



**EDUCATION QUALITY  
ASSURANCE UNIT**  
CAYMAN ISLANDS GOVERNMENT

# **Inspection Report**

**June 2013**

**Ms Nadine's Pre-school  
and  
Jack and Jill's Nursery**

## Preface

The inspection of the educational aspects of Early Childhood Care and Education Centres and Reception classes is now the remit of the Education Quality Assurance Unit. These inspections will be carried out on a two year cycle, with a progress check approximately six months after the inspection.

The main aspects that will be reported on are:

- Leadership and management, including how effectively leaders and managers:
  - ensure the welfare, health and safety of the children
  - lead the direction for development and learning
  - manage the centre and staff and link with parents and external agencies
  
- The effectiveness of provision, including teaching, and its impact on children's learning and development, including the development of the following four key focus areas of the Cayman Islands Early Years Curriculum Framework:
  - Well-being
  - Respect
  - Communication
  - Exploration

The criteria for inspection have been circulated to all centres and primary schools, and these include some indicators of good practice. Centres have also been asked to complete a self-evaluation form which will be taken into account as part of the evidence gathering for the inspection.

**Inspectors use the following grading scale to describe aspects of the work of the centre / reception class:**

Grade	Judgement	Description
1	<b>Very good</b>	Good in nearly all aspects and exemplary in some significant areas
2	<b>Good</b>	Good in most respects. Weaknesses are minor and not in significant areas
3	<b>Adequate</b>	No significant weaknesses, but no major strengths. Improvement needed
4	<b>Unsatisfactory</b>	Some significant weaknesses (might be only one or two) that have a negative impact on children's learning and progress. Cause for concern

Reports will be published on the Ministry's website [www.education.gov.ky](http://www.education.gov.ky).

They will provide the centres, parents, the community and the Ministry of Education with an external and impartial inspection of the work of the centres.

The Education Quality Assurance Unit expects that this inspection report will prove helpful and will contribute in a positive way to improvement.

*Favourita Blanchard*

**Senior Evaluator**

Education Quality Assurance Unit

## Background

The foundation a child receives in the early years of life is an indicator of future development and success. The provision of services at Early Childhood Care and Education Centres (ECCEC) has a large impact on the future of the child academically, socially and cognitively. It is important that quality interactions with adults and peers, as well as opportunities for exploration, problem solving and reflection occur consistently.

Early Childhood Care and Education is provided by both private and government sectors. In 2012, the Ministry of Education, Financial Services and Employment added seven new Reception classes in primary schools in Grand Cayman, which cater for children aged between four and five years old. However, the great majority of provision for young children is in private centres. Around forty private centres are currently in operation, providing an important service to families. Around 1,700 babies and children up to the age of five are being cared for and educated.

Building “a world-class early childhood care and education system” (Strategic Goal 2, Cayman Islands Strategic Plan for Education 2012-2017) will help ensure that children have the best opportunities to develop as life-long learners who are able to contribute positively to their community. Along with other stakeholders the Ministry of Education’s Early Childhood Care and Education Unit is working to “provide access to high quality early childhood care and education to all children, regardless of income, background, special or additional education need” (Cayman Islands Strategic Plan for Education 2012-2017).

In an effort to improve the quality of provision, private early childhood care and education centres benefit from professional advice, support and training by the Ministry’s team and the Education Quality Assurance Unit identified areas for improvement.

The report for this inspection will be used as a basis for discussion and will be published on the Ministry’s website. The centre is expected to take careful note of the recommendations at the end of the report and to prepare an action plan to address these. There will be subsequent visits by Ministry personnel from the Early Childhood Care and Education Unit to provide support.

## General Information about the Centre

<b>Address</b>	<b>90 Anthony Drive PO Box 1140 Grand Cayman KY1-1102</b>
<b>Telephone numbers</b>	<b>945-1078 / 949-5794</b>
<b>Email address</b>	<a href="mailto:ncvo@candw.ky">ncvo@candw.ky</a> <a href="mailto:ncvopreschool@candw.ky">ncvopreschool@candw.ky</a> <a href="mailto:ncvocoordinator@candw.ky">ncvocoordinator@candw.ky</a>
<b>Name of owner</b>	<b>The Government of the Cayman Islands</b>
<b>Manager / lead staff</b>	<b>Janice Wilson - CEO</b>
<b>Age range</b>	<b>Birth – 4 years</b>
<b>Number on roll</b>	<b>65 boys and girls</b> <b>Birth – 12 months    4</b> <b>1 year old                8</b> <b>2 years old                20</b> <b>3 years old                17</b> <b>4 years old                16</b>

- Miss Nadine's Pre-school and Jack and Jill Nursery exist together as The Richard Arch Children's Centre. They are operated by the National Council of Voluntary Organisations (NCVO) which is a charitable organisation. There are 65 children on roll.
- The centre is managed by a Chief Executive Officer (CEO). There are 15 members of staff, including a cook and two domestic workers. The nursery has its own supervisor who reports to the principal.

## Inspection Judgements

### Leadership and management

*Inspectors consider the extent to which the impact of leadership of learning improves outcomes for children and the efficiency of day-to-day management.*

### Ensuring the welfare, health and safety of the children

- Managers at the centre fully understand their obligation to safeguard children and there are good safety procedures in place. All workers and volunteers at the centre have current police clearance certificates, securely stored in staff files, which are renewed annually.
- The school is securely fenced-in and there is a security alarm system installed. Security gates are effective in preventing children wandering into restricted areas. The babies' room is well organised and has secure entry and exit doors. The school has developed appropriate accident report forms, which have been shared with parents and workers, and includes parents' permission to take children to hospital in an emergency.
- Support staff and volunteers are readily available to cover in the event of staff absence. The centre is regularly upgraded during August when it is closed.
- The centre provides breakfast, lunch and an afternoon snack for children. Menus are reviewed by a hospital nutritionist to ensure that meals are healthy and nutritious.
- There are adequate toilet facilities, with separate facilities for adults. Hand sanitizers are found at locations throughout the building.
- The school has a clear, well thought out evacuation plan which has been shared with all adults. Fire drills are a regular part of safety practices and the school has developed a policy that clearly outlines procedures in case of a fire. However, the two rooms on the second floor have only one emergency stairway exit; this exit is steep and has a heavy exit door that has to be held open by an adult, which is potentially unsafe.

### Leading the direction for development and learning

- Lesson plans are completed weekly, sometimes in teams, and reviewed by the principal, but staff are not using the Early Childhood Care and Education Unit (ECCEU) lesson planning template to ensure that the four areas of learning identified in the curriculum are adequately addressed. Not all staff have completed six weeks training with the ECCEU) to implement the requirements of the early years curriculum.
- Staff assess children's progress in January and June, and use this information very well to identify children who are experiencing difficulties in learning. Progress is reported to parents, but staff do not set individual improvement targets for all children.
- Staff's planning does not include different activities for children who are all expected to attempt activities with the same degree of difficulty. Two children have received support through the Early Intervention programme, but there has been no written guidance for staff to follow.
- The principal is also a class teacher and does not have enough time to monitor other classes adequately or offer suggestions for improvement to staff, but she completes staff appraisals when required.
- Sensory play is particularly well catered for in the babies' room. For example, babies experience foam, cloth and toys of various textures in their play.

## **Management of the centre and staff**

- Job descriptions have been created for each category of staff and filed appropriately. Teachers and admin staff are certified in the use of cardiopulmonary resuscitation (CPR) and certificates are renewed regularly.
- Parents are required to sign their children in and out and attendance registers are completed daily.
- The outside play area is clean with sufficient resources, including swings, slides and climbing frames. However, wooden posts, identified in the last inspection as safety hazards, have not all been covered with a soft padding. Playtime is well monitored by staff and occasionally staff plan an outdoor activity for their class.

## **Links with parents and external agencies**

- The centre has established strong links with parents and outside agencies, such as Rotary, the Royal Cayman Islands Police Service, nutritionists and youth groups. Guide Books, which outline the centre's policies and procedures, are distributed to parents, and the centre liaises well with several agencies. The centre has an established pool of volunteers, all of whom have police clearance certificates.
- All parents receive progress reports twice yearly and are welcome to discuss their children's progress with staff. Staff send monthly newsletters to parents highlighting children's activities.
- Parents are active participants in the centre's annual activities, such as Cayman Day, International Day and Fun Day.

**The leadership and management of the centre are good in some respects. The centre is safe and secure, and children are well monitored. Records are well maintained and parents receive regular feedback on children's progress. However, performance management of staff requires improvement: it is not regular or well documented enough. Staff's planning does not cover the four areas of learning well enough and the quality of teaching is unsatisfactory.**

## **Effectiveness of provision, including teaching and its impact on children's learning and development**

### **Well-being**

*Inspectors consider the extent to which each setting provides a safe environment that actively promotes a well-balanced and healthy lifestyle that enriches social and emotional development, and encourages resilience and self-confidence.*

- There has been great improvement in the babies' room since the previous inspection. The well-organised room is clean, spacious, well-lit and ventilated. Adults are warm, caring and interact well with the babies. They help babies develop physically, moving around on the floor with them, and stimulate different senses with a variety of toys. Adults model expected behaviour well, for example by rolling a ball or building a tower and the children willingly imitate them.
- The centre strictly adheres to the required adult to child ratio. All children, including babies, are adequately supervised at all times. There is enough space for children to move around freely on a large foam mat and large, soft plastic cushions provide a soft, safe area for play. There are child safety knobs on all doors in and out of the room. Children are appropriately protected from the sun when outdoors by wearing hats.
- A flat-screen television in the class for four-year-olds is a potential hazard as it was not securely fastened to the wall.

### **Respect**

*Inspectors consider the extent to which each setting provides an environment that lends itself to both guided and spontaneous interactions that enable children to develop an appreciation of themselves and the world around them.*

- Babies are taught to take turns and in the correct way to play with their toys, but some toddlers are reluctant to share and were observed hitting each other. However, adults were seen modelling the expected behaviour.
- Older, active children find it difficult to sit for lengthy periods or to follow instructions. They have difficulty sharing and sometimes grab materials from each other and throw them around. Some of them, dangerously, climb on the cupboards.
- Four year olds know the words to the National Song and sing lustily, but they do not yet behave well while singing and not all staff correct them.

### **Communication**

*Inspectors consider the extent to which each setting provides a safe and supportive environment which will foster and enrich children's ability to listen and respond to others and to clearly express their own ideas, thoughts and feelings.*

- Adults in the babies' room talk, sing and interact well with the children and introduce them to new words by repeating them for children to practise.
- During morning carpet time, young children sing and move to action songs, but they do not have opportunities to engage in conversations with adults that would help develop their ability to speak in sentences, nor are they asked enough questions to develop their higher order thinking.

- Older children have opportunities to work in centres that are closely monitored by staff and assistants, but conversations between adults and children are limited as are conversations between children themselves.

## Exploration

*Inspectors consider the extent to which teachers' planning and delivery of learning activities and the way in which they organise and manage their environments lead to effective learning for all children. In particular how does the curriculum and teaching enable children to develop in the key focus areas?*

- Children throughout the centre have a wide variety of resources available, including play-dough, dress-up costumes, construction tools and water tubs. These resources are used in lessons, but the activities are not planned well enough to link to learning. For example, some three year olds, given boxes of letters but no direction, threw the letters out and made no use of them, while another group were expected to make letters from play-dough but only the teacher made any. Not enough guidance or support was given to these children.
- Lessons are planned around themes and incorporate activities and learning outcomes from the draft National Curriculum, but in some instances the planned activities are not aligned closely enough to the learning outcomes.
- Children's portfolios are well organised into sections, such as letters, numbers, colours and shapes, and samples of their work are collected, but little or no creative work has been kept. All children's portfolios show they have done similar tasks.
- Books and manipulatives are well positioned so children can easily reach them, and children are given regular opportunities to choose activities for themselves.

**The effectiveness of provision, including teaching and its impact on children's learning and development is unsatisfactory. Although adults care for the children and treat them well, lessons are not well planned to focus on the four areas of learning identified in the ECCE curriculum and activities are not suited to meet the learning outcomes. Staff do not use resources well enough to support and promote children's learning. Assessments of children's learning are used to determine children's level of competence but not in planning to move them forward in their development.**



## **Recommendations** (These are the priority areas for development)

In order to improve further, the owner and principal need to:

1. Immediately secure the flat screen television to the wall in the class for four year olds.
2. Monitor teaching to ensure that planned activities meet the learning needs of all children, and staff improve their questioning so that children have to think harder and to respond in sentences. Identify suitable learning targets for all children.
3. Make sure staff use the Cayman Islands Early Years Childhood Curriculum Framework in planning so that activities directly address the four areas of learning, including social and emotional development.
4. Ensure that children on the second floor can safely and easily use the steep outside stairway in an emergency, for example, during fire drills.

## **Action Plan**

The Centre is expected to develop an action plan to address the areas for improvement identified above. The action plan must be sent to the Education Quality Assurance Unit within 40 working days of receiving the inspection findings. The Centre is required to provide parents with an update on the progress being made in addressing the areas identified as needing to improve.

**The action plan is due on December 6<sup>th</sup>, 2013.**