



# EARLY CHILDHOOD CARE AND EDUCATION INSPECTION REPORT

## **CAYMAN BRAC DAY CARE CENTRE**

OFFICE OF EDUCATION STANDARDS  
March 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.

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

## Information about the Centre

<b>Name of ECCE centre</b>	Cayman Brac Day Care Centre
<b>Address</b>	296, Ashton Reid Drive, The Bluff, Cayman Brac
<b>Telephone</b>	948-2672
<b>E-mail address</b>	Neila.Jones@gov.ky
<b>ECCE centre website</b>	Not Applicable
<b>Name of manager</b>	Mrs. Neila Jones
<b>Name of owner</b>	Cayman Brac District Administration
<b>Centre's hours of operation</b>	Mon-Fri: 7:30am to 5:30pm
<b>Number of children on roll</b>	37
<b>Number of teaching staff</b>	11
<b>Number of support staff</b>	05
<b>Date of last inspection</b>	April 2019

## Age range of children

<b>Age Range</b>	<b>Number of boys</b>	<b>Number of girls</b>	<b>Total</b>
<b>0 – 12 months</b>	1	5	6
<b>12 -18 months</b>	4	7	11
<b>18 - 36 months</b>	13	7	20
<b>Total</b>	18	19	<b>37</b>

## The context of the centre

The Cayman Brac Day Care is located on the island of Cayman Brac and is the only government run day care in the Cayman Islands. The centre was officially opened in August 1989 and is operated by the District Administration, Cayman Brac. Historically, the day care's fees were kept to a minimum in keeping with the centre's original vision to provide accessible early childhood services for all members of the community. However, since January 2019, parents were no longer required to pay fees to access the day care services.

The Cayman Brac Day Care's opening hours are 7:30 am to 5:30 pm on Monday to Friday. Children at the day care are organised in the following five groups:

- Infant 1 (6 weeks to 6 months);
- Infant 2 (6 months to 12 months);
- Toddlers (1 to 2 years);
- Class 1 (2 years);
- Class 2 (3 years).

There were 37 children registered at the Cayman Brac Day Care. With the introduction of a Pre-Kindergarten class at the neighbouring primary school in September 2019, the day care now catered to children between the ages of 6 weeks to 3 years. The new Pre-K class accepted children who are three years old as at September each year and this had led to a reduction in enrolment at the day care. There were two children enrolled at the day care with special educational needs. Both received speech and language therapy from external providers.

## Key strengths

Inspectors identified key strengths of Cayman Brac Day Care as follows:

- The day care had a welcoming and inclusive ethos and staff knew the children well;
- Staff were warm, caring and affirming in their interactions with children;
- The spacious outdoor learning environment, the nature trail and weekly visits to the Cayman Brac Sports Centre were used effectively by staff to help promote children's gross motor development.

## Recommendations

To further improve the quality of education offered at Cayman Brac Day Care, leaders should:

- Raise children's achievement in areas of learning as identified in this report;
- Improve the quality of teaching across the preschool and ensure that there is a more appropriate balance of adult-directed activities and child-centred learning;
- Improve assessment practices so that teachers record useful information about children's achievements and use assessment data more effectively to plan appropriate learning activities for children;
- Implement a more regular and robust system for monitoring the quality of teaching and learning;
- Review the day care's self-evaluation processes to identify more accurately the priorities for future improvement.



# Summary

## Overall Evaluation - Satisfactory

The overall performance of Cayman Brac Day Care was satisfactory. Across all quality indicators, most judgements were satisfactory.

The following quality indicators were rated as good:

- Children's achievement and progress in movement;
- Children's understanding of how their role and the roles of others impact the community;
- The way children made safe and healthy decisions as they discovered and learned about their bodies.

Cayman Brac Day Care received satisfactory judgements for:

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

The following areas were judged as weak:

- Children's achievement and progress in mathematics, creative expression, cultural understanding and reflection;
- Assessment;
- Self-evaluation and improvement planning.

## Achievement

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

Children's skills in movement were judged to be good. Staff provided a wide range of activities to develop children's fine and gross motor skills. As a result, children were confident and controlled in using their bodies. Toddlers and infants were able to move well around the indoor and outdoor space when riding large wheeled toys and used the space well to extend their range of movements. Older children made good use of the spacious outside area and demonstrated confidence in their ability to run, jump, climb, skip, balance on a log walk and use the swings. Most enthusiastically joined in activities and challenged themselves physically, taking appropriate risks. The weekly visit to the sports centre provided good opportunities for the older children to enhance their skills in ball handling, running and jumping. Younger children also used this facility and enjoyed the trip out on the bus but gained less from the visits as the activities were not always age-appropriate. The outdoor area had an activity centre to develop children's fine motor skills. In the toddler and infant classes children completed simple puzzles and pushed buttons on interactive toys. Older children participated in activities such as bead threading, tracing letters, playdough modelling, cutting and sticking materials and finger painting. Most demonstrated growing confidence in their hand and eye co-ordination.

Children's sensory development was judged to be satisfactory. Several activities were planned to allow children to use their senses to explore the world around them. Notably the nature walks that were arranged for all ages provided a rich opportunity to hear, see and feel the natural world. Toddlers and infants were observed feeling the warm bark of the trees and rocks and

listening to birds sing. They were supported to describe what they were seeing, hearing and feeling and this enhanced their range of vocabulary. In some cases, children tried to taste leaves and twigs and staff helped them understand that this was not safe. Staff used opportunities during mealtimes and snack times to help younger children describe their food. Older children were encouraged to describe the surface and insides of a pumpkin. They explored different materials by sticking glitter, sand and stones to pictures and numbers. They stuck a range of materials such as cotton wool and tissue paper onto pictures and finger painted and used paint to make hand and foot prints. However, many of these activities were delivered through worksheets which restricted opportunities for self-initiated exploration of materials. Some staff led discussions and this limited children's engagement and their use of language in relation to their senses. The range of opportunities for children to access sensory experiences was limited and would be enhanced by a more structured approach to include more child-initiated opportunities.

Children's scientific skills and understanding were judged to be satisfactory. A number of structured opportunities were in place to enhance children's scientific understanding both within and beyond the centre. Children's knowledge and understanding of the natural world were enhanced by the daily nature walks. Infants and toddlers were excited and enthusiastic to learn about plants, insects, trees and the rooster and hen that they came across during their walk. Children planted vegetables in grow boxes which they watered daily and some were able to describe what plants needed in order to grow. The centre also arranged visits to the Bat Cave and a local goat farm and children had participated in the turtle release programme. Older children learnt about the lifecycle of a butterfly. They were encouraged to investigate possible outcomes of a floating and sinking activity and used appropriate language to describe these. Whilst provision for scientific understanding was good, activities and opportunities to learn were often teacher led and opportunities to encourage children to describe their observations were inconsistent. There was no clear set of vocabulary or concepts identified to maximise learning opportunities for the different ages. Additionally, there was a lack of planned provision for children to develop their investigative skills through open-ended exploration.

Children's mathematical understanding and skills were evaluated as weak. The infants and toddlers had opportunities to practise their counting skills through songs such as 'Five Little Ducks', rhymes and stories and a range of games and activities. Staff regularly reinforced and encouraged their counting skills and used concepts such as 'more' or 'less' when counting blocks, for example. However, provision in the rest of the centre was inconsistent and staff did not sequence mathematical learning through the planning and delivery of the curriculum. Key milestones were not clear and as a result, older children did not make sufficient progress in gaining the numerical skills or knowledge expected. There were gaps in their knowledge such as counting to ten, recognising numbers or naming 2D shapes. Some cross-curricular activities were evident, such as the counting of beanbags for races at the sports centre, but these were limited. Opportunities to enhance mathematical understanding in the outdoor area by for example, making number lines or playing hop-scotch game were missed. The scope of mathematical tasks was limited in relation to number, time, measures and space.

Children's technological understanding was satisfactory. Staff provided many opportunities throughout the day for children to access and use a range of materials to experiment and learn.

Babies and toddlers had access to a range of toys, which required them to push levers and buttons, turn wheels and move. Staff reinforced learning by providing commentary and introducing key descriptive language. The younger children were able to confidently use toys and materials to express themselves and explore the world. Staff provided opportunities for older children to use a camera, magnets, magnifying glasses and play dough in their learning. They had access to media such as glue, paper, fabric, scissors and construction tubes. Most of the activities observed were however, teacher led. For example, children cut and glued pieces of fabric onto a square. There were few opportunities for children to use media independently. The centre did not have any information technology equipment such as tablets, laptops and interactive whiteboards. There were no programmable toys or opportunities for children to listen independently to stories or songs using headphones.

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

Children's sense of self and their understanding of their place in the world were satisfactory. Most staff provided a safe and orderly environment with set routines to meet the social, emotional and learning needs of the children. The majority of children responded positively to this and behaved well and co-operated with other children and adults as appropriate. They were encouraged, for example, to tidy away equipment and toys and share these with others. The wide range of learning opportunities such as the nature walk, outside visits and outdoor play presented children with many opportunities to manage themselves and interact with others. Children were encouraged to manage their own toilet, dressing and dietary needs as appropriate. Toddlers and younger children could communicate these personal needs clearly whilst older children increasingly managed them, for example, by putting on their own shoes and socks.

A sense of identity was created through the use of name cards for self-registration and discussions and recordings of children's ages, families, birthdays and favourite food and colour as part of the theme of 'All about Me'. Whilst the majority of children understood the boundaries of acceptable behaviour, where expectations were not clear, some children did not behave as well and didn't respond to staff requests to comply with rules.

Children's understanding of their role in relation to others was good. The theme of "Community Helpers" this term supported children to understand their place in the community and people who helped them and their families. During the year, children participated in several planned opportunities to interact with members of the local community such as the visits to senior citizens and the local bakery. The weekly visit to the Sports Centre gave children the opportunity to interact with the minibus driver and sports coach. A question and answer session was observed where a child dressed up as a doctor and was questioned by the rest of the children about her job. At the start of the day toddlers and children were pleased to see one another and greeted each other enthusiastically. Most children separated from their parents well and were happy to join their friends. Children who were hurt or upset were comforted by others with a hug. They also demonstrated empathy whilst listening to stories such as 'The Little Red Hen' where a child commented on how sad the hen would be because no one helped. Whilst most disagreements and tensions were managed by staff, there were a few occasions where children were not held to account for disregarding the needs of others and staff missed opportunities to reinforce positive messages about taking turns, sharing and looking after the environment.

