

# EARLY CHILDHOOD CARE AND EDUCATION INSPECTION REPORT

## **STARFISH VILLAGE/ VILLAGE MONTESSORI**

OFFICE OF EDUCATION STANDARDS  
February 2019

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# Introduction

## Inspections of schools, colleges and early years centres in The Cayman Islands

As determined by Education Law (2016), all educational institutions are inspected regularly by The Office of Education Standards. The purpose of inspection is primarily to support ongoing improvement in each school and also to provide rigorous, impartial and comprehensive information to parents, to government officers and to appointed Ministers regarding the quality of education both in government and private educational establishments.

Inspections are undertaken at least once every four years and will usually involve a team of inspectors visiting each school for between two and five days. Inspectors use an agreed framework to reach their judgements. In The Cayman Islands, the publication 'Successful Schools and Achieving Students' is the tool which is used both by schools to review their own work and by inspectors when they visit.

Inspection frameworks are a central feature of different school evaluation systems worldwide. They provide a structure within which inspectors make judgements on the basis of evidence of observed practice. They serve a number of purposes:

- Indicators create a **consistent vocabulary and reference point** for a conversation with schools regarding the major determinants of educational success.
- The highest-level exemplar provides schools with a description of **educational excellence** to which schools can aspire.
- The lower-level exemplar provides schools with a clear understanding of levels of provision that are considered **unsatisfactory** and must be improved.
- The indicators can be used by schools for **self-evaluation purposes** and can be linked to school improvement through effective development planning.
- The use of a common set of indicators encourages **consistency in judgements** across different inspection teams. Inspectors must base their judgements on the evidence of the practice they actually observe, rather than with reference to set norms or by employing relative ratings or referring to personal or individual preferences.
- The publication of inspection quality indicators enables schools to see inspection as a **transparent** process.

## Evaluations

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

The four levels on the scale are defined as follows:

- **Excellent** - exceptionally high quality of performance or practice.
- **Good** - the expected level for every school in The Cayman Islands, both public and private.
- **Satisfactory** - the minimum level of quality required for The Cayman Islands. All key aspects of performance and practice in every school should meet or exceed this level.
- **Weak** - quality not yet at the level acceptable for schools in The Cayman Islands. Schools will be expected to take urgent measures to improve the quality of any aspect of their performance or practice that is judged at this level.

## Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows.

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

## Information about Starfish Village/ Village Montessori Centre

<b>Name of ECCE centre</b>	Starfish Village/ Village Montessori
<b>Address</b>	10 Market Street, Camana Bay, Grand Cayman
<b>Telephone</b>	345-640-7827
<b>E-mail address</b>	<a href="mailto:info@starfish.ky">info@starfish.ky</a>
<b>ECCE centre website</b>	<a href="http://www.starfish.ky">www.starfish.ky</a>
<b>Name of manager</b>	Jeifrene Small/ Traci Bradley
<b>Name of owner</b> (If different from manager)	Not Applicable
<b>Centre's hours of operation</b>	7.45 am - 5.30 pm
<b>Number of children on roll</b>	87
<b>Number of teaching staff</b>	11
<b>Number of support staff</b>	5
<b>Date of last inspection</b>	Not Applicable

## Age range of children

Age Range	Number of boys	Number of girls	Total
18- 36 months	10	11	21
36- 72 months	24	24	48
72+ months	9	9	18
<b>Total</b>	43	44	87

## The context of the centre

Starfish Village/Village Montessori is located in the Camana Bay, Grand Cayman. The school was established in September 2014 as a children's enrichment, pre-school and start-up Montessori centre. The school prides itself on providing a unique and innovative environment where inclusion, culture, respect and a sense of community are hallmarks of the programme.

There are currently four classes with the addition of a lower elementary class in September 2018. There are 87 students enrolled at the school, and most are non-Caymanian. The students range in age from eighteen months to almost nine years.

