

EARLY YEARS INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

FEBRUARY 2021



St. George's Preschool

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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 Framework**' (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

	School name	St George's Preschool
	Address	64 Courts Road. P.O Box 1633 George Town, Grand Cayman
	Telephone number	345-945-0441
	Website	None
	Name of the principal	Mrs. Magdalena Fernandes
	Date of this inspection	February 15 to 19, 2021
	Date of the last inspection	January 9 to 11, 2019





Students

	Number of students on roll	107
	Age range of the students	2 years to 5 years
	Grades or year groups	As above
	Number of Caymanian students	86
	Number of students with special educational needs	9
	Largest nationality group of students	Caymanian






SCHOOL INFORMATION



Staff

	Number of teachers	6
	Number of teaching assistants	5
	Teacher-student ratio	1 to 10
	Teacher turnover	45%

Curriculum





	Main curriculum	Cayman Islands Early Years Curriculum
	External tests and assessments	None
	Accreditation	None

School inspection overall performance history

Cycle 1 Inspection	January 2019	 Satisfactory
Cycle 2 Inspection	February 2021	 Satisfactory




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	 Satisfactory	▶
Respect	 Satisfactory	▶
Communication	 Satisfactory	▶
Well-Being	 Satisfactory	▶

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	 Satisfactory	▶
3.2 Learning	 Satisfactory	▶
3.3 Assessment	 Satisfactory	▲

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	 Satisfactory	

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	 Good	
5.2 Support and guidance	 Satisfactory	

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	 Satisfactory	▶
6.2 Self-evaluation and planning ahead	 Satisfactory	▶
6.3 Links with parents and the community	 Good	▶
6.4 Staffing and the learning environment	 Satisfactory	▶

OVERALL PERFORMANCE: KEY STRENGTHS AND RECOMMENDATIONS

What the Preschool does well

- There were regular planned opportunities to develop children's understanding of religion and appreciation for their local culture.
- There was a strong emphasis upon health and hygiene practices to promote children's wellbeing.
- The School Board was fully involved in work of the preschool and provided strategic leadership and guidance in the key areas of preschool's development.
- The Preschool had established productive links with parents and the wider community which enriched children's learning experiences.

Recommendations

- Improve the quality of teaching and learning by ensuring all teachers consistently use effective routines to facilitate more orderly classroom environments.
- Further improve assessment practices by ensuring all teachers use assessment information to plan lessons and cater appropriately to the learning needs of all children.
- Review curriculum planning to improve opportunities for children to reflect upon their learning and to promote the development of their early literacy skills.

What has improved since the last inspection?

- Since the last inspection, the Preschool leaders and staff had begun to utilise a variety of assessment methods to track and monitor children's progress and achievement across the setting. These were beginning to provide a coherent picture of the skills, knowledge and understanding children were developing in key aspects of their learning over time.



OVERALL PERFORMANCE: KEY STRENGTHS AND RECOMMENDATIONS

► Satisfactory

The quality of provision offered by St. George's Preschool was judged as satisfactory.





Children's achievement in most aspects of exploration, respect, communication and well-being were judged as satisfactory. Teaching and learning were judged as satisfactory as teachers planned regular activities that promoted children's knowledge and understanding in the four focus areas of the Cayman Islands Early Years Curriculum (CIEYC). Staff also ably incorporated information communication technology to promote children's learning in key aspects of the early learning goals. Assessment practices had improved since the last inspection and were now judged as satisfactory. Children's progress was tracked using a range of assessment approaches based on key learning outcomes in the CIEYC. The curriculum was satisfactory. The planned curriculum was sufficiently balanced and offered a range of opportunities to enrich children's learning.

Leadership and self-evaluation and improvement planning were judged as satisfactory. The Preschool leaders engaged in ongoing evaluation of the work of the preschool and consulted regularly with key stakeholders. As a consequence, the preschool's improvement plan included specific and measurable targets for improvement. Staffing and the learning environment were judged as satisfactory.

Children's achievement in the following aspects of exploration, respect and well-being were judged as good: movement, technology, culture, religion and health. The arrangements to ensure the health and safety of children were judged as good. Across the preschool, there was an appropriate emphasis on the promotion of healthy lifestyles. Links with parents and the community were judged as good.

Arrangements to support children's reflection were weak.

ACHIEVEMENT

Quality Indicator	Early Years
Exploration	 Satisfactory
Respect	 Satisfactory
Communication	 Satisfactory
Well-Being	 Satisfactory



Exploration

Children's exploration was judged as satisfactory. All children were developing their fine and gross motor skills through independent and guided activities both indoors and out. Most demonstrated an awareness of rules for safe movement as they explored their learning environment. Children had daily access to the outdoor learning environment. Most were beginning to demonstrate control of their bodies and confidently used play equipment such as tricycles, slides, merry go round and swing sets. Across the setting, almost all children ably manipulated a range of media such as crayons, play dough, paintbrushes and scissors independently to express themselves. Most were learning to interpret information through a variety of sensory experiences. All children freely explored various art and craft materials including paint, glue, and play dough and engaged in rich multi-sensory experiences throughout the day. All teachers structured regular opportunities to promote children's early scientific understanding. For example, children in the Kindergarten classes worked well in groups to investigate the effect of mixing paints of different colours with vinegar and baking soda. Additionally, most demonstrated age appropriate mathematical skills in aspects of number, spatial awareness and simple comparison of measures such as weight and height. Almost all children used a variety of technological resources to investigate their environment through a suitable range of child initiated and teacher led activities. However, there was scope for teachers to structure regular opportunities to support children's prediction and representation of investigations in mathematical and scientific contexts.



ACHIEVEMENT



Respect

Respect was judged as satisfactory. Most children demonstrated a positive sense of self and were developing age appropriate understanding of their own rights and responsibilities. This was evidenced by the increasing independence they displayed during indoor and outdoor activities. A majority were learning to respond with care and empathy to the needs of others. On arrival, most children greeted classmates and teachers warmly then proceeded to pack away their belongings independently. Throughout the day, staff ably supported children to manage their own personal care and hygiene needs. For example, almost all children fed themselves and washed their hands independently. Most were beginning to take turns as they completed centre and group activities. In a notable instance, children in the Kindergarten 3A class worked well in groups and took account of each other's ideas to create rainbows of different patterns and designs. All displayed appropriate awareness of the roles of community helpers. Most readily participated in discussions with the firemen who visited during the inspection. Most children displayed an awareness of the natural environment and were learning about living things as they cared for the fish in the aquarium. Most children were developing age appropriate environmental understanding of the importance of reuse and recycle. Furthermore, teachers often used repurposed materials as learning resources. There was scope, however, for involving children in regular opportunities to take care of their immediate surroundings to further promote their environmental awareness. Almost all demonstrated appropriate awareness of their local culture and Christian religion evidenced by their participation in devotion and cultural discussions. During devotion, most children participated in the singing of the National Song with familiarity and respect. Additionally, children participated in cultural celebrations throughout the year which promoted their awareness of Caymanian culture. There was scope, however, to promote children's understanding of the meanings of symbols that relate to religious practices and celebrations.



ACHIEVEMENT



Communication

Communication was judged as satisfactory. Most children spoke confidently about their personal experiences and regularly recited nursery rhymes. Most were developing a broad and descriptive vocabulary. All participated in action songs and stories during circle time activities. Children participated in a variety of listening experiences such as virtual fieldtrips, stories, poetry and nursery rhymes. Most demonstrated active listening and were able to respond appropriately to questions during story time activities. For example, when asked to name community helpers, most children identified the police officer, firefighter and nurse. Children in the toddler's class, however, needed to be provided with more opportunities to improve their listening skills. Furthermore, not all teachers were suitably skilled in the use of questions and comments to support children to expand ideas and extend their learning. Across the setting, a range of mark making opportunities promoted children's emergent writing skills. For example, children in the Kindergarten 3 and 4 classes traced letters and numbers and were learning to write the letters in their names. However, there was the need for children to engage in more regular writing opportunities across the setting. A majority of children were able to express themselves through a variety of art media. For example, children in Kindergarten 3 used popsicle sticks and palm leaves to make houses. Music and dance were regular features of the preschool's programme and were used effectively to promote children's creative expression. During devotion, a majority demonstrated rhythmic patterns through the use of musical instruments. A majority of children actively participated in shared stories. Most demonstrated good book handling skills, however, only few had regular opportunities during the day to interact with books independently. As a consequence, there was scope for teachers to provide increased opportunities for children to interact with books to promote their early literacy skills.

ACHIEVEMENT






Well-Being

Well-Being was judged as satisfactory. All children had opportunities to make healthy choices and were developing age appropriate awareness of the importance of healthy eating, sleep and exercise. Staff were warm and responsive in their interactions with children and provided individualised guidance and support. Almost all children demonstrated growing independence. For example, almost all placed their belongings in the appropriate place on arrival. Most demonstrated independence in eating and toileting activities. Additionally, most children demonstrated a growing capacity to self-regulate and manage their own emotions. For example, children in the Kindergarten 4A class pointed to the emotions chart in the classroom and were able to say how they were feeling and why. Most children also acknowledged and accepted guidance and affirmation. However, a few children did not demonstrate sufficient understanding of acceptable boundaries and sometimes engaged in off task behaviour. These children required additional support to manage their emotions and to self-regulate. Most children had developed the ability to recognise unacceptable behaviour, and usually had the confidence to report these to an adult. Most children demonstrated the ability to work peacefully and cooperatively in groups. For example, in a Kindergarten class, children worked well in small groups to mix a variety of colours to make “Fire Handprints”. However, a few children had not yet developed appropriate awareness of, or concern for the safety and well-being of themselves or others. Additionally, few were unable to work harmoniously with others for an age appropriate duration of time. As a consequence, some teachers required further support in the use of effective strategies to adequately support these children to understand the limits and boundaries of acceptable behaviour. Nonetheless, a majority were beginning to reflect on their social interactions, and to acknowledge their actions and the consequences to others. There was scope for teachers to create additional opportunities for children to reflect on their experiences, actions and emotions.



TEACHING, LEARNING AND ASSESSMENT

Quality Indicator	Early Years
Teaching	 Satisfactory
Learning	 Satisfactory
Assessment	 Satisfactory

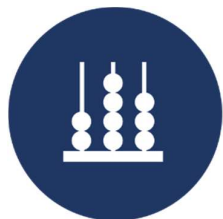


Teaching

Teaching was judged as satisfactory. Most teachers demonstrated satisfactory knowledge of how young children learn and were confident in their delivery of lessons. All teachers prepared daily and medium term plans that were linked to key aspects of the early learning goals to promote children's learning. However, lesson plans were not always well matched to children's varying stages of development and individual needs. Most teachers were beginning to use open ended questions to encourage children to share information to promote their oral and descriptive language. Additionally, most teachers embraced their roles as active play partners in supporting children's learning and development. Well-resourced centres across the setting promoted independence and choice in children's learning. In Kindergarten 4A, teachers' consistent use of routines regularly informed children of expected behaviours throughout the day which ensured the smooth pace of activities and seamless transitions. Schedules and routines were utilised across the preschool to provide structure to the preschool day; however, these were more embedded in some classes than others and thus required strengthening in a few. Information and communication technology was a regular feature in lessons and was used effectively by all teachers to enhance the quality of children's learning experiences.



TEACHING, LEARNING AND ASSESSMENT



Learning

Learning was satisfactory. Most children demonstrated high levels of enjoyment and interest in both self-directed and teacher led activities. Most showed autonomy as they interacted with a range of resources in their learning environments and willingly participated in centre, group and table top activities. Few children, however, required support in self-regulation to reduce disruptive behaviour that at times adversely affected the pace and quality of their learning. Notwithstanding, when engaged in activities of their choice, most children demonstrated high levels of concentration and engagement in their learning. For example, in the Kindergarten 3 and 4 classes, children used their imagination to create various interesting models of dinosaurs, volcanoes, fire trucks and castles. Some children enacted the roles of various community helpers. For example, in Kindergarten 4B, in keeping with the community helpers' theme, children collaborated in small groups and depicted roles of different community helpers in centre activities. The use of laptops, tablets and audio players to integrate action songs, stories and music and movement in a range of activities promoted children's interest and participation in most lessons. However, there were instances where few children lacked the skills to cooperate and as a result, this affected the quality of their learning experience. There was the need for teachers to provide more regular opportunities for children to talk about and reflect upon their learning.



TEACHING, LEARNING AND ASSESSMENT

Assessment



Assessment was satisfactory. All teachers included formative assessment methods in lessons and other activities. For example, most teachers used observation, discussion, and questioning satisfactorily to gauge children's progress in lessons. Additionally, most gave motivational feedback to children as they participated in activities. Across the preschool, there were organised procedures that informed assessment practices. For example, children were assessed on entry and teachers' use of anecdotal records and developmental checklists provided useful information about the skills, knowledge and understanding that children were developing in key areas of their learning. Recently, the Principal had begun in-depth analysis of children's performance data linked to the four key focus areas of exploration, communication, respect and well-being. This was shared with teachers to inform their planning. However, regular analysis and consistent use of data to inform planning were not yet established practices across the preschool. As a consequence, teachers were not always consistent in using available information to meet the learning needs of all children; particularly the few with special educational learning needs. Additionally, although each child had a learning portfolio that included samples of work completed overtime, these were not well organised to communicate the achievement of key milestones in children's learning. Nevertheless, teachers used assessment information to prepare termly progress reports inclusive of next steps. There was scope for teachers to use assessment data in a more systematic way to cater effectively to the needs of individuals or groups of children.

CURRICULUM

Quality Indicator	Early Years
Curriculum	 Satisfactory





Curriculum

Curriculum was satisfactory. The preschool's curriculum was sufficiently balanced as it emphasised the four key focus areas of the Cayman Islands Early Years Curriculum. This was evidenced by broad themes and bi-weekly plans which were used across classes to promote continuity and progression in the development of children's knowledge, understanding and skills in the early learning goals. In a minority of lessons, however, activities were not always appropriately matched to children's age and stage of development. Similarly, a few strands within the key focus areas lacked the necessary focus to effectively promote children's learning in all aspects of the four early learning goals. For example, children's phonological awareness was not always appropriately emphasised. Additionally, teachers did not always structure regular opportunities for children to reflect on their learning. As a consequence, there was the need for a more rigorous monitoring of curriculum delivery to inform future planning for all children. Nevertheless, there was evidence of ongoing review of the programme and teachers planned a suitable range of activities that promoted meaningful integration of real world links. This supported children to make connections to their learning. Cross-curricular links were also evident in a majority of lessons as teachers planned a variety of experiences to promote children's cultural awareness and environmental understanding. Furthermore, planned visits, virtual field-trips and resource persons within the community were utilised to provide authentic learning experiences for children. For example, firefighters visited the preschool during the celebration of community helpers' theme. There were also plans to invite a police officer and a nurse to further promote children's understanding of the roles of community helpers. Additionally, the children had visited the Pines Retirement Home and had participated in a cancer walk to raise funds. In the past, representatives from the Cayman Arts Festival had provided free violin lessons to a few children and plans were in place to resume this practice. Members from the Optimist Club had participated in the preschool's reading week and had engaged in shared stories with children.



SAFETY AND SUPPORT

Quality Indicator	Early Years
Health and safety	 Good
Support and guidance	 Satisfactory



Health and safety

Health and safety arrangements were judged as good. The premises were well maintained and regular maintenance checks were carried out and duly recorded. All regulatory requirements relating to Public Health, Environmental Health and Fire Services were met. Additionally, the preschool was recently issued with a re-registration certificate, valid for three years, which confirmed that St. George's Preschool was in compliance with all requirements of the Cayman Islands Education Council. Staff were trained in cardiopulmonary resuscitation (CPR) and child protection and all had police clearance certificates. The preschool's environment was secure and hygienic. Furthermore, there was an appropriate emphasis on personal hygiene. All children washed hands frequently throughout the school day. Some elements of the requirements from COVID-19 Reopening Guidelines were also still in place, such as sanitisation of shoes and hands prior to entry into the preschool. Healthy living was systematically built into and promoted in most aspects of the preschool's programme, with scheduled times for healthy snack, rest and physical activities. Nutritious lunches were prepared daily for the children. There was adequate supervision of children throughout the day. All staff were aware of the preschool's Child Protection Policy and ensured that this was adequately implemented to promote children's safety. Additionally, parents who were interviewed over the course of the inspection reported that they were aware of child protection arrangements. From the survey conducted, all parents agreed that the preschool provided a safe environment for their children.





SAFETY AND SUPPORT



Support and guidance

Support and guidance were satisfactory. Teachers knew their children well. All showed care and concern for children's wellbeing and were responsive to their personal and learning needs. As a consequence, most children were secure in their environment and in their interactions with their peers and teachers. Additionally, school leaders monitored children's progress and attendance both at the administrative and class levels. Parents often received information about their children's progress through termly reports which included adequate information about children's achievements. Frequent conversations between teachers and parents at arrival and dismissal times ensured that parents received timely and regular updates on their children's progress. Importantly, systems were recently introduced to identify and monitor the progress of children with special educational needs including those with behavioural challenges. For example, a Special Education Needs (SEN) policy was developed for the preschool and an SEN register was in place. One child was receiving external specialist support. However, these support mechanisms were not yet fully embedded in the preschool's programme. As a consequence, few children with additional learning needs were not always appropriately supported as teachers were not consistent in the use of learning activities or behavioural strategies that matched their unique needs. This was therefore an area which required review. The preschool leaders had collaborated with three government primary schools to support the effective transition of children to the next phase of their learning.

LEADERSHIP AND MANAGEMENT

Quality Indicator	Early Years
Leadership	 Satisfactory
Self-evaluation and improvement planning	 Satisfactory
Links with parents and the community	 Good
Staffing and the learning environment	 Satisfactory



Leadership

Leadership was judged as satisfactory. The preschool was led by an experienced educator who had been in the post for approximately 20 years. The preschool leaders had implemented a number of administrative practices informed by appropriate of policies which supported the smooth functioning of the preschool. For example, staff handbooks, codes of conduct and other performance management systems provided suitable guidance and accountability for staff. Job descriptions and a clear organisational structure ensured that all staff was aware of their roles and functions and reporting relationships. However, not all staff demonstrated high levels of commitment as few sometimes demonstrated inconsistency in carrying out their assigned functions. There was scope for assigning additional responsibilities to staff members to further build teacher capacity. The preschool leaders were committed to the preschool's development and demonstrated the ability to drive further improvement across the preschool. Of note, developmental plans and policies were used to advance the preschool's priorities through consultation with stakeholders. As a consequence, a number of initiatives had been implemented which satisfactorily addressed the recommendations from the previous inspection. Additionally, the School Board maintained a visible presence in the life of the preschool. The School Board provided strategic leadership and fostered collaboration among key partners which had resulted in the implementation of



LEADERSHIP AND MANAGEMENT

appropriate plans for school improvement. Similarly, Board members with a range of expertise offered guidance in areas of administration, teaching and learning and human relations.

Self-evaluation and improvement planning

Self-evaluation and improvement planning were satisfactory. The preschool leaders had established systems to assess the preschool's provision and to inform improvement. The comprehensive improvement plan highlighted key priority areas. This was derived from a detailed self-evaluation that was sufficiently aligned to the Successful School and Achieving Students 2 framework. Important areas of teaching and learning that were included in professional development opportunities were determined through teacher surveys. Staff meetings were regular and informed teachers about aspects of teaching and learning that required improvement. For example, preschool leaders, Board members and representatives from the Early Childhood Care and Education (ECCE) Unit had begun implementing strategies to build teachers' capacity to cater appropriately to all children's learning and behavioural needs. These strategies had not yet achieved the intended impact and as such, there was the need for continued professional support to promote consistency in teachers' engagement with children. Staff had prioritised the area of assessment following the last inspection and this had resulted in improvement in the breadth and quality of assessment practices across the preschool. All the recommendations in the previous inspection report were satisfactorily addressed.

Links with parents and the community

Links with parents and the community were judged as good. Almost all parents who responded to the parent survey indicated that they were satisfied with the quality of education provided at the preschool. Almost all agreed that communication between the preschool and parents was timely and effective. Established means of communication with parents included WhatsApp groups, emails, parent conferences and face to face interactions. Most parents indicated that reports were timely and useful, and they commented positively regarding the helpful information they received during reporting meetings. Inspectors noted, however, that report content was not always sufficiently specific and accurate to inform parents about children's achievement in all strands of the key focus areas from the Cayman Islands Early Years Curriculum and thus required review. The Parent Teachers' Association was actively involved in planning of preschool events and fundraising activities. Parents were also integral in initiatives such as plans to establish a breakfast programme for children. The preschool leaders had also established constructive links with community entities.

LEADERSHIP AND MANAGEMENT

Personnel from the Fire Service, Police Department as well as a Dental Nurse all made regular visits to the preschool to provide services and to share information with the children on how they assisted the community. The preschool leaders provided regular opportunities for children to learn within the community and the local environment. For example, children had gone on field trips to a nearby park, the George Town Public Library and the Turtle Farm to enhance their learning experiences.

