



## FOLLOW-THROUGH INSPECTION REPORT

**MISS NADINE'S PRESCHOOL AND JACK AND JILL NURSERY**

OFFICE OF EDUCATION STANDARDS

March 2020

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# Introduction

In academic year 2018-19, the Office of Education Standards conducted inspections of schools and early year's centres across the Cayman Islands. Where the overall performance of a school or setting was evaluated as weak, then a further inspection was arranged six months following the publication of the initial report.

## Follow-Through Inspections

During the follow-through visits, inspectors focused upon the recommendations that had been made at the time of the initial inspections. They evaluated whether the school had made sufficient progress in addressing the areas requiring improvement. Inspectors used a four point scale to comment on progress, with evaluations ranging between excellent, good, satisfactory and weak.

### Views of stakeholders

As part of the follow-through inspections, parents and staff were invited to comment upon the work of the school by completing an on-line survey. The results from the survey are included within this report.

### Follow-Through Inspection of Miss Nadine's Pre-School and Jack & Jill Nursery

The first inspection of Miss Nadine's Pre-School and Jack & Jill Nursery took place from June 11<sup>th</sup> to 13<sup>th</sup> 2019. This Follow-Through Inspection took place from March 2<sup>nd</sup> to 3<sup>rd</sup> 2020. The inspectorate gathered evidence through lesson observations and discussions with staff. School documents and assessment data were also reviewed.



## Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows.

|                   | Definition   | Numerical  |
|-------------------|--|------------|
| <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%  |

## Summary

During the Follow-Through Inspection, the inspectorate evaluated the progress that has been made by Miss Nadine's Pre-School in addressing the six recommendations from the previous inspection report of June 2019.

The inspectorate judged that there has been **satisfactory** progress overall.

## Recommendation 1

**Improve the standards of children's achievement in the upper years classes and ensure that all staff demonstrate sufficiently high expectations for all children, particularly in their mathematical learning and their communication skills.**

The preschool has made **satisfactory progress** in addressing this recommendation.

The school leaders had strategically developed a range of actions to address this recommendation. Though a number of plans were still in an early stage of implementation, the Centre was well placed to make further improvements to the quality of teaching and learning. Notably, there had been improvements in almost all teachers' instructional practices since the last full inspection in June 2019. In the area of communication, additional reading readiness techniques were employed throughout the preschool. Hence, the children were given ample opportunities to independently and collectively interact with books and actively participate in a variety of listening and speaking experiences. For example, in the 'Baby Parrots' class, the children were encouraged to independently choose their books for reading during story time. The teachers read the chosen books with a contagious level of enthusiasm. Most of the children joined in, imitating the good model of language structure provided by the teachers.

Another positive step was the use of regular and intentional use of open-ended questions by staff to stimulate and extend children's oral language. Most teachers used a serve and return approach to build and sustain conversations with the children. Good practice in this regard was noted in 'Cayman Sunflower' class. The dramatic play area was frequently used as a learning station to develop children's conversations in authentic ways. As a consequence, the children actively used their developing oral language skills to make requests, ask questions, receive new information and interact with peers. The strong emphasis on expanding children's oral language and vocabulary had resulted in all children, even those who had special educational needs, making gains in their learning.

Since the last inspection, staff had rearranged the learning centres and resourced the areas with a variety of writing readiness materials such as chalk boards, paper, paint, markers, crayons and pencils. These resources were readily available within the children's reach; both in the classroom and in outdoor play areas and supported the development of children's fine motor and pre-writing skills. However, over the course of the inspection, regular opportunities for mark making and developmental writing were not as evident in the upper years classes. Mark making is an essential early literacy skill. Hence, efforts should be made to ensure that ample opportunities are provided for mark making throughout the school. Consideration should also be given to the regular integration of creative expression in the children's daily learning experiences.

Over the course of the follow-through inspection, the inspectors noted that the preschool had made satisfactory progress in addressing the mathematical element of the recommendation. Most children demonstrated an age-appropriate understanding of mathematical facts that were broadly in line with the Early Years Curriculum expectations. Most children were able to recognize basic shapes, could talk about size and identify patterns. However, the children's number sense was underdeveloped. As a result, a minority of children in the upper year's classes could not accurately count out objects to match a given numeral. More time should be spent engaging children in a range of age-appropriate authentic activities in order to strengthen their sense of number.

Almost all teachers capitalised on opportunities to integrate some aspects of mathematics into their lessons. A review of lesson plans and other documentation showed coverage of an acceptable range of mathematical skills and concepts. However, in the majority of observed lessons, teachers focused primarily on children's recall of numbers, shapes and colours. While there were pockets of satisfactory coverage of mathematical concepts across the school, it was not common practice in all classes. In most cases, there were insufficient opportunities for children to make predictions, to categorise objects and to record their learning experiences. As a consequence, the breadth and depth of the children's mathematical experiences required improvement. More cross-curricular learning experiences should be used to contextualize children's mathematical learning.