The school uses the Montessori Curriculum alongside the Cayman Islands Early Years Framework Curriculum (CIEYCF) in the early years programme and teachers plan activities for the children that reflect the key focus areas of the CIEYCF including exploration, communication, well-being and respect. The Cayman Islands National Curriculum (Key Stage 1) underpinned by the Montessori Philosophy is followed in the lower elementary class. In addition, there are planned opportunities throughout the school year to promote the children's environmental and cultural awareness. For example, the children visited the Turtle Farm where they had learned about turtles and the importance of keeping the environment clean to protect sea life. Resource persons have introduced the children to thatch weaving and Caymanian stories and games. The children have access to a spacious and well planned outdoor play area which is equipped with a variety of play equipment to promote children's development in a range of skills outdoors.

Students are admitted to the school throughout the academic year based on availability of space. The school actively promotes inclusion and a number of children with special education needs are enrolled at the school. Following the Montessori philosophy, all classes have mixed-age groups of three-year age groupings.

## Key strengths

The inspection identified the key strengths of Starfish Village/Village Montessori to be:

- The attractive and well-resourced learning environment with a variety of natural and authentic learning materials which promoted choice and independence in the children's learning;
- The positive and caring ethos in the school which was based on mutual respect between adults and children;
- The excellent behaviour of the children; the children were polite and respectful in their interactions with adults and their peers and most demonstrated resilience in their learning;
- The effective arrangements for safeguarding. The staff promoted children's well-being effectively and as a result, the children felt happy and safe;
- The productive links with parents and the wider community which enhanced the children's learning experience.

## Recommendations

To further improve the quality of provision, school leaders should;

- Develop a coherent curriculum strategy that effectively integrates the Cayman Islands National Curriculum with the Montessori Curriculum, so teachers implement clear progression pathways for all areas of the curricula and thereby ensure appropriate pace and progression in learning for all children;
- Enhance the provision for technology as a tool for learning to support the children's investigative and problem solving skills.

## Summary

### **Overall Evaluation - Good**

The quality of provision offered by Starfish Village/Village Montessori was judged to be good. Across all quality indicators, most were judged to be good.

Achievement in all of the learning outcomes including exploration, respect, communication and well-being was judged to be good. The attainment of the students in the lower elementary in mathematics, English and science was judged as weak. Progress of the students in lower elementary class in mathematics, English and science was judged satisfactory.

The quality of teaching was judged good because the teachers had good subject knowledge and demonstrated good knowledge of how children of different ages learn. The strategies that the teachers used to manage children's behaviour from the youngest to the oldest were skilful and ensured a calm and purposeful learning environment. Learning was good because the children demonstrated high levels of engagement and took responsibility for their learning and were making connections between their learning and other parts of the curriculum. Assessment was satisfactory. Teachers had a good knowledge of where the children were in their learning and they used this information to plan appropriate activities for them. However, much of the assessment information recorded curriculum coverage and mastery but did not sufficiently capture key points in the children's learning.

The curriculum was judged good because it was broad, balanced and had a clear rationale to support the children's learning. The taught curriculum was augmented by planned field trips and visits by resource persons.

Health and safety was judged good because the school leaders placed a high premium on the health and safety of the children and all the regulatory requirements were met. In addition, healthy living was systematically built into and promoted in most aspects of the school life. Child protection arrangements were clearly defined and understood by all staff.

Leadership and self-evaluation and improvement planning were good because there was a clear focus on standards and school leaders had established a culture of self- review. The managers rigorously evaluated the quality of provision and developed coherent plans for improvement. There was a clear commitment among staff to the vision of the school.



# Achievement

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

Children's movement was good because they had adequate opportunities to develop their fine and gross motor skills. The majority of the children manipulated with ease a range of small play equipment and tools including scissors, screws and screw drivers, scoops, funnels, measuring spoons, shovels and buckets. Outdoors, almost all the children displayed good control and co-ordination in large and small movements. Majority of the children were learning to manage risks and to navigate space safely through activities such as climbing and balancing on beams.