Staffing and the learning environment

Staffing and the learning environment were judged as satisfactory. The preschool had the required number of licensed teachers as per the Education Council Guidelines. A significant minority of staff had been employed at the preschool for three or more years, and a majority had been employed for more than one year. However, the adult to child ratios required by the Education Regulations, 2017 were not adhered to in all classes. Additionally, staff were not always deployed effectively to support the needs of all children. The premises was clean and hygienic, with regular checks and maintenance carried out to ensure a safe physical environment. There was an appropriate range of resources, with all classes having access to paint, paper, crayons, blocks, Information and Communication Technology devices, puzzles and other age appropriate resources. The preschool had a spacious communal area with established play centres that all groups used throughout the day; this expanded the useable space available to each class. While there were library areas in all classrooms, they were not a central focus, and were not used often by the children or staff. The outdoor play area was spacious, securely fenced and outfitted with resources for gross motor and sensory play.



SURVEY RESULTS

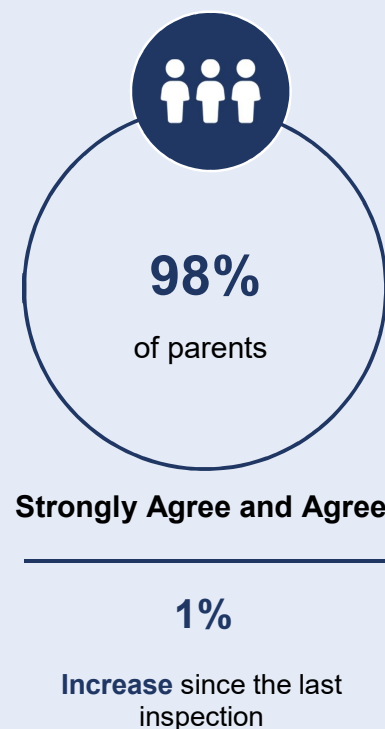
Before the inspection, the views of parents and staff were surveyed. The numbers of participants that completed the survey were as follows:

Parents	82	Staff	13
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Parents

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

All parents were satisfied with the quality of the preschool's educational provision. Almost all parents felt that their children were making good progress in their early communication skills. Most felt that their children were making good progress in their mathematical understanding. However, only a significant minority believed that their children were making good progress in early scientific understanding with a majority being unsure. Most agreed that the preschool supported children's personal and social development. Almost all stated that children were being helped to take turns and almost all believed that their children were developing good environmental understanding. All parents indicated that teaching quality was good and almost all stated that their children enjoyed lessons and were inspired to learn. Also, all agreed that the preschool offered a safe environment. Similarly, almost all believed that preschool supported their children to choose healthy lifestyles. Most felt that children were treated fairly and a majority agreed that poor behaviour was addressed appropriately. A majority felt that children with special education needs received good support. Almost all shared that the preschool was well led and that information for improvement plans was shared. Almost all agreed that communication was effective and that the preschool responded appropriately to parental concerns. Most stated that parents meetings were helpful and parental involvement was adequate. A majority believed that adequate links were maintained with the community. Almost all felt that staffing levels were adequate and that staff were suitably qualified. Additionally, almost all agreed that good resources were available to support their children's learning.



SURVEY RESULTS

Staff

Survey: “This preschool provides a good quality of education.”

The survey findings indicated that almost all staff felt that the educational provision of the preschool was good. In addition, majority stated that most children behaved well and were supported in developing conflict resolution skills. A majority agreed that the preschool promoted a positive learning environment and provided good opportunities for children’s exploration, choice and independent learning. Most felt that assessment practices were good. Similarly, a majority believed that children’s were developing age-appropriate environmental understanding. All agreed that the preschool offered a safe and caring environment; where children are treated fairly. All staff agreed that the preschool promoted healthy lifestyle choices. Almost all stated that the preschool dealt effectively with incidents of poor behaviour. A majority of staff believed that children with special educational needs were given good support. Most staff agreed that the preschool was well led. Almost all shared that they were involved in the self-evaluation and improvement planning processes of the preschool. Most also stated that they were supported in their continuing professional development. A majority also believed that parents were actively involved in the work of the preschool and parents meetings were well attended. A majority agreed that the preschool maintained good links with the community. Most indicated that there were adequate resources to support their work with children. All stated that the preschool had adequate, appropriately qualified and suitably skilled teachers and staff.



WHAT HAPPENS NEXT?

St. George's Preschool will next be inspected in the regular cycle of inspections.

WHEN WILL THIS SCHOOL BE INSPECTED AGAIN?

As St. George's Preschool was judged to be providing a **satisfactory** quality of education, there will be no further inspection until the next cycle of inspections which commences in 2023.

WHO ARE WE AND WHAT DO WE DO?

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

How to contact us

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

adminOES@gov.ky

Where to read our reports

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

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