Children's understanding and care for the environment was satisfactory. Parents had donated fish and a fish tank. Infants, toddlers and children across the school had opportunities to feed the fish and understand what the fish needed to stay alive and well. The nature walks, farm visits and grow boxes all provided opportunities for children to understand the natural environment and the reciprocal arrangements of caring for the environment and living things. Staff made good use of recycled materials as teaching aids. They used plastic water bottles to make shakers, repurposed laundry bottles to make watering cans and used recycled materials such as egg boxes in playdough activities. The centre had a compost heap that children contributed their leftover food and wastage to. These activities helped promote an understanding of the importance of recycling for the environment and sustainability. Whilst this was a positive approach, there were too few books, stories, posters or discussions to reinforce this message. The centre organised a number of trips such as that to watch the annual turtle release, but there was little provided to help develop children's understanding of broader environments beyond Cayman Brac.

Children's cultural understanding and their appreciation of different cultures were judged as weak. Whilst older children visited the Heritage Centre each month and experienced a rich variety of Caymanian traditions and artefacts, younger children were not regularly exposed to aspects of Caymanian culture in age-appropriate ways. Older children attended workshops exploring the islands' history and musical heritage. They played games and made instruments and enjoyed a puppet show and learnt about national symbols such as the national bird, tree and flower. They were not, however, learning the Cayman Islands national song. There was a limited focus on supporting and respecting the Caymanian culture and heritage across the centre and younger children had too few opportunities to develop their understanding of local

customs and traditions. There were few discussions, books and posters of Caymanian culture evident in the centre and few opportunities for children to learn about other cultures in the wider world. Plans were in place for a National and International Day celebration which was anticipated to address some of the gaps in children’s cultural understanding.

Children’s religious knowledge and understanding were judged to be satisfactory. Most Christian religious activity was purposeful and part of the daily routine of the centre. The older children participated in daily devotions and sang songs of a religious character. The older children said prayer during class devotions and did so with reverence. Through these activities they learnt about the Bible and Christianity. They celebrated Christmas and performed at the annual senior citizens concert which was an opportunity to share carols and celebrate the birth of Christ. Other religious festivals such as Easter were observed. Whilst some quotations from the Bible were on display, there were few discussions, posters and books about Christianity and other religions. Stories and symbols relating to Christianity and other religions were not routinely used as part of the programme and as a consequence, children’s understanding of other religions was limited.

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

Children’s verbal and symbolic communication was satisfactory. All of the infants and toddlers received an appropriate level of encouragement to communicate in both verbal and non-verbal means. Regular nature walks through the Columbus Gardens, located very close to the centre, provided a wealth of stimuli for rich language development for infants and toddlers. Most staff used motivating strategies to reinforce good effort, whilst also giving children verbal praise when they effectively practised certain words again and again. Additionally, staff planned appropriate and stimulating learning experiences for these very young children. For example, two infants became completely engrossed in filling and pouring cups with water which they used to wash toy animals in the outdoor area. They were highly motivated and as they played, they attempted to name a few animals and the sounds those animals make. The lesson was skillfully planned

and delivered, with appropriate content to support the language development of this age range very successfully. Less motivating activities were provided for the two year old children, where adult-child interactions were less effective in motivating communication. Consequently, most children in this year group did not demonstrate verbal skills of the expected age level during the lessons observed. On a few occasions, staff did not model accurate spoken English and therefore provided a poor example for the children to copy. There were few planned opportunities for children to develop their mark making and crayon and pencil holding skills. As a result, children were less confident and competent when handling mark making equipment.

Children's listening skills were satisfactory. Most children were able to listen attentively when inspired to do so through engaging learning experiences. Such opportunities were commonplace in the infant and toddler classes, where age-appropriate levels of attentive listening were the norm. Most of these very young children were able to follow simple instructions willingly and accurately. Encouragement to listen carefully was promoted in a variety of suitable contexts, such as listening to birdsong, rustling trees, aircraft overhead during a nature walk, listening carefully whilst playing with musical toys and listening to staff singing songs. In lessons observed for the two and three year old children, staff were less effective in engaging the children's full attention for sustained periods of time, as appropriate to their age range. More exposure to a wide range of nursery rhymes was required for the infants and toddlers and more opportunities to engage in one-to-one, small group or whole class storytelling and singing was required for the two and three year old children to further promote their emerging language development.

Creative expression was judged as weak. Although planned music sessions formed part of the scheduled curriculum provision, opportunities for children to experience and develop learning through a variety of art forms were under-developed. More regular opportunities were required for children to learn through role play, art and craft, music and movement and music-making. These opportunities needed to be further enhanced in both the indoor and outdoor environment. Creative work on display and in the children's individual portfolios was too often the same for every child due to an over-reliance upon worksheets. A greater emphasis upon celebrating the children's own work was required. There were too few opportunities for children to develop their imagination and to express their own ideas.

Children's appreciation of literacy was judged satisfactory. Story times were scheduled daily throughout the centre and all class libraries were stocked with a selection of appropriate books. Books were displayed at child height to promote independent choice. A few two year olds chose books from their class book corner. They were able to turn pages carefully and sustain concentration when looking at the illustrations. The teacher of the three year olds used the book 'Down on the Farm' to effectively engage children in meaningful conversation. Most children were able to answer questions about the text, talk about the illustrations and share their own experiences in relation to the text. For example, one child was given time to talk about the pet dog she had at home. A few of the three year olds demonstrated the ability to recognise, match and sound some letters of the alphabet. Most children could recognise their name in print. They located their name cards and placed these on the self-registration board each morning and a few could name and sound the initial letter of their name. There was, however, insufficient emphasis upon sharing stories from both national and other cultures. Additionally, in both the

indoor and outdoor areas, a more print rich environment was required to support children’s early language and literacy skills.