Sensory perception was good. The children participated in finger painting, art and craft, moulding play dough with a pestle, tracing letters on sand paper and listening to music. The children also engaged in sensory experiences in the outdoor play area as they had access to sand and water play. However, there was scope for integrating additional sensory opportunities involving taste and smell and the use of musical instruments so children are able to interpret information through multiple senses while engaging with the environment.

Children's scientific appreciation was good. The children in the Casa classes had learned about science concepts such as the parts and functions of plants. They completed science puzzles and coloured labeled pictures of plants, frogs and horses. The students in the lower elementary explored the parts of a seed through concrete experiences and participated in an activity to

prepare seeds for germination. However, children rarely made representations of their investigations.

Mathematical understanding was satisfactory. The majority had a good understanding of the mathematical concepts and language associated with number, space and shapes, but the children’s understanding of time and measurement was not as fully developed. There were too few opportunities for the children to reflect on what they did. There was scope for broadening opportunities for children to apply their numeracy skills in practical ways such as measuring and recording the height of their peers, conducting surveys and recording information.

Technological understanding was satisfactory. The children listened to music on an iPad during music time. The toddlers looked at themselves in mirrors and the teachers supported them in describing what they saw. The majority of the children used resources such as scissors, scoops, measuring spoons, shovels and buckets and there were models available related to science topics. However, the children had limited access to information communication technology to develop their investigative and problem-solving skills and to support other inquiry-based experiences.

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

The children’s sense of self was excellent as almost all of the children demonstrated a strong understanding of their own rights and responsibilities. Most demonstrated age-appropriate understanding of the limits and boundaries of acceptable behaviour and this was effectively supported by the teachers’ consistent reinforcement of behavioral expectations. The children chose independently from a wide range of natural and authentic resources. Most children used the toilet, washed hands, prepared their own snacks, set the table and tidied their work areas independently. These activities effectively supported the children’s growing independence, confidence and responsibility. Notably, the children’s birthdays were celebrated with a display of

special photographs from the child's birth to the celebrated age. This activity affirmed the children and built their self-esteem.

The children's understanding of how their role and the role of others affected the community was excellent. The children and their parents had donated to charities such as the Cancer Foundation and the Crisis Centre. All children were caring and considerate of each other's feelings and most demonstrated respect for others by taking turns during outdoor play and following rules in physical education lessons. During outdoor play, the children took on different community roles and engaged in activities that replicated real-life scenarios such as making breakfast, baking and going shopping. However, there was room for additional opportunities such as dramatic play within the planned programme.

The children's understanding of how to act in the preservation of their natural world was good. The children had visited the Royal Botanical Gardens, and had also participated in the release of two turtles at the Turtle Farm. They learnt about the importance of protecting the environment and keeping the seas clean. The children also participated in a battery recycling project. All children demonstrated care for their school environment and all, including the toddlers, disposed of their garbage appropriately and tidied their work areas and packed away resources after their activities with no prompting from the teachers.

The children's cultural experiences were good. The children learnt about local Caymanian culture through planned visits by local artisans who demonstrated thatch weaving and shared interesting Caymanian stories and traditional Caymanian games. The children were learning Spanish and had learned to cook a Spanish dish. The older children participated in a pen pal programme with students in North America, which supported inter-cultural exchange. The children also learned about Caymanian national symbols in lessons. Visits to the weekly Farmers' Market in Camana Bay helped to steep the children in Caymanian traditions.

The children's awareness of and respect for their own and other religions was weak. The children did not participate in devotions or say Grace before meals. The children were not developing an understanding of religious symbols and traditions. The school should take advantage of its multi-cultural community to support children's awareness and understanding of diversity and equality through a deliberate exploration of world religions and religious festivals and customs.

COMMUNICATION	Evaluation
<b>Verbal and Symbolic:</b> Children interpret information received and effectively express themselves in a variety of ways.	Satisfactory
<b>Listening:</b> Children develop the inclination and ability to listen attentively and respond appropriately.	Good

<b>Creative Expressions:</b> Children experience and develop an appreciation for various forms of art from a variety of cultures.	Satisfactory
<b>Literacy:</b> Children demonstrate an understanding that symbols are used to represent ideas.	Good

Children’s verbal and symbolic communication was satisfactory. The majority of the children had developed conversation skills and had adequate opportunities to talk during circle time activities. In addition, many students initiated conversations with adults and their peers. The majority confidently discussed activities that they were involved in and proudly displayed completed work to the inspectors. A few of the older children could read with some degree of fluency and understanding. Some children were able to spell common words with accuracy and had opportunities to practise their writing. The older children had additional writing opportunities as they participated in a pen pal programme. However, children at all stages would benefit from more frequent opportunities to write for a variety of purposes.

Children’s listening skills were good. Inspectors found that the children’s attainment in this aspect of their learning was strong. Almost all children were able to confidently engage in meaningful conversation with adults and their peers. The older children listened well to the opinions of others and shared their own views particularly in circle time activities. In addition, there were planned experiences in the programme to support listening in variety of contexts such as singing songs in Spanish and English, listening to stories and music and following instructions. The toddlers listened actively to stories and responded to what they heard with relevant comments and questions.

Children’s creative expression was satisfactory. The children were able to express themselves using art media such as paint, play dough, sand and crayons. In addition, they enjoyed regular music lessons facilitated by a specialist teacher and many sang and modeled the actions of the teachers. However, this was largely facilitated as a guided activity. Teachers did not plan sufficiently for creative and imaginative activities especially in drama and literacy and as a consequence, the children’s skills in these aspects of learning were not sufficiently well developed. There was scope to expand opportunities for the children to engage in activities such as drama and storytelling using props and costumes to further develop their skills in curiosity, creativity and inquiry.

Children’s appreciation of literacy was good because they demonstrated appropriate vocabulary, conversation and mark making skills in line with curriculum expectations. Most of the children used their preferred hand for writing and used correct pencil grip. The majority of the children could read and understand simple sentences. They used phonic knowledge to decode regular words and read them accurately. All children actively participated in shared stories with the teachers but not with peers or in small or large groups. A variety of books was readily accessible to the children and most, including the toddlers, demonstrated good book handling skills.

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

The way children made safe and healthy decisions as they learned about their bodies was excellent. Almost all the children demonstrated the capacity to make decisions. Established routines were in place throughout the school and these ensured that the children felt safe and knew what was expected of them. The children participated in healthy exercise through outdoor play and dance. Most brought nutritious lunches and snacks from home. In addition, the children participated in planned physical education classes and engaged in activities such as kicking and throwing balls and hopping, skipping and jumping using hula hoops. The children napped if they needed to but were not forced to do so.

The children's emotional development was excellent because most children showed a growing capacity to manage their feelings and behaviour and to cope with frustration. Almost all children demonstrated good self-regulation. Almost all children responded promptly to adults' instructions. All teachers used positive reinforcement and encouragement for children to find a better way of speaking or acting for themselves, which they did. On the very few occasions where a teacher gave a verbal warning about behaviour, such as in a physical education lesson, the warning was followed through with consequences that were thoughtfully applied.

The children's social skills were good. Adults were nurturing and made their expectations clear and modelled appropriate behaviour. During outdoor play, almost all the children played harmoniously. Almost all took turns and waited to speak while someone else was speaking because the teachers insisted on good behaviour. Tantrums were very rare. Almost all the children were learning important character traits such as respect, co-operation and sharing. The children were well-behaved and had strong rapport with their teachers and peers.

The children's aptitude for reflection was good. Most children were developing resilience as they responded appropriately to everyday and unexpected challenges. Children were taught to acknowledge actions and the consequences to others and adjusted their behaviour accordingly. For example, one toddler who needed support was encouraged to use his own words to

express his feelings by the teacher. Many children engaged in one-on-one conversation with adults. The children expressed their opinions, but there was scope for increased opportunities for the children to reflect on their learning.

The school had introduced a lower elementary class in September 2018, and students were admitted on a rolling basis. Attainment in English, mathematics and science in lower elementary was weak and below curricular expectations. