

EARLY YEARS INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

MAY 2021



Little Trotters Farm & Nursery

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INTRODUCTION

INSPECTIONS OF EARLY YEARS CENTRES IN THE CAYMAN ISLANDS

As determined by Education Act (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, government officers and 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 2**' (Cayman Islands Government, October 2020) is the tool which is used by schools to review their own work and by inspectors when they form judgements.

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.



INTRODUCTION

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

The four levels are defined as follows:

Excellent - exceptionally high quality of performance or practice	 Excellent
Good - the expected level for every school in the Cayman Islands, both public and private.	 Good
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.	 Satisfactory
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.	 Weak

Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows:

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%
Significant minority	A quarter or more but less than a half	25% to 49%
Minority	15% or more but less than half	15% to 24%
Few	Up to 15%	0% to 14%



SCHOOL INFORMATION

General information



Centre name Little Trotters Farm & Nursery



Address 39 Columbus Close, off Walker's Road, Grand Cayman



Telephone number 345-949-4080



Website www.littletrotters.ky



Name of the principal Ms. Joanne Boxall



Date of this inspection May 3 - 5, 2021



Date of the last inspection January, 2019

Students



Number of students on roll 85



Age range of the students 18 Months to Five Years Old



Grades or year groups Same as above



Number of Caymanian students 25



Number of students with special educational needs 9



Largest nationality group of students Non-Caymanian



SCHOOL INFORMATION

Staff



Number of teachers

3



Number of teaching assistants

11



Teacher-student ratio

6 to 1

Teacher turnover

Curriculum



Main curriculum

Cayman Islands Early Years Curriculum Framework (CIEYCF)



External tests and assessments

None



Accreditation

None

School inspection overall performance history

Cycle 1 Inspection



Excellent

Cycle 2 Inspection







Excellent



SUMMARY




Performance Standards 1 & 2. Helping our students to achieve in **key areas of their learning;**
Promoting our students' **personal** and **social development**

Quality Indicator	Early Years Current Judgement	Change in judgement since last inspection
Exploration	 Excellent	▶
Respect	 Excellent	▲
Communication	 Excellent	▶
Well-Being	 Excellent	▶



SUMMARY

Performance Standard 3. Ensuring effective **teaching** to support our students' learning

Quality Indicator	Early Years Current Judgement	Change in judgement since last inspection
3.1 Teaching	 Excellent	▶
3.2 Learning	 Excellent	▶
3.3 Assessment	 Excellent	▲





SUMMARY

Performance Standard 4. Offering a **curriculum** that meets the educational needs of all of our students





Quality Indicator	Early Years Current Judgement	Change in judgement since last inspection
4 Curriculum	 Excellent	▶

Performance Standard 5. Keeping our students **safe** and always **supported**

Quality Indicator	Early Years Current Judgement	Change in judgement since last inspection
5.1 Health and safety	 Excellent	▲
5.2 Support and guidance	 Excellent	▲

SUMMARY

Performance Standard 6. Leading and managing our school and developing our links with the community we serve

Quality Indicator	Early Years Current Judgement	Change in judgement since last inspection
6.1 Leadership	 Excellent	▶
6.2 Self-evaluation and planning ahead	 Excellent	▲
6.3 Links with parents and the community	 Excellent	▲
6.4 Staffing and the learning environment	 Excellent	▶



KEY STRENGTHS AND RECOMMENDATIONS

What the school does well

- The achievement of the children in the learning areas of exploration, respect, communication and well-being was excellent.
- Teaching, learning and assessment were of the highest quality which led to excellent outcomes for the children,
- A broad and balanced curriculum was in place. This was delivered in an interesting way which inspired the children to want to learn about their community and the wider world.
- Children were kept healthy and safe in the centre in an environment that provided a wealth of opportunities for children to develop academically, socially and emotionally.
- Children enjoyed an excellent standard of support and guidance for their learning and well-being.
- Leadership of the centre was highly effective. Leaders inspired staff, children, and parents to seek and attain excellent outcomes for the children. They created a welcoming environment providing both an ideal climate for learning and a physical site where children could explore, discover, and share ideas with each other.