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

The way children made safe and healthy choices as they learned about their bodies was good. Most of the children were developing age-appropriate awareness of the importance of healthy eating, exercise, sleep and good hygiene. For example, routines such as handwashing before eating and after outdoor play were well established. The majority of the older children displayed appropriate independence in self-care activities and communicated their personal needs to adults. The older children manipulated spoons well to feed themselves and even the younger children fed themselves with finger food. Most children enjoyed healthy snacks and had water breaks during outdoor play. Daily planned opportunities for outdoor play effectively supported the children’s gross motor skills. All participated in a range of activities such as running, swinging, hopping and jumping. The staff had placed logs in the outdoor play area and most of the older children demonstrated good balance and coordination while walking on these. The range of activities in the outdoor play area provided all children with regular opportunities for exercise and free movement.

The children’s emotional development was satisfactory and most demonstrated a growing capacity to manage their feelings and cope with frustration. All staff provided satisfactory levels of care and affection to the children. As a consequence, children felt safe and were comfortable taking risks. At the Cayman Sport Centre for example, a child was encouraged to have another go at an activity which he successfully mastered on the next try. Staff also effectively supported the infants and toddlers to feel emotionally safe. For example, when infants cried, staff rocked them to comfort them. The youngest children were developing their self-confidence and self-awareness as most maintained eye contact with staff and showed pleasure when tickled or when stimulated through other physical interactions. The behaviour of most children was satisfactory. Most responded appropriately to staff guidance and instructions, but a few required support in turn taking. In a few instances, staff were not sufficiently skilled in managing children’s challenging behaviours. However, when staff consistently reinforced behavioural expectations or modelled the expected behaviour, most children complied. There was scope for staff to provide more regular opportunities for children to participate in activities that promoted co-operation and collaboration.



The children's social skills were satisfactory. Most staff were nurturing in their interactions with the children and satisfactorily supported the development of their social skills. Most of the older children engaged in some level of collaboration, particularly when playing outdoors. For example, majority took turns pouring water in plastic chutes in the water play area and played co-operatively with their peers. The youngest children were learning to make eye contact with adults and when adults smiled with them, most reciprocated. Most children demonstrated high levels of curiosity and interest in a wide range of activities indoors and outdoors and they clearly enjoyed playing with their friends. Staff actively encouraged children to listen to their peers during circle time activities.

The children's capacity for reflection was weak as staff did not consistently structure opportunities for children to reflect on their learning. For example, staff did not support children to collect samples from their nature walk and discuss these to reinforce their learning. However, in one of the better lessons, children were encouraged make real life connections and talked about occupations such as doctors and farmers. After centre activities, the older children were not encouraged to talk about their activities with staff and their peers. Overall, there were too many missed opportunities to support children to reflect on key aspects of their learning over the course of the day. Moreover, all staff did not always effectively support older children to express their feelings or to discuss the consequences of their actions in age-appropriate ways.

## Teaching, learning and assessment

<b>Ensuring effective teaching to support children's learning</b>	<b>Evaluation</b>
Teaching	Satisfactory
Learning	Satisfactory
Assessment	Weak

Teaching was judged satisfactory. Although the quality of teaching was satisfactory overall, examples of good teaching were more evident in the infant and toddler classes where effective teamwork ensured the needs of children were met. In these groups, tasks were well matched to the children's varying levels of development and individual needs. A range of appropriate resources was used effectively to support the children's learning. Staff taught in a mutually supportive and flexible manner, giving support as required with an advantageous adult to child ratio. The teaching was less effective for the two year olds group. This was primarily because staff did not intentionally interact with the children to promote the development of their early language skills. Staff often asked questions requiring only a 'yes' or 'no' response from the children. Although provided with a range of adequate resources, the older children required more guidance and support to use the resources to extend their learning across all areas of the curriculum. The quality of teaching for the three year olds was inconsistent but satisfactory overall. In focused group work, the teacher successfully helped to extend the children's learning. However, in a few child-initiated sessions, there was insufficient challenge for the more able children. A more balanced and purposeful schedule of teacher-led and child-initiated activities was required to successfully promote children's learning.

Learning was judged satisfactory. Most children demonstrated the ability to collaborate with one another and most worked harmoniously with their peers. At times, a few children were able to link aspects of their learning to their real life experiences. The infants and toddlers in particular, were engaged and attentive in all activities observed. They followed simple instructions and were motivated to respond to a range of simple instructions because staff gave positive acknowledgement through verbal praise, smiling and clapping. Most children demonstrated high levels of enjoyment in activities that involved singing and movement. For example, the toddlers held stick puppets of ducks as staff sang 'Five Little Ducks' and they moved their puppets to the rhythm of the song and copied their teachers' actions. Most children used a range of well-designed resources to reinforce and demonstrate their learning. For example, the children in the two-year old group used toys with moving parts to help recall the lyrics of nursery rhymes and most children attempted to sing along with familiar songs. A few of the older children were reluctant to follow their teacher's instructions at times. However, where staff set high expectations for careful listening, learning was more effective for all children. All teachers did not provide children with regular opportunities to reflect upon their learning or to find things out for themselves.

Assessment was judged to be weak. Staff had developed individual profiles for each child attending the centre. These were introduced on entry and moved with the child as they progressed through the centre and onto school. However, the information about children's achievement in the early learning goals was inconsistent across different classes. Furthermore, the information recorded was not used well to support the next steps in the children's learning since the records often lacked a description of notable individualised developmental achievements. Staff took photographs of the children participating in a range of activities but were not yet consistently linking these to specific learning outcomes. The breadth of content in children's portfolios required review to reflect children's personalised achievement across all strands of the four early learning goals. During observed sessions, it was noted that staff seldom questioned children to check their knowledge and understanding in key areas of the curriculum. Staff issued reports to parents on children's achievement and facilitated consultation meetings twice each year. The centre had begun to use developmental checklists to inform parents about the main achievements of their children from one term to the next. However, systems for assessment were in an early stage of development and processes for recording information about children's knowledge, skills and attitudes lacked coherence and structure.

# Curriculum

<b>Offering a curriculum that meets the educational needs of all children</b>	<b>Evaluation</b>
Curriculum	Satisfactory

The curriculum was satisfactory. The centre planned the curriculum using a thematic approach and ensured that it was based on the four key focus areas in the Cayman Islands Early Years Curriculum Framework. The themes allowed for cross-curricular links to be developed and made learning more relevant and meaningful for the children. Curriculum strands were planned for on a weekly basis and the activities consolidated or built on previous learning experiences. However, long and medium term plans lacked the detail required to promote continuity and progression in children's learning. For example, cultural learning took place for three-year olds but there was very little planned for younger learners. As a result, achievement in this area was judged to be weak. Efforts had been made to ensure there were more opportunities for child-initiated learning and this supported the acquisition of skills and understanding in movement, science and the environment.

The children participated in a good range of interesting and engaging extra-curricular activities and these enriched their learning and broadened their understanding of the community they lived in. These included participation in concerts for senior citizens, nature walks, visits to the local goat farm and the post office. Visitors such as the nurse and hairdresser came into the centre to talk about their jobs and this enhanced children's understanding of the wider world. Visits to the Heritage House and Sports Centre by the older children provided additional opportunities for them to learn from other adults. Nonetheless, there was little evidence of curriculum modification to extend learning opportunities for the more able learners and meet the needs of children with special educational needs. Consequently, their progress in learning was sometimes more variable. There were successful transition plans in place for three-year olds who were joining the pre-kindergarten class at a local primary school.

## Safety and support

<b>Keeping our children safe and always supported</b>	<b>Evaluation</b>
Health and safety	Satisfactory
Support and guidance	Satisfactory

Arrangements to ensure the health and safety of children were satisfactory. All regulatory requirements relating to environmental health, public health and fire safety were met. Fire drills were conducted regularly and recorded. Risk assessments were developed for trips offsite. However, all staff needed to be vigilant in observing the policies and procedures regarding the transport of children off the premises. The premises and building were clean and well maintained. All staff demonstrated high standards of care and good hygiene when attending to the personal needs of infants and toddlers. Leaders placed an appropriate focus on healthy lifestyles. Most children had healthy snacks each day. Planned daily opportunities for physical activity such as nature walks, weekly visits to the sports centre and outdoor play effectively promoted the children's physical development. However, children were not encouraged to wear hats during outdoor play. Additionally, staff needed to review arrangements for outdoor play to ensure all children were adequately supervised at all times. All staff were trained in child protection arrangements.

Support and guidance was satisfactory. The day care had a welcoming and inclusive ethos. All staff were caring and affirming in their interactions with the children. The small size of the centre also facilitated a sense of community amongst the staff and children as all the staff knew the children well and supported them. All children appeared happy and content in the early years setting. There were two children with special education needs who had been assessed and were receiving support from external providers. Individual education plans were available for these children. However, there was scope to strengthen the links between provider, home and school to ensure that children were adequately supported across settings to make gains in their learning. Systems to track children's progress in key aspects of their learning required review. There were good transition arrangements in place to support children in the next phase of their learning.

## Leadership and management

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

Leadership was satisfactory. Leaders promoted an inclusive environment and there was good evidence of teamwork amongst staff. Leadership responsibilities were devolved to staff. Additionally, leaders had placed appropriate focus on professional development and staff participated in a structured programme of professional development each term. These included sessions to improve practice in areas such as behaviour management and supporting children's emerging language development. However, not all staff were beginning to have meaningful impact on the quality of children's learning experience as a result of their participation in professional development. Established performance management systems were in place. Leaders were aware of the aspects of the day care's programme which required improvement, but were not sufficiently proactive in analysing these and devising strategies to address them.

Self-evaluation and improvement planning was weak. Arrangements for self-evaluation were neither comprehensive nor systematic. The leaders had completed a self-evaluation, but this did not provide sufficient detail about the centre's achievement in the six performance standards. Additionally, the day care's action plan was developed in 2018 and there was no evidence of on-going systematic review to determine progress towards the stated goals or to revise development priorities as appropriate. The leaders had developed a lesson observation tool to monitor the quality of teaching and learning. However, leaders had not yet begun a programme of regular observations to monitor the quality of teaching and learning across the centre. As a result, inspectors noted unevenness in the quality of children's learning outcomes across the centre. Leaders needed to implement a regular and targeted system of monitoring and evaluation to drive improvements in the quality of teaching, particularly in the classes with the older children to raise their levels of achievement in early learning goals.

Links with parents and the community were satisfactory. There were established mechanisms in place to support communication with parents. These included telephone calls, monthly newsletters, 'What's App' groups, drop-ins and parent conferences. There were strong links between the day care and the senior citizens' group. Each Christmas the children performed at the senior citizens' treat held at the nearby civic centre. The senior citizens looked forward to the children's performances and to interacting with them.

A group of parents actively supported the work of the school. For example, parents had purchased fish and a fish tank to promote children's awareness of living things. Parents also planned to construct a greenhouse at the day care to further promote children's environmental awareness. Children participated in the annual agricultural show and each year proudly displayed vegetables that they had planted.

Staffing and the learning environment were judged as satisfactory. The lead teacher was appropriately qualified and there was a suitable number of support staff to supervise children and support their learning. In addition, staff retention levels were high. However, staff deployment required review in order to improve the quality of all children's learning experience. All children had access to a wide range of resources both indoors and outdoors to promote their learning. Play equipment such as swings, slides, tunnels and climbing frames effectively supported children's gross motor skills development. The outdoor play area was recently extended and wooden benches and tables that children could use for reading or table top activities were available. A very successful resource was the Columbus Park adjacent to the centre which staff used effectively to promote children's observation skills and the development of their early language skills. There was, however, scope to further develop the outdoor space to improve opportunities for children's imaginative play and to promote their integrated skill development. Although children had access to cameras and simple tools, information technology resources to promote children's learning were underdeveloped.

## Survey results

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

Ten parents completed the on-line survey in advance of the inspection. Most of the parents were Caymanian and most had children attending the day care for less than a year. Most parents felt that their children were making good progress in all aspects of early communication. A majority expressed that their children were making good progress in early scientific understanding. Only a majority agreed that their children were making good progress in mathematical understanding. All parents agreed that the centre was effective in developing their children's personal and social skills. Most agreed that their children were safe and well cared for. A majority stated that the centre provided good support to students with special educational needs. Almost all agreed that communication was effective and timely. Most expressed that the school leaders responded to parental concerns and that regular reports were sent home. A majority agreed that parents meetings were helpful and held regularly. Almost all parents felt the centre was well led and that wider links were established with the community. Almost all expressed satisfaction with the quality of education provided by the centre and most felt that there were high quality resources available to support children's learning.

Ten teaching and support staff completed the on-line survey. The majority of staff were Caymanian and more than half of the respondents had worked at the centre for three years or more. Majority of the staff agreed that the behaviour of most children in the centre was good that poor behaviour was dealt with effectively. All staff agreed that the centre provided opportunities for children's exploration, choice and independent learning. Almost all agreed that the centre provided a safe and caring environment. Most staff agreed that the centre helped children to choose a healthy life style. Most staff expressed that they were knowledgeable regarding child protection arrangements. Almost all stated that the centre provided good support for children with special educational needs. Most expressed that they were involved in school improvement planning processes, but only a minority agreed that parents were well involved in the work of the centre. All staff judged the centre to be well led and most agreed that the centre provided a good quality education.

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### What happens next?

As Cayman Brac Day Care was judged **satisfactory**, the centre will be inspected as part of the regular inspection cycle, which commences in September 2020.



## 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	70%	7
More than one year but less than three years	30%	3
More than three years	0%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

*What is your nationality?***80%**

Caymanian

**20%**

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	50%	5
Agree	50%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

***My child is making good progress in mathematical understanding.***

Response	Percentage	Count
Strongly Agree	20%	2
Agree	30%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	50%	5
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	30%	3
Agree	50%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	20%	2
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	78%	7
Agree	22%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>9</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	78%	7
Agree	11%	1
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	1
	<b>Answered</b>	<b>9</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	33%	3
Agree	56%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	1
	<b>Answered</b>	<b>9</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	56%	5
Agree	33%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	1
	<b>Answered</b>	<b>9</b>
	<b>Skipped</b>	<b>1</b>

***My child enjoys coming to the Early Years Centre.***

Response	Percentage	Count
Strongly Agree	56%	5
Agree	33%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	1
	<b>Answered</b>	<b>9</b>
	<b>Skipped</b>	<b>1</b>

***My child is inspired to learn.***

Response	Percentage	Count
Strongly Agree	56%	5
Agree	22%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	22%	2
	<b>Answered</b>	<b>9</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	56%	5
Agree	33%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	1
	<b>Answered</b>	<b>9</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	22%	2
Agree	22%	2
Disagree	22%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	33%	3
	<b>Answered</b>	<b>9</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	33%	3
Agree	67%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>9</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	33%	3
Agree	44%	4
Disagree	11%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	1
	<b>Answered</b>	<b>9</b>
	<b>Skipped</b>	<b>1</b>

***My child is treated fairly at the Early Years Centre.***

Response	Percentage	Count
Strongly Agree	33%	3
Agree	67%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>9</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	11%	1
Agree	56%	5
Disagree	11%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	22%	2
	<b>Answered</b>	<b>9</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	22%	2
Agree	33%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	44%	4
	<b>Answered</b>	<b>9</b>
	<b>Skipped</b>	<b>1</b>

***The Early Years Centre is well led.***

Response	Percentage	Count
Strongly Agree	56%	5
Agree	33%	3
Disagree	11%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>9</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	22%	2
Agree	44%	4
Disagree	0%	0
Strongly Disagree	11%	1
I am unsure or unable to answer the question	22%	2
	<b>Answered</b>	<b>9</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	56%	5
Agree	33%	3
Disagree	0%	0
Strongly Disagree	11%	1
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>9</b>
	<b>Skipped</b>	<b>1</b>

***The Early Years Centre responds appropriately to parental concerns.***

Response	Percentage	Count
Strongly Agree	44%	4
Agree	33%	3
Disagree	0%	0
Strongly Disagree	11%	1
I am unsure or unable to answer the question	11%	1
	<b>Answered</b>	<b>9</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	44%	4
Agree	44%	4
Disagree	11%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>9</b>
	<b>Skipped</b>	<b>1</b>

***Parent meetings are helpful and they are held regularly.***

Response	Percentage	Count
Strongly Agree	33%	3
Agree	33%	3
Disagree	11%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	22%	2
	<b>Answered</b>	<b>9</b>
	<b>Skipped</b>	<b>1</b>



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

Response	Percentage	Count
Strongly Agree	33%	3
Agree	33%	3
Disagree	11%	1
Strongly Disagree	11%	1
I am unsure or unable to answer the question	11%	1
	<b>Answered</b>	<b>9</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	33%	3
Agree	56%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	1
	<b>Answered</b>	<b>9</b>
	<b>Skipped</b>	<b>1</b>

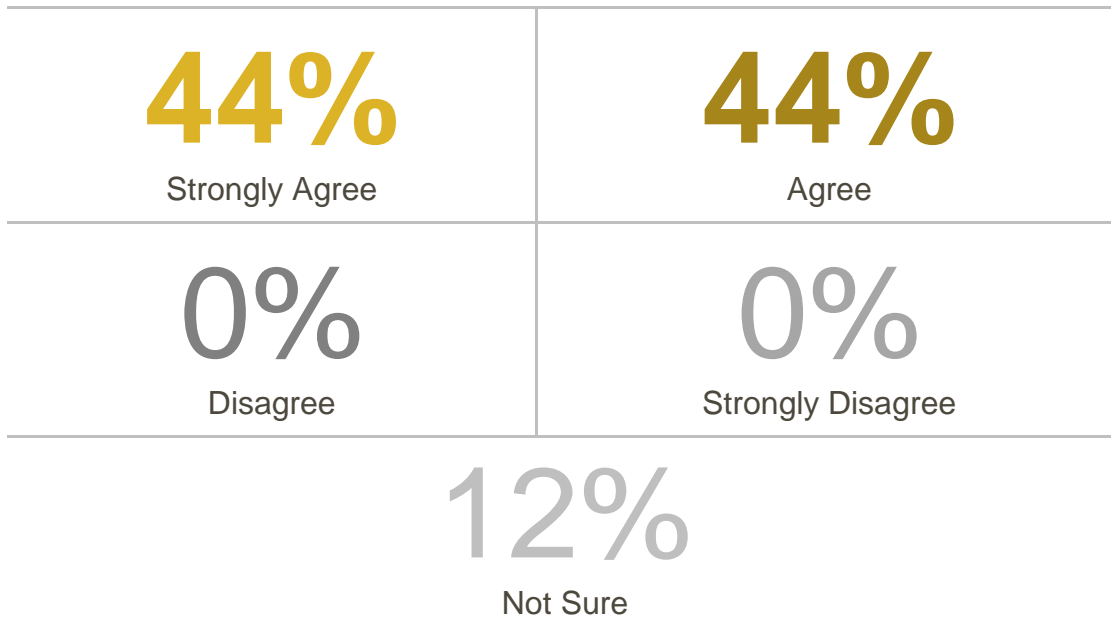
***The Early Years Centre has appropriately qualified and suitably skilled staff.***

Response	Percentage	Count
Strongly Agree	33%	3
Agree	22%	2
Disagree	44%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>9</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	44%	4
Agree	33%	3
Disagree	11%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	1
	<b>Answered</b>	<b>9</b>
	<b>Skipped</b>	<b>1</b>

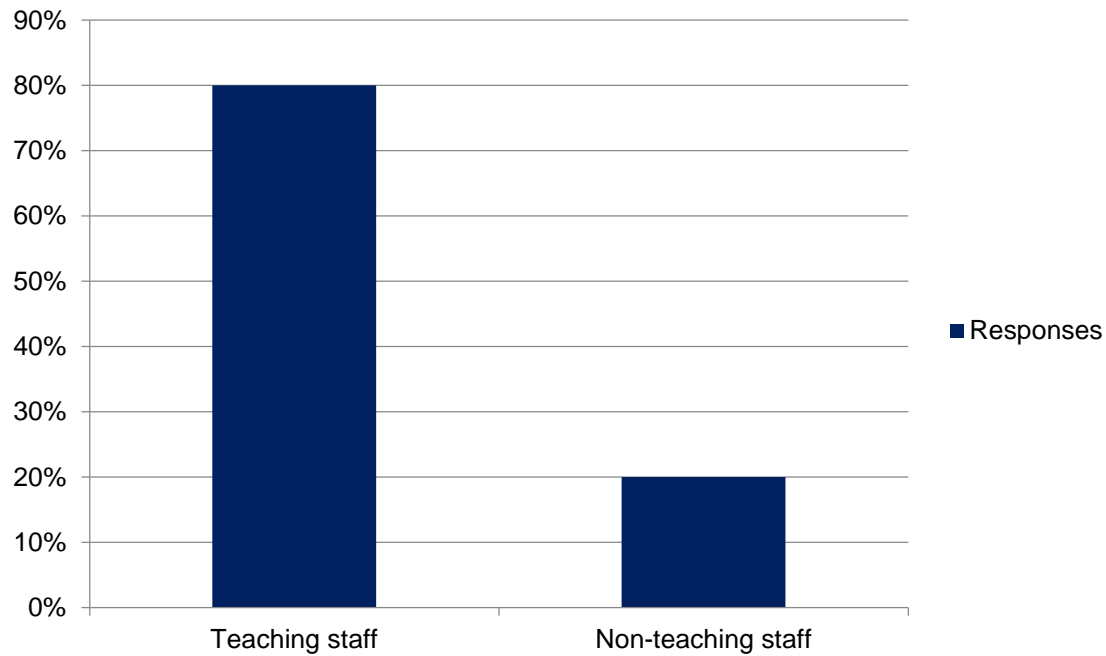
*Overall, I am satisfied with the quality of education provided at the Centre.*



Response	Count
<b>Answered</b>	<b>9</b>
<b>Skipped</b>	<b>1</b>

## Office of Education Standards | Staff Survey 2020

*What is your role in the Centre?*



*How long have you worked at this Centre?*

Response	Percentage	Count
One year or less	20%	2
More than one year but less than three years	30%	3
Three years or more	50%	5
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

*What is your nationality?*

**80%**

Caymanian

**20%**

Non-Caymanian

*The behaviour of most children in the Centre is good.*

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

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

Response	Percentage	Count
Strongly Agree	10%	1
Agree	90%	9
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

***There are good assessment systems in the Centre.***

Response	Percentage	Count
Strongly Agree	11%	1
Agree	89%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>9</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	40%	4
Agree	60%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	40%	4
Agree	50%	5
Disagree	10%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

***The Centre helps children to choose a healthy life style.***

Response	Percentage	Count
Strongly Agree	30%	3
Agree	50%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	20%	2
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

***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	50%	5
Agree	40%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	1
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

***Children are treated fairly at this Centre.***

Response	Percentage	Count
Strongly Agree	20%	2
Agree	70%	7
Disagree	10%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

***The Centre deals effectively with incidents of poor behaviour.***

Response	Percentage	Count
Strongly Agree	20%	2
Agree	80%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	10%	1
Agree	80%	8
Disagree	10%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	50%	5
Agree	50%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

***The Early Years Centre is well led.***

Response	Percentage	Count
Strongly Agree	20%	2
Agree	80%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	20%	2
Agree	60%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	20%	2
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

***The Centre effectively supports my continuing professional development.***

Response	Percentage	Count
Strongly Agree	20%	2
Agree	70%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	1
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>



***Parent teacher meetings are well attended and helpful.***

Response	Percentage	Count
Strongly Agree	0%	0
Agree	60%	6
Disagree	30%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	1
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

***Parents are effectively involved in the work of the Centre.***

Response	Percentage	Count
Strongly Agree	10%	1
Agree	20%	2
Disagree	40%	4
Strongly Disagree	30%	3
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

***The Centre enjoys good links with the wider community.***

Response	Percentage	Count
Strongly Agree	20%	2
Agree	70%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	1
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

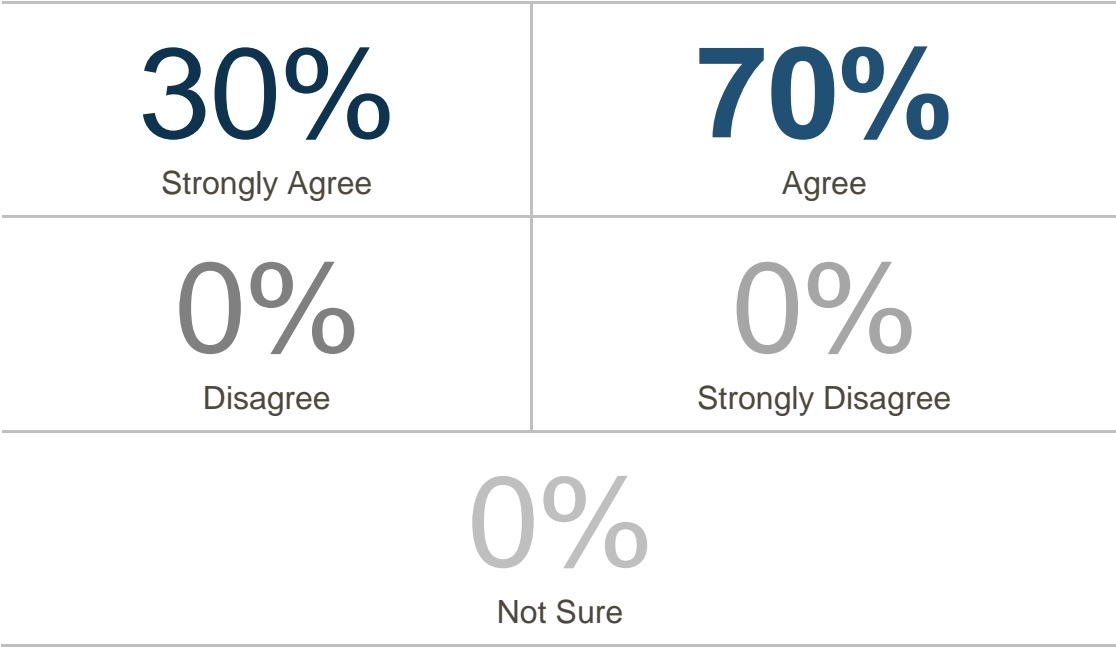
***The Centre has adequate, appropriately qualified and suitably skilled teachers and staff.***

Response	Percentage	Count
Strongly Agree	20%	2
Agree	80%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	20%	2
Agree	70%	7
Disagree	10%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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



Response	Count
Answered	10
Skipped	0

## 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.

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## How to contact us

You can contact us using the following e-mail address.  
**[adminOES@gov.ky](mailto:adminOES@gov.ky)**

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## 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](http://www.oes.gov.ky)**

