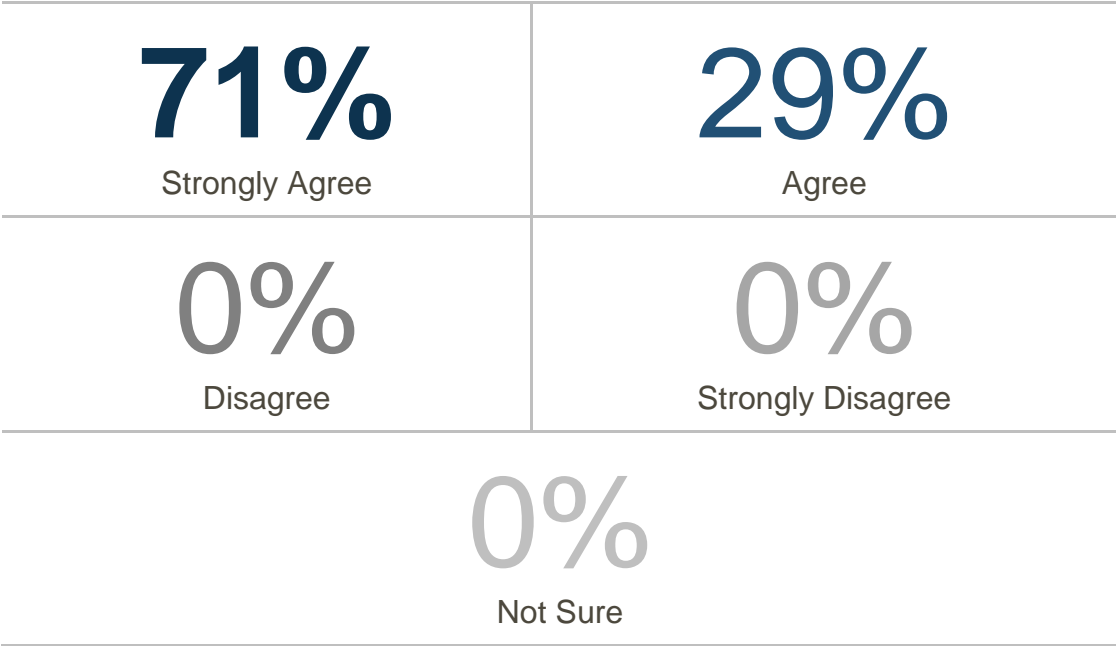
The Centre has adequate, appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	43%	3
Agree	57%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	7
	Skipped	1

There are sufficient resources of good quality to support my work with the children.

Response	Percentage	Count
Strongly Agree	57%	4
Agree	43%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	7
	Skipped	1

Overall, this Early Years Centre provides a good quality of education.



Response	Count
Answered	7
Skipped	1

Who are we and what do we do?

The Office of Education Standards is part of the Portfolio of Civil Service within the Cayman Islands Government. Our function is to inspect early childhood care and education centres, public and private schools and report upon standards in all educational institutions in the Cayman Islands.

How to contact us

You can contact us using the following e-mail address.

adminOES@gov.ky

Where to read our reports?

Our reports are published regularly and are currently available on the Portfolio of Civil Service website. Please use the following link to read our latest publications.

www.oes.gov.ky