Recommendations

For the centre to improve further leaders should:

- Secure all external gates in line with the regulatory bodies.

What has improved since the last inspection?

- The achievement of the children in exploration and mathematics has improved as a result of promoting problem solving skills across the centre.
- The achievement of the children in the area of respect has improved with an improved understanding of Caymanian culture and religions around the world.
- Formal assessment procedures provided parents with detailed information about the progress of their child.
- Improved methods of record keeping captured the health and safety work of the centre.
- Tracking children's academic performance allowed detailed judgments to be made regarding attainment and progress.



OVERALL PERFORMANCE

Excellent

The overall performance of Little Trotters Farm and Nursery was judged to be excellent. All performance standards and quality indicators were excellent. These encompassed the achievement of the children; teaching, learning and assessment; the curriculum; the safety of the children, the support they enjoy and leadership of the nursery. Achievement in all four focus areas of the Cayman Islands Early Years Curriculum framework; Exploration, Respect, Communication and Well-being, were excellent. The personal development of the children was excellent, as was their behaviour for learning. Children were confident, inquisitive learners who enjoyed coming to the nursery every day and made rapid progress whilst they were there.





Teaching, learning, and assessment were excellent because teachers demonstrated a deep understanding and appreciation of how children learn, combined with the ability to plan and meet the needs of all children. Teachers displayed a detailed knowledge of what each child knew. They used this knowledge to plan lessons that allowed children to broaden and deepen their understanding. They consistently celebrated the learning achievements of the children with the children and their parents.

The curriculum was excellent because it was broad and balanced, had a clear rationale and was based upon a clear set of values. It was imaginatively constructed and contained a mixture of creative, physical and practical experiences that were used to deliver the Cayman Islands Early Years Curriculum. It was enriched by a large number of outside speakers and activities. Health and safety was excellent. Children were kept safe in a very secure and welcoming environment with clear routines that helped them to stay safe. Child protection policy and procedures were in place and consistently implemented.

Support and guidance of children was excellent. Relationships between children and teachers were outstanding and created a highly positive climate for learning. Support for children with special educational needs was highly effective. Leadership was excellent. The owner has a clear vision for the nursery which was shared by all staff. Leadership was shared amongst staff and there was collective responsibility for the performance of the nursery. Self-evaluation was accurate and linked well to development planning. Links with parents were strong and very well established. Parents had an excellent understanding of their children's learning and felt well prepared to help their children learn at home. The staff were well qualified and very experienced. The buildings, outside play areas, garden and farm served to produce highly effective teaching and learning spaces.



ACHIEVEMENT

Quality Indicator	Early Years
Exploration	 Excellent
Respect	 Excellent
Communication	 Excellent
Well-being	 Excellent



Exploration

Exploration was judged to be excellent. Almost all children attained above curriculum expectations. Creatively planned environments engaged children in opportunities for learning in all strands of Exploration from the curriculum. All children engaged in frequent and diverse movement opportunities, including swinging, climbing and dancing. They all had opportunities to develop their fine motor skills through activities to build, stir, pour, manipulate playdough and write. Sensory experiences were rich throughout the centre. Children had the opportunity to search through cold gelatine to find hidden sea creatures and used playdough scented with herbs grown in the centre's garden. Scientific discovery and exploration were rich and varied. Children created their own experiments, such as putting coloured chalk in water to find out if it would float or sink and if it would change the water colour. Enriched themes such as "space" allowed for more structured scientific exploration. Mathematics was integrated throughout the centre and learning activities. For example, recipe cards in the sand kitchens supported children to use quantities and measure. Children used a variety of tools including magnifying glasses and light boxes.



ACHIEVEMENT



Respect

Respect was judged as excellent. Almost all children attained above curriculum expectations. A supportive environment allowed the children to develop a positive sense of who they are and an understanding of their rights and responsibilities. They behaved exceptionally well and demonstrated high levels of independence. The children displayed mutual respect, courtesy, trust, and were caring, polite and considerate. During play, children practised taking turns and sharing. The children developed an awareness of community helpers through field trips to the fire and police stations. There were recycling bins around the school and reusable materials such as pots, pans and tyres in the outdoor garden which helped all children demonstrate an understanding of the reciprocal relationship between people and the environment. Children spoke confidently about the tomatoes that were growing and how they used them in their salads. They were confident when feeding the goats and the rabbits. Almost all children displayed an awareness of the Caymanian culture and other cultures around the world. Each class sang the Cayman Islands national song daily and explored local churches and sea animals found in the Cayman Islands. The children were given opportunities to engage in religious practices. They sang Grace before each meal and they were exposed to other religions observances such as Diwali and Christmas.



Communication

Communication was judged excellent. Almost all children attained above curriculum expectations. The children expressed themselves freely and clearly in a variety of contexts, including when travelling through space, their learning theme. The children were confident when sharing information. Many opportunities were provided to enhance the children's vocabulary and this was evident in all classes. In one class some children were confident when sharing information about metamorphosis in relation to the lifecycle of the butterfly. A variety of writing materials and opportunities were visible both indoors and outdoors and utilised by the children. Many listening opportunities were provided and almost all children practised active listening. In circle time and during shared reading, children were able to retell events and recall facts. Most children asked questions about their learning. Children were provided with many opportunities to role-play, experiment with varying art forms and express themselves creatively through music and dance. A variety of musical instruments were readily available in all classes and the children used them confidently. They explored rhythm and sounds with drums, rattles and beaters.






Well-Being

Children's well-being was excellent. Almost all children displayed emotional and social development and a healthy lifestyle above expectations. The children consistently made decisions about how to stay healthy in both indoor and outdoor activities. They ate a range of healthy meals and clearly understood the benefits of particular drinks such as fruit and water. In outdoor play the children developed a very good understanding of how to manage their bodies safely, knowing their limits when on climbing equipment. Activities such as 'nap time' and 'free play' increased their appreciation of how to maintain a healthy body. The children managed their emotions very well. There was little frustration exhibited when learning. When faced with a problem, the children employed a number of strategies to solve it such as trial and error or asking each other. They consistently co-operated and collaborated with each other and enjoyed pair and group work. Children were kind and considerate towards each other. They reflected on their learning and about how they acted towards each other. Teachers built time into their lessons for children to think about what they had learnt. One classroom had a 'Reflection Corner' that the children could use throughout the day.

TEACHING, LEARNING AND ASSESSMENT

Quality Indicator	Early Years
3.1 Teaching	 Excellent
3.2 Learning	 Excellent
3.3 Assessment	 Excellent



Teaching

Teaching was judged as excellent. A majority of observed lessons were excellent. Teachers had expert knowledge of topics being taught in their classes, which ensured that the children were exposed to high levels of accurate information which they absorbed because of the creative ways the teachers presented learning opportunities. Lessons were imaginatively planned, with resources, and staff themselves, being deployed and utilised creatively and effectively to enrich learning. Teachers' interactions with children ensured that children were active participants in their learning. Interactions were characterised by warmth and respect. Open questioning extended and deepened children's learning and ensured that critical thinking skills were frequently used by children. Classroom rules and expectations were the same from the youngest class to the oldest, and staff were diligent about positively reinforcing these and supporting all children to safely follow them. Staff regularly had face to face conversations with children as required to support them to understand the purpose behind the expectations and boundaries and how they could adjust their behaviours.



Learning

Learning was judged as excellent. Children were motivated learners and were active participants in their own learning. Children demonstrated they were making connections between new learning and prior learning, and were able to apply this prior learning confidently to new experiences. For example, children used their prior knowledge of aspects of healthy lifestyles when learning how astronauts prepared for their travel into space. Children worked collaboratively and individually as they explored and problem solved ways to complete a range of tasks. For example, children worked together to decide which size container was the most efficient to carry water from the water pan to the sand kitchen for their recipes. Children were curious about how things happened and why things worked. Children used opportunities to repeat activities and experiences to work out different ways to accomplish a goal demonstrating critical thinking and resilience. This was evident when a child from one class used trial and error, estimation and comparison of size to make a musical rattle using a wire whisk and pieces of chalk of different sizes.



Assessment

Assessment was judged as excellent. Assessment information was analysed by staff and management and used for a variety of purposes. All staff had access to assessment data and used it to plan activities and support individual children. Management used the data to improve the work of the centre, ensuring programmes were robust and met the needs of all children. They also used assessment data to make changes to the premises and resources to enhance learning. Constructive verbal feedback was given regularly such as “Good analytical thinking” or “How can you make this even better?” Children were involved in planning next steps in their learning through sharing their ideas and interests. Parents were involved in planning next steps in their children’s learning through formal and informal meetings. Staff also worked with parents to set targets and help children achieve these in the home environment. Teachers had excellent knowledge and understanding of individual children’s strengths and areas for development, which was evident in the well-planned provision throughout the centre for all children.

CURRICULUM

Quality Indicator

Early Years

4 Curriculum





Excellent

Curriculum

The curriculum was excellent. It fully met the requirements of the Cayman Islands Early Years Curriculum Framework. It was carefully constructed and very well organised and offered a wide range of learning opportunities. Key focus areas were given an appropriate amount of time through an integrated approach to learning. The curriculum was organised into themes such as 'Friends and Family', 'Oceans and Pirates' and 'Health and Hygiene'. Consequently, children received a broad and balanced curriculum that allowed them to achieve very well and ensured that they developed their imagination, as well as their knowledge, understanding and skills. Children faced a growing amount of challenge as they re-visited key ideas and skills during their time at the centre. The curriculum was enriched by a large number of extra-curricular activities such as a study of the life of Vincent Van Gogh and a corresponding visit to the National Gallery. Leaders regularly reviewed the curriculum and made improvements based upon detailed feedback from children and parents. Home learning was promoted by staff by providing detailed guidance and support to parents.



SAFETY AND SUPPORT

Quality Indicator	Early Years
5.1 Health and safety	 Excellent
5.2 Support and guidance	 Excellent



Health and safety

Health and Safety were judged excellent. The centre was clean and safe. The site was secure with fencing and safety locks on all gates. The children were supervised at all times during indoor and outdoor play. Record keeping was comprehensive and up to date. Centre leaders had developed suitable methods of record keeping that captured the health and safety of the children and the staff. Risk assessment for fieldtrips, routine drills and evacuation procedures were in place. Children with special educational needs received specialist support and made very good progress. All staff members had completed training on keeping children safe. Healthy lifestyles were systematically built into all aspects of the centre. The children grew their own vegetables and used them in cooking lessons. Each child took a fruit to school daily and used it to make a salad for the morning snack. The children were provided with many opportunities to exercise throughout the day. During outdoor garden play, they used climbing equipment, rode tricycles, and were encouraged to run around. Child protection arrangements were fully in place and all staff knew the centre's child protection officers and reporting procedures.









Support and guidance

Support and Guidance was excellent. Staff-child relationships were exceptional. The children were confident when sharing information with their teachers. The children trusted their teachers and enjoyed meeting them at the beginning of each day. Parents and the teachers had established outstanding working relationships and as a result, frequently shared information about the children. Consequently, all teachers knew the children very well and responded to their needs and concerns quickly. They produced highly effective programmes of support for individual children and monitored the impact of such programmes rigorously by having in place clear arrangements for the tracking of individual children's academic performance and well-being. Almost all the children displayed appropriate behaviours and were skilfully supported by staff to maintain the behaviours needed for successful learning. Transition arrangements with other schools were well established and the children were provided with opportunities to visit new schools. Children with special educational needs were admitted into the centre, and provided with specialist support which helped to progress their learning. The centre's special educational needs coordinator had learning plans in place and provided individualised guidance and support for children who required additional support.

LEADERSHIP AND MANAGEMENT

Quality Indicator	Early Years
6.1 Leadership	 Excellent
6.2 Self-evaluation and improvement planning	 Excellent
6.3 Links with parents and the community	 Excellent
6.4 Staffing and the learning environment	 Excellent



Leadership

Leadership was excellent. Leaders displayed a passion for learning combined with a deep commitment to securing excellence in everything the centre did. A clear vision for the centre was in place supported by a clear development plan. Staff, children and the community had contributed to the school's vision. Leadership was distributive in nature, and shared decision making served to promote collective responsibility for change and improvement. Leaders were enthused by having their work focused on improving children's outcomes. Change and development was welcomed by leaders and seen as an opportunity to improve further. A 'can do' philosophy permeated the work of all in the centre. Relationships between leaders and staff were excellent and all staff displayed the highest levels of professionalism. Staff offered support to each other when needed. A range of opportunities for staff to improve were provided in an imaginative and carefully planned way and served to improve the learning of the children. Such opportunities built collaboration through coaching and mentoring allowing all staff to take on leadership roles.





Self-evaluation and improvement planning

Self-evaluation and improvement planning were excellent. Senior leaders knew the centre very well and accurately identified its strengths and areas for development. Arrangements were in place for a rigorous and detailed examination of the work of the centre over time. Self-evaluation was comprehensive and included a clear evaluation of the quality the outcomes achieved by the children. Judgements were based upon evidence from a range of sources. The centre's community was involved in the self-evaluation process including staff at all levels and students and parents. Findings from the self-evaluation process were used as a basis for future action. A detailed development plan had been put in place. The targets in the development plan were appropriate, and challenging and allowed the school to secure improvements since the last inspection. Monitoring of teaching and learning was rigorous. Teachers displayed a deep understanding of excellent teaching. The professional development of staff was given a high priority with staff enjoying a range of opportunities to get better including 'switching' classes where staff worked with different colleagues and children for a day.



Links with parents and the community

Links with parents were excellent. Parents were extremely supportive of the work of the centre with comments such as 'a fantastic centre with wonderful staff and great atmosphere' and 'The most magical place on earth for children'. Parents talked of in- depth conversations with staff. Reports were detailed and helped them to understand how well their child was doing. Parents knew the next steps their children had to take with their learning. The weekly newsletters, daily meetings, home visits and formal parents' meetings all served to give parents a comprehensive picture of their children's achievements. Children were confident learners and well prepared well to take their next steps in learning once they left the school. They were supported with their learning by the involvement of the wider community. Visits to the centre were made by the Cayman Arts Festival, Cayman Cultural Foundation and story tellers. Consequently, the children were developing a good knowledge and understanding of Cayman culture and traditions. The children made an active contribution to their community. They participated in a fun run to aid cancer research, collected food and raised funds for Harvest Time.



Staffing and the learning environment

Staffing and the learning environment were excellent. Staff were well-qualified and deployed across the centre to provide excellent teaching. A clear management structure was in place. Staff knew the children very well and used this knowledge and their experience to provide interesting, relevant and well matched learning activities. The premises offered a welcoming and well organised environment. It contained well defined indoor and outdoor learning spaces and these areas were populated with a wide range of learning and play resources including sand areas, climbing equipment, butterfly garden, farm yard, fish pond and vegetable patch. Classrooms were clean and set out to allow children to engage in individual, pair and group work. They were regularly re-organised to allow for different teaching activities. This was undertaken with no disruption to learning. Wall displays were changed to promote the latest teaching and learning theme such as planets and often contained the work of the students as a means of celebrating achievement. Break time snack and lunch areas were created each day allowing the children to enjoy healthy eating.

SURVEY RESULTS

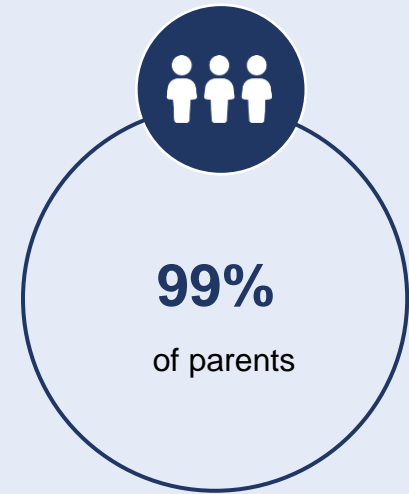
Before the inspection, the views of parents and staff were surveyed. The numbers of participants that completed the survey were as follows:

Parents	99	Staff	
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Parents

Survey: “I am satisfied with the quality of education provided at this school.”

More parents completed the survey than during the last inspection. They were delighted with the quality of education offered by the centre. Written comments by parents show they held the centre in the highest regard describing it as ‘fantastic’, ‘amazing’, ‘brilliant’ and ‘wonderful’. The responses were more positive than those provided at the last inspection. Almost all parents believed the children were making good progress in a range of areas and skills. This good progress was in literacy, mathematical understanding and scientific inquiry. They also felt that children progressed well in developing their personal and social skills and their environmental understanding. Parents considered both children’s behaviour and teaching to be good. They believed that the children enjoyed attending the centre and were inspired and enjoyed a good selection of extra-curricular activities as well as a good range of subjects. Parents believed the children felt safe, were treated fairly and rarely suffered from bullying. Support for children with special educational considered to be good. Parents agreed that the centre was well led, communicated clearly, provided timely information, responded appropriately to concern and found parents’ meetings helpful. Parents believed that they were involved effectively in the work of the centre and most considered the links between the centre and the wider community to be good. They felt that the staff were suitably qualified and that the quality of resources used were good.



Strongly Agree and Agree

-1%

Decrease since the last inspection

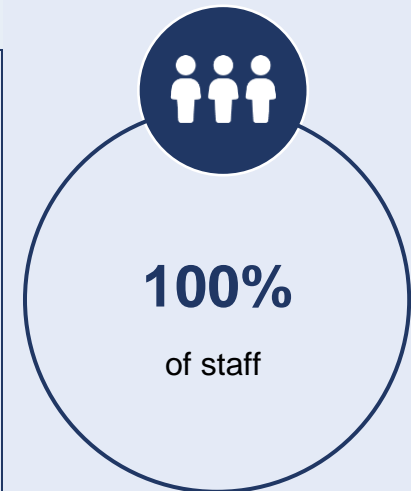


SURVEY RESULTS

Staff

Survey: This school provides a good quality of education.

All staff agreed that the behaviour of most children in the centre was good and that children understand their responsibilities as members of the wider community. They concluded that children displayed a good environmental understanding. Staff agreed that assessment systems were good and that the centre regularly informed the children of their next steps in learning. Staff considered the centre to offer a safe and caring environment where children were treated fairly and bullying dealt with fairly. Most staff believed that the children enjoyed a good range of extra-curricular activities and helped children to choose a healthy life style. Staff agreed that the centre helped children make good choices and provided good support to children with special educational needs. They thought that self-evaluation was a collective process involving staff at all levels and linked to improvement planning. They were supported with their continuing professional development. Staff thought that parent teacher meetings were well attended and helpful and that parents were involved in the work of the centre. Staff concluded that the centre enjoyed good links with the wider community and had appropriately qualified and suitably skilled teachers and staff. They also felt the centre had sufficient resources of good quality to support their teaching. Staff agreed that, overall, the centre provided a good quality of education and saw themselves, children and parents as an 'extended family'.



Strongly Agree and Agree

0%

Unchanged since the last inspection

WHAT HAPPENS NEXT?

The school has been asked to prepare an action plan within four weeks of the publication of this inspection report.

This should address:

- The recommendations identified within this report;
- Areas identified by the school as requiring improvement;
- Other external reports or sources of information that comment on the work of the school.

WHEN WILL THIS SCHOOL BE INSPECTED AGAIN?

As the centre is judged to be providing an **excellent** quality of education, there will be no further inspections until the next cycle which commences in January 2022.



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.

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Where to read our reports

Our reports are published regularly and are currently available on the Cayman Islands Government website. Please use the following link to read our latest publications.

www.oes.gov.ky





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