Additionally, school leaders should review the planning and delivery of mathematics across the preschool. An explicit long range document outlining the scope and sequence of key mathematical concepts across the age groups should be developed to support the intentional teaching of key areas of learning, as outlined in the Cayman Islands Early Years Curriculum. Furthermore, taking a focused approach to the teaching of mathematics will help teachers to better plan for the individual and collective needs of the children. In so doing, the teaching and learning will be more purposefully and appropriately challenging to all children.



## Recommendation 2

### **Further enhance the quality of teaching through a carefully focused programme of professional development for all staff and measured revision to assessment practices.**

The preschool had made **satisfactory** progress in addressing this recommendation.

In keeping with the post-inspection action plan, staff had commenced a programme of training to help enhance their quality of teaching. This was beginning to make an impact since most lessons observed during the follow-through inspection were judged to be satisfactory or better. Officers from the Early Childhood Care and Education Unit and early years providers from private provision facilitated training for staff in the development of individual education plans and strategies for inclusive practice. As a consequence of training and staff collaboration, the introduction of a number of new initiatives was beginning to have a positive impact on the quality of children's learning experiences. For example, within classrooms and outdoors, children had access to a wide range of well-resourced learning centres to support both teacher-directed and child-initiated learning. Opportunities for child-initiated learning were more evident outdoors than within the classrooms where, at times, a few of the younger children found some of the teacher-directed learning too challenging for their stage of development. In lessons where children were given sufficient time to become engrossed in free-choice activities, and where supported by effective interaction from staff, the learning was more effective.

'Calming' centres had been introduced in all classrooms. These were used effectively to help children manage their feelings. In the 'Sunflower' class, a few children had been observed working one-to-one with their teacher in their centre and most children demonstrated the ability to express their own feelings with confidence. The use of picture cards illustrating a range of different feelings offered useful prompts. Staff had clearly supported the development of this strategy over time to good effect.

Most staff demonstrated high expectations of children's behaviour and had established routines that were well embedded and understood by most children. During a breakfast session, for example, all children from the 'Blue Iguanas' class demonstrated patience and independence as they took turns to wash their hands and waited for all of their peers to be seated ready to be served breakfast. Some children served as monitors, and were given the responsibility to distribute bowls of warm porridge to their peers, which they did safely and enthusiastically. The teacher sat among the children to tell the story of 'Goldilocks and the Three Bears' as all children listened attentively and they participated enthusiastically with familiar refrains. Motivated by the skilful rendition of the story, most children happily ate all of their porridge and those who didn't want to were respectfully permitted to leave some. Fully utilising the breakfast session to also develop literacy skills was example of good early years practice. The session flowed in a timely and well-organised manner.

Effective teamwork in most classes was a strength. During a singing session in the 'Baby Parrots' class, all four staff sat at floor level among the infants, interacting with them all whilst singing and modelling the actions of an appropriate selection of songs. The staff had successfully created a very nurturing and productive learning environment. They collaborated well to attend to the differing needs of every infant.

Most of the children in the preschool demonstrated good social skills. A monthly visit to The Pines Residential Home for the Elderly provided an ideal opportunity for children to practise their social and communication skills in real life, purposeful contexts. For example, the children approached residents spontaneously offering comments such as 'are you feeling better today?' and 'I hope you feel better soon'.

A range of assessment practices had been introduced across the early years centre since the previous inspection. These included anecdotal records, observation templates and a software application. However, these were still in a very early stage of development and had yet to have a sufficiently significant impact upon standards of teaching and learning. Specific training was required to further increase staff confidence in gathering useful assessment information about all children and then using it to inform planning for the children's next steps in learning.



## Recommendation 3

### **Improve the arrangements for transition and support for children with special educational needs, as identified in this report.**

The preschool has made **satisfactory progress** in addressing this recommendation.

The school's improvement plan outlined how the school will address the arrangements for transition and support for children with special educational needs. Stories were introduced since the beginning of the current school year to build the older children's enthusiasm about moving on to primary school. A transition report for each child will be handed over to receiving schools. Transition visits will also be planned to receiving schools. Staff from receiving schools will visit and observe the children in their early years setting, prior to children's transition. In addition, the special support staff from the centre will attend case conferences or transition meetings concerning children with special needs who will be transitioning to a new setting. Though consideration was given to supporting all children during their transition, it was still unclear who will manage the transition process of students with special education needs. It is recommended that the school directors take primary responsibility for leading the transition process. A formal transition policy should be developed and shared with all relevant stakeholders.

The preschool's administration has invested time and resources in developing the procedures that support children with special education needs. Since the last full inspection, the preschool had worked with the Early Childhood Care and Education Unit to develop a Special Educational Needs (SEN) identification pathway. The system of identification of students with developmental delays was broadly guided by this process. Additional support and guidance was given by staff from the Early Childhood Care and Education Unit and the Early Intervention Programme. Representatives from the Special Needs Foundation also offered targeted support in helping the preschool become more inclusive. Though some inclusive practices had not yet been fully embedded, there had been marked improvement in the behaviour of some students. The teachers were more aware of how to support children in an inclusive learning environment.

The preschool had recently modified the role of one member of staff at the preschool to an Individual Support Worker within the preschool and nursery. This member of staff documented all matters related to special education and served as the point of contact between external service providers and the school. The Individual Support Worker worked with the various specialists and the Early Childhood Care and Education Unit to oversee the internal development and delivery of the child's individualised plan. However, a system for monitoring and documenting the classroom implementation of children's plan had not yet been formally developed.

There was a specialist resource room which was used to support students with special education needs. The Individual Support Worker and visiting specialists used this resource area

for focused intervention and support. Across the school, most teachers confidently and suitably supported all children with special education needs. However, in a few lessons, children's individual development plans were not used effectively to guide the pacing of the lessons. As a consequence, some children with special education needs became unsettled in certain lessons.

## Recommendation 4

### **Implement a more regular and robust system for monitoring the quality of teaching and the curriculum.**

The preschool has made **satisfactory progress** in addressing this recommendation

Since the last inspection, the directors had developed a lesson observation tool to monitor the quality of teaching as well as children's achievement in the key early learning goals. A schedule was also developed to facilitate regular formal and informal observations across the centre. The newly appointed non-teaching Assistant Director had primary responsibility for lesson observations and for providing feedback to staff on their practice. The lesson observation tool was developed in September 2019, but formal lesson observations only commenced in January of this year. Each term, there were planned meetings with individual staff to discuss their practice.

Over the course of the follow-through inspection, inspectors observed some improvement in the quality of staff's instructional practice. This was partly attributable to staff's participation in professional development opportunities as well as a more regular programme to monitor lessons. Most staff used a range of effective strategies to support children's learning experiences. In the better lessons, for example, staff used open-ended questions, dialogue and prompts which effectively supported children to extend their thinking. Staff also provided regular opportunities for children to be active participants in their learning. Furthermore, centre-based learning was used effectively in the majority of lessons to support choice and independence in children's learning. Staff, however, did not use assessment information to adapt the content of lesson to meet the needs of all learners.

Although the lesson observation tool focused on key aspects of the teaching and learning episode, it required further review to include the monitoring of provision for children with special educational needs in lessons, as well as aspects of curriculum delivery and achievement to better guide improvements in those areas.

Staff used the Cayman Islands Early Years Curriculum alongside other resources to plan children's learning experiences. The directors had placed appropriate emphasis on developing a broad-based curriculum that effectively promoted children's learning in the four early learning goals. Curriculum implementation was organised around long-term and medium-term plans linked to seasonal topics and broad themes. All staff were given designated preparatory time each day to research and plan lessons and document children's progress. This was beginning to support the implementation of quality provision across the centre. The directors had also recently introduced a software application which tracked staff's lesson plan submission.

Following review by the school directors, staff uploaded lesson plans to the software application each Monday so parents could access these. There was scope for more rigorous monitoring of curriculum delivery to ensure that staff's reflection informed future planning. School directors also needed to ensure that the planned and delivered curriculum provided sufficient levels of challenge for the more able children while providing appropriate support for the less able to access learning.

## Recommendation 5

### **Adjust staffing levels to help ensure that the Centre is compliant at all times with Education Council requirements in relation to staff to child ratios.**

The preschool has made **satisfactory progress** in addressing this recommendation

Following the inspection in June 2019, the directors, in consultation with the Board had taken effective steps to ensure that the Centre was compliant at all times throughout the school day with Education Council guidelines regarding practitioner child ratios. Across the preschool, class sizes were reduced and as consequence, staffing levels were adequate to ensure children were appropriately supervised at all times. The impact of smaller class sizes and improved staffing levels were evident in improvements to children's behaviour across the centre. The smaller group sizes also facilitated a more flexible curriculum delivery. Inspectors noted that there were increased opportunities for children to initiate aspects of their learning through centre-based activities across the programme. Children had greater choice and autonomy as they moved freely among the different areas both indoors and outdoors.

The directors had also created a full time Individual Support Worker position. This staff member provided additional support for children with additional learning needs. Moreover, the individual support worker's schedule was designed so that she was available to provide in-class support to different classes during each teacher's preparatory time. This ensured that adequate staffing levels were maintained at all times across classes.

Overall, staff demonstrated better management of the learning environment and most staff satisfactorily supported children to concentrate and listen well for short periods of time.

## Recommendation 6

### **Improve leadership and self-evaluation processes to ensure a more accurate and comprehensive assessment of areas requiring improvement.**

The preschool has made **satisfactory progress** in addressing this recommendation.

The school directors had developed a comprehensive action plan to address the recommendations from the June 2019 inspection report. The plan identified targeted priorities, included specific timelines and named the persons responsible for key deliverables. The detailed action plan indicated that comprehensive self-evaluation information was analysed by school directors and the board of directors. The information was shared appropriately with all staff and used effectively to identify key priorities for immediate and long-term improvement. The priorities in the school's action plan appropriately targeted the recommendations in the previous inspection report.

Of note, school directors had implemented appropriate strategies to promote staff's participation in professional development opportunities and had introduced planned improvements to the physical environment both indoors and outdoors. There was a clear focus on inclusive practice and effective partnerships were brokered with the Special Needs Foundations as well as private early years providers in this regard. As a consequence, staff had benefited from training in strategies to support the inclusion of all children. The indoor learning environment was reorganised and learning centres were purposefully structured and well-resourced to promote children's learning in the early learning goals. Additionally, the outdoor learning environment had been improved and now provided a variety of rich learning experiences for the children. These included areas such as a reading centre, home centre, music corner, as well as opportunities for mark-making, water play and other open-ended play experiences. All children enjoyed the range of activities outdoors, which successfully promoted their integrated skill development.

The school directors had also purchased laptops and tablets for staff and children. Staff had begun to use laptops to research and to plan lessons. They used tablets to make observations of children's achievements and to document assessments.

There were also important staffing changes to improve the overall leadership and oversight of the preschool. The deputy director now had a non-teaching role and was responsible for monitoring the quality of teaching and learning across the preschool. In addition, two individuals with experience in early childhood education had recently been appointed to the board of directors. These appointments should further promote the preschool's early years agenda. An office assistant/receptionist was hired to provide clerical support to the directors. As a consequence, school directors were able to provide more rigorous oversight of aspects of the preschool's performance to drive improvement in the standards of children's achievement.



Other planned improvements included refurbishing of the preschool's bathrooms and additional reorganisation of the classrooms to further improve children's learning experiences.

While the preschool had made satisfactory progress in improving leadership and self-evaluation processes, school directors needed to ensure that systems for observing teaching and monitoring the curriculum were regularly implemented and sufficiently robust to drive improvements across the preschool.

# Survey Results

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

Seven parents completed the on-line survey. A majority of the respondents were Caymanian. A majority had children attending the preschool for more than a year but less than three years. All parents reported that their children made good progress in all aspects of early communication. Most agreed that their children made good progress in early scientific understanding and most agreed that their children made good progress in mathematical understanding. Almost all parents indicated that the preschool was effective in developing their children's personal and social development skills. All parents expressed the view that the quality of teaching in the early years centre was good and all stated that their children enjoyed attending the early years centre. Most parents agreed that there were regular visits and visitors to the preschool which enhanced the learning of children. All agreed that their child was safe and cared for at the preschool. Most stated that the centre was well led and agreed that communication between the preschool and parents were effective and timely. Most parents expressed that parent teacher meetings were helpful and held regularly and that parents were effectively involved in the work of the preschool.

Fifteen teaching and non-teaching staff completed the on-line survey. Almost all had worked at the preschool for three years or more. A majority of the staff were Caymanian. All agreed that children's behaviour was good. Almost all stated that there were good assessment systems at the centre and that the preschool provided opportunities for children's exploration, choice and independent learning. They agreed that the preschool provided a safe and caring environment. Almost all agreed that the preschool provided good support for children with special educational needs. All staff stated that they were knowledgeable of child protection arrangements and that children were treated fairly. Most staff agreed that the preschool effectively supported their professional continuous development and that they were involved in the process of self-evaluation and improvement planning in the centre. Almost all staff commented that the parent teacher meetings were helpful and well attended and all stated that parents were effectively involved in the work of the preschool. Almost all staff agreed that the preschool enjoyed good links with the wider community and that the preschool had adequate, appropriately qualified and suitably trained staff. Most staff expressed that the preschool was well led and all stated that it provided a good quality education.

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## What happens next?

As overall progress has been judged as **satisfactory** there will be no further Follow-Through Inspections of Miss Nadine's Preschool and Jack and Jill Nursery. The school will join the normal cycle of inspections which will commence in September 2020.

## Office of Education Standards | Parent Survey 2020

*How many years has your eldest child been at this school?*

| Response                                     | Percentage      | Count    |
|--|-----------------|----------|
| Less than one year                           | 29%             | 2        |
| More than one year but less than three years | 57%             | 4        |
| More than three years                        | 14%             | 1        |
|  | <b>Answered</b> | <b>7</b> |
|  | <b>Skipped</b>  | <b>0</b> |

*What is your nationality?***57%**

Caymanian

**43%**

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                               | 71%             | 5        |
| Agree  | 29%             | 2        |
| Disagree                                     | 0%              | 0        |
| Strongly Disagree                            | 0%              | 0        |
| I am unsure or unable to answer the question | 0%              | 0        |
|  | <b>Answered</b> | <b>7</b> |
|  | <b>Skipped</b>  | <b>0</b> |

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

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

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

| Response                                     | Percentage      | Count    |
|--|-----------------|----------|
| Strongly Agree                               | 43%             | 3        |
| Agree  | 43%             | 3        |
| Disagree                                     | 0%              | 0        |
| Strongly Disagree                            | 0%              | 0        |
| I am unsure or unable to answer the question | 14%             | 1        |
|  | <b>Answered</b> | <b>7</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                               | 29%             | 2        |
| Agree  | 57%             | 4        |
| Disagree                                     | 0%              | 0        |
| Strongly Disagree                            | 0%              | 0        |
| I am unsure or unable to answer the question | 14%             | 1        |
|  | <b>Answered</b> | <b>7</b> |
|  | <b>Skipped</b>  | <b>0</b> |

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

| Response                                     | Percentage      | Count    |
|--|-----------------|----------|
| Strongly Agree                               | 86%             | 6        |
| Agree  | 14%             | 1        |
| Disagree                                     | 0%              | 0        |
| Strongly Disagree                            | 0%              | 0        |
| I am unsure or unable to answer the question | 0%              | 0        |
|  | <b>Answered</b> | <b>7</b> |
|  | <b>Skipped</b>  | <b>0</b> |

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

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

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

| Response                                     | Percentage      | Count    |
|--|-----------------|----------|
| Strongly Agree                               | 71%             | 5        |
| Agree  | 29%             | 2        |
| Disagree                                     | 0%              | 0        |
| Strongly Disagree                            | 0%              | 0        |
| I am unsure or unable to answer the question | 0%              | 0        |
|  | <b>Answered</b> | <b>7</b> |
|  | <b>Skipped</b>  | <b>0</b> |

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

| Response                                     | Percentage      | Count    |
|--|-----------------|----------|
| Strongly Agree                               | 86%             | 6        |
| Agree  | 14%             | 1        |
| Disagree                                     | 0%              | 0        |
| Strongly Disagree                            | 0%              | 0        |
| I am unsure or unable to answer the question | 0%              | 0        |
|  | <b>Answered</b> | <b>7</b> |
|  | <b>Skipped</b>  | <b>0</b> |

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

| Response                                     | Percentage      | Count    |
|--|-----------------|----------|
| Strongly Agree                               | 86%             | 6        |
| Agree  | 14%             | 1        |
| Disagree                                     | 0%              | 0        |
| Strongly Disagree                            | 0%              | 0        |
| I am unsure or unable to answer the question | 0%              | 0        |
|  | <b>Answered</b> | <b>7</b> |
|  | <b>Skipped</b>  | <b>0</b> |

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

| Response                                     | Percentage      | Count    |
|--|-----------------|----------|
| Strongly Agree                               | 71%             | 5        |
| Agree  | 14%             | 1        |
| Disagree                                     | 0%              | 0        |
| Strongly Disagree                            | 0%              | 0        |
| I am unsure or unable to answer the question | 14%             | 1        |
|  | <b>Answered</b> | <b>7</b> |
|  | <b>Skipped</b>  | <b>0</b> |



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

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

***My child is safe and cared for at school.***

| Response                                     | Percentage      | Count    |
|--|-----------------|----------|
| Strongly Agree                               | 86%             | 6        |
| Agree  | 14%             | 1        |
| Disagree                                     | 0%              | 0        |
| Strongly Disagree                            | 0%              | 0        |
| I am unsure or unable to answer the question | 0%              | 0        |
|  | <b>Answered</b> | <b>7</b> |
|  | <b>Skipped</b>  | <b>0</b> |

***The school helps my child choose a healthy lifestyle.***

| Response                                     | Percentage      | Count    |
|--|-----------------|----------|
| Strongly Agree                               | 86%             | 6        |
| Agree  | 0%              | 0        |
| Disagree                                     | 0%              | 0        |
| Strongly Disagree                            | 0%              | 0        |
| I am unsure or unable to answer the question | 14%             | 1        |
|  | <b>Answered</b> | <b>7</b> |
|  | <b>Skipped</b>  | <b>0</b> |

***My child is treated fairly at school.***

| Response                                     | Percentage      | Count    |
|--|-----------------|----------|
| Strongly Agree                               | 71%             | 5        |
| Agree  | 29%             | 2        |
| Disagree                                     | 0%              | 0        |
| Strongly Disagree                            | 0%              | 0        |
| I am unsure or unable to answer the question | 0%              | 0        |
|  | <b>Answered</b> | <b>7</b> |
|  | <b>Skipped</b>  | <b>0</b> |

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

| Response                                     | Percentage      | Count    |
|--|-----------------|----------|
| Strongly Agree                               | 29%             | 2        |
| Agree  | 71%             | 5        |
| Disagree                                     | 0%              | 0        |
| Strongly Disagree                            | 0%              | 0        |
| I am unsure or unable to answer the question | 0%              | 0        |
|  | <b>Answered</b> | <b>7</b> |
|  | <b>Skipped</b>  | <b>0</b> |

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

| Response                                     | Percentage      | Count    |
|--|-----------------|----------|
| Strongly Agree                               | 57%             | 4        |
| Agree  | 14%             | 1        |
| Disagree                                     | 0%              | 0        |
| Strongly Disagree                            | 14%             | 1        |
| I am unsure or unable to answer the question | 14%             | 1        |
|  | <b>Answered</b> | <b>7</b> |
|  | <b>Skipped</b>  | <b>0</b> |

***The Centre is well led.***

| Response                                     | Percentage      | Count    |
|--|-----------------|----------|
| Strongly Agree                               | 71%             | 5        |
| Agree  | 14%             | 1        |
| Disagree                                     | 0%              | 0        |
| Strongly Disagree                            | 0%              | 0        |
| I am unsure or unable to answer the question | 14%             | 1        |
|  | <b>Answered</b> | <b>7</b> |
|  | <b>Skipped</b>  | <b>0</b> |

***I receive good information about the school's improvement plans.***

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

***Communication between the school and parents is effective and timely.***

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

***The school responds appropriately to parental concerns.***

| Response                                     | Percentage      | Count    |
|--|-----------------|----------|
| Strongly Agree                               | 71%             | 5        |
| Agree  | 29%             | 2        |
| Disagree                                     | 0%              | 0        |
| Strongly Disagree                            | 0%              | 0        |
| I am unsure or unable to answer the question | 0%              | 0        |
|  | <b>Answered</b> | <b>7</b> |
|  | <b>Skipped</b>  | <b>0</b> |

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

| Response                                     | Percentage      | Count    |
|--|-----------------|----------|
| Strongly Agree                               | 71%             | 5        |
| Agree  | 29%             | 2        |
| Disagree                                     | 0%              | 0        |
| Strongly Disagree                            | 0%              | 0        |
| I am unsure or unable to answer the question | 0%              | 0        |
|  | <b>Answered</b> | <b>7</b> |
|  | <b>Skipped</b>  | <b>0</b> |

***Parent-teacher meetings are helpful and held regularly.***

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

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

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

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

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

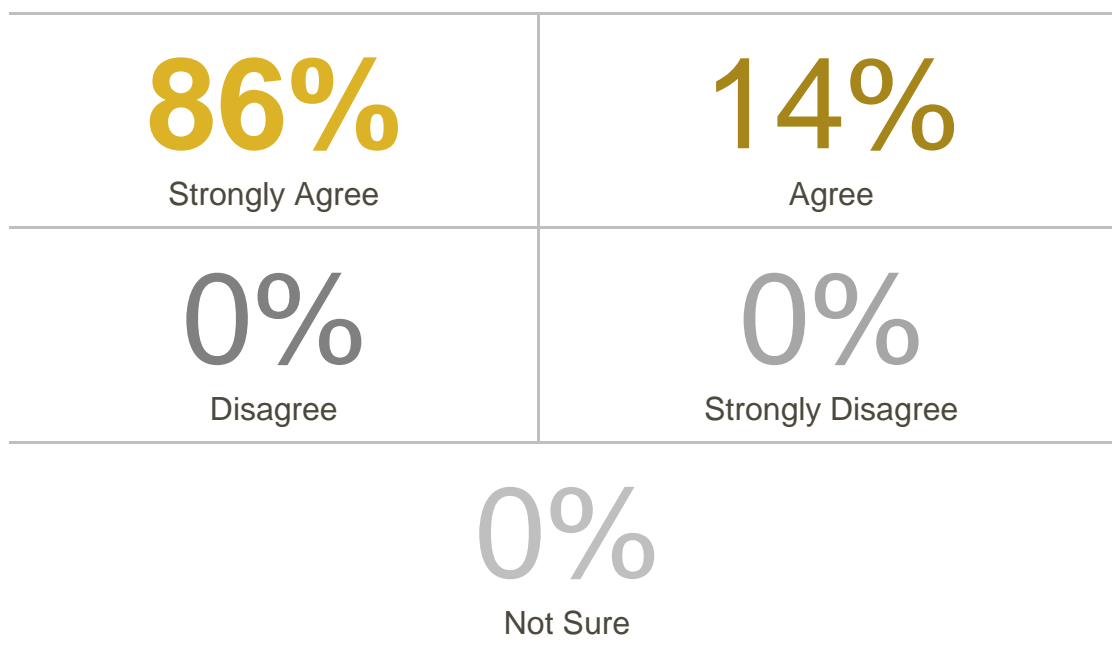
***The school has appropriately qualified and suitably skilled teachers and staff.***

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

*The school provides good quality resources for my child’s learning.*

| Response                                     | Percentage      | Count    |
|--|-----------------|----------|
| Strongly Agree                               | 71%             | 5        |
| Agree  | 29%             | 2        |
| Disagree                                     | 0%              | 0        |
| Strongly Disagree                            | 0%              | 0        |
| I am unsure or unable to answer the question | 0%              | 0        |
|  | <b>Answered</b> | <b>7</b> |
|  | <b>Skipped</b>  | <b>0</b> |

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



| Response | Count |
|----------|-------|
| Answered | 7     |
| Skipped  | 0     |



## Office of Education Standards | Staff Survey 20120

*How long have you worked at this school?*

| Response                                     | Percentage      | Count     |
|--|-----------------|-----------|
| One year or less                             | 7%              | 1         |
| More than one year but less than three years | 0%              | 0         |
| Three years or more                          | 93%             | 13        |
|  | <b>Answered</b> | <b>14</b> |
|  | <b>Skipped</b>  | <b>1</b>  |

*What is your nationality?***57%**

Caymanian

**43%**

Non-Caymanian

*The behaviour of most students in the school is good.*

| Response                                     | Percentage      | Count     |
|--|-----------------|-----------|
| Strongly Agree                               | 53%             | 8         |
| Agree  | 47%             | 7         |
| Disagree                                     | 0%              | 0         |
| Strongly Disagree                            | 0%              | 0         |
| I am unsure or unable to answer the question | 0%              | 0         |
|  | <b>Answered</b> | <b>15</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                               | 73%             | 11        |
| Agree  | 27%             | 4         |
| Disagree                                     | 0%              | 0         |
| Strongly Disagree                            | 0%              | 0         |
| I am unsure or unable to answer the question | 0%              | 0         |
|  | <b>Answered</b> | <b>15</b> |
|  | <b>Skipped</b>  | <b>0</b>  |

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

| Response                                     | Percentage      | Count     |
|--|-----------------|-----------|
| Strongly Agree                               | 73%             | 11        |
| Agree  | 20%             | 3         |
| Disagree                                     | 0%              | 0         |
| Strongly Disagree                            | 7%              | 1         |
| I am unsure or unable to answer the question | 0%              | 0         |
|  | <b>Answered</b> | <b>15</b> |
|  | <b>Skipped</b>  | <b>0</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                               | 80%             | 12        |
| Agree  | 13%             | 2         |
| Disagree                                     | 0%              | 0         |
| Strongly Disagree                            | 7%              | 1         |
| I am unsure or unable to answer the question | 0%              | 0         |
|  | <b>Answered</b> | <b>15</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                               | 87%             | 13        |
| Agree  | 7%              | 1         |
| Disagree                                     | 0%              | 0         |
| Strongly Disagree                            | 7%              | 1         |
| I am unsure or unable to answer the question | 0%              | 0         |
|  | <b>Answered</b> | <b>15</b> |
|  | <b>Skipped</b>  | <b>0</b>  |

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

| Response                                     | Percentage      | Count     |
|--|-----------------|-----------|
| Strongly Agree                               | 87%             | 13        |
| Agree  | 7%              | 1         |
| Disagree                                     | 0%              | 0         |
| Strongly Disagree                            | 7%              | 1         |
| I am unsure or unable to answer the question | 0%              | 0         |
|  | <b>Answered</b> | <b>15</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                               | 93%             | 14        |
| Agree  | 0%              | 0         |
| Disagree                                     | 0%              | 0         |
| Strongly Disagree                            | 7%              | 1         |
| I am unsure or unable to answer the question | 0%              | 0         |
|  | <b>Answered</b> | <b>15</b> |
|  | <b>Skipped</b>  | <b>0</b>  |

***Students are treated fairly at this school.***

| Response                                     | Percentage | Count |
|--|------------|-------|
| Strongly Agree                               | 73%        | 11    |
| Agree  | 27%        | 4     |
| Disagree                                     | 0%         | 0     |
| Strongly Disagree                            | 0%         | 0     |
| I am unsure or unable to answer the question | 0%         | 0     |
|  | 73%        | 11    |
|  | 27%        | 4     |

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

| Response                                     | Percentage      | Count     |
|--|-----------------|-----------|
| Strongly Agree                               | 60%             | 9         |
| Agree  | 40%             | 6         |
| Disagree                                     | 0%              | 0         |
| Strongly Disagree                            | 0%              | 0         |
| I am unsure or unable to answer the question | 0%              | 0         |
|  | <b>Answered</b> | <b>15</b> |
|  | <b>Skipped</b>  | <b>0</b>  |

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

| Response                                     | Percentage      | Count     |
|--|-----------------|-----------|
| Strongly Agree                               | 87%             | 13        |
| Agree  | 7%              | 1         |
| Disagree                                     | 0%              | 0         |
| Strongly Disagree                            | 7%              | 1         |
| I am unsure or unable to answer the question | 0%              | 0         |
|  | <b>Answered</b> | <b>15</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                               | 79%             | 11        |
| Agree  | 21%             | 3         |
| Disagree                                     | 0%              | 0         |
| Strongly Disagree                            | 0%              | 0         |
| I am unsure or unable to answer the question | 0%              | 0         |
|  | <b>Answered</b> | <b>14</b> |
|  | <b>Skipped</b>  | <b>1</b>  |

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

| Response                                     | Percentage      | Count     |
|--|-----------------|-----------|
| Strongly Agree                               | 73%             | 11        |
| Agree  | 20%             | 3         |
| Disagree                                     | 0%              | 0         |
| Strongly Disagree                            | 7%              | 1         |
| I am unsure or unable to answer the question | 0%              | 0         |
|  | <b>Answered</b> | <b>15</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                               | 53%             | 8         |
| Agree  | 40%             | 6         |
| Disagree                                     | 0%              | 0         |
| Strongly Disagree                            | 7%              | 1         |
| I am unsure or unable to answer the question | 0%              | 0         |
|  | <b>Answered</b> | <b>15</b> |
|  | <b>Skipped</b>  | <b>0</b>  |

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

| Response                                     | Percentage      | Count     |
|--|-----------------|-----------|
| Strongly Agree                               | 87%             | 13        |
| Agree  | 7%              | 1         |
| Disagree                                     | 0%              | 0         |
| Strongly Disagree                            | 7%              | 1         |
| I am unsure or unable to answer the question | 0%              | 0         |
|  | <b>Answered</b> | <b>15</b> |
|  | <b>Skipped</b>  | <b>0</b>  |

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

| Response                                     | Percentage      | Count     |
|--|-----------------|-----------|
| Strongly Agree                               | 53%             | 8         |
| Agree  | 40%             | 6         |
| Disagree                                     | 0%              | 0         |
| Strongly Disagree                            | 7%              | 1         |
| I am unsure or unable to answer the question | 0%              | 0         |
|  | <b>Answered</b> | <b>15</b> |
|  | <b>Skipped</b>  | <b>0</b>  |

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

| Response                                     | Percentage      | Count     |
|--|-----------------|-----------|
| Strongly Agree                               | 53%             | 8         |
| Agree  | 47%             | 7         |
| Disagree                                     | 0%              | 0         |
| Strongly Disagree                            | 0%              | 0         |
| I am unsure or unable to answer the question | 0%              | 0         |
|  | <b>Answered</b> | <b>15</b> |
|  | <b>Skipped</b>  | <b>0</b>  |

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

| Response                                     | Percentage      | Count     |
|--|-----------------|-----------|
| Strongly Agree                               | 80%             | 12        |
| Agree  | 13%             | 2         |
| Disagree                                     | 0%              | 0         |
| Strongly Disagree                            | 7%              | 1         |
| I am unsure or unable to answer the question | 0%              | 0         |
|  | <b>Answered</b> | <b>15</b> |
|  | <b>Skipped</b>  | <b>0</b>  |

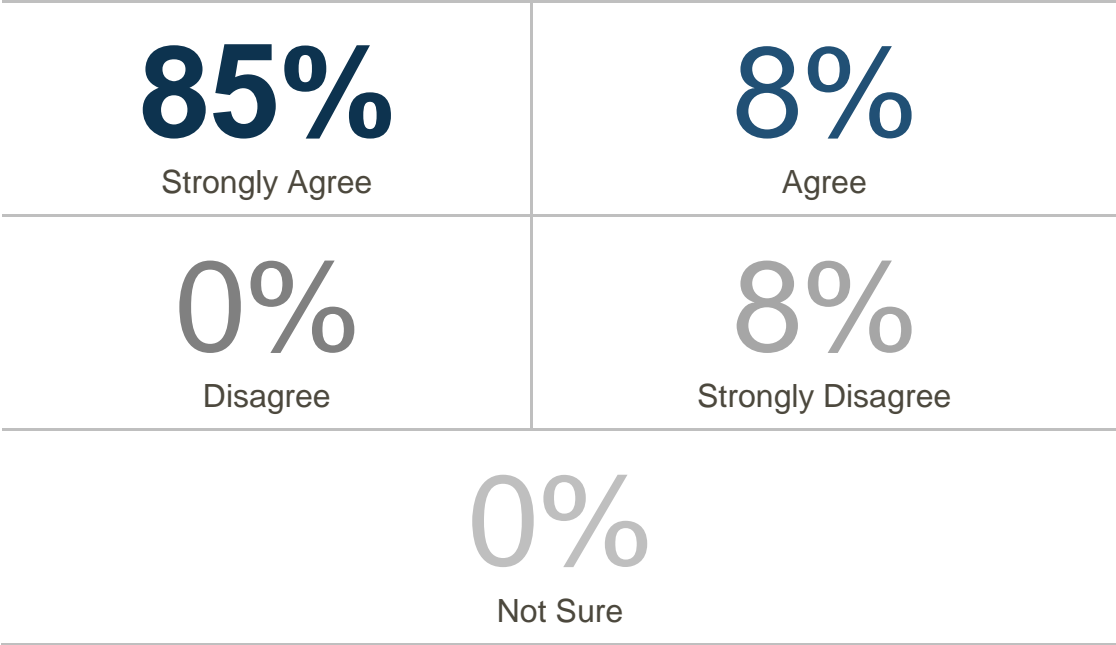
***The Centre has adequate, appropriately qualified and suitably skilled teachers and staff.***

| Response                                     | Percentage      | Count     |
|--|-----------------|-----------|
| Strongly Agree                               | 67%             | 10        |
| Agree  | 27%             | 4         |
| Disagree                                     | 0%              | 0         |
| Strongly Disagree                            | 7%              | 1         |
| I am unsure or unable to answer the question | 0%              | 0         |
|  | <b>Answered</b> | <b>15</b> |
|  | <b>Skipped</b>  | <b>0</b>  |

***There are sufficient resources of good quality to support my teaching.***

| Response                                     | Percentage      | Count     |
|--|-----------------|-----------|
| Strongly Agree                               | 93%             | 14        |
| Agree  | 7%              | 1         |
| Disagree                                     | 0%              | 0         |
| Strongly Disagree                            | 0%              | 0         |
| I am unsure or unable to answer the question | 0%              | 0         |
|  | <b>Answered</b> | <b>15</b> |
|  | <b>Skipped</b>  | <b>0</b>  |

*Overall, this school provides a good quality of education.*



| Response | Count |
|----------|-------|
| Answered | 13    |
| Skipped  | 2     |



## 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)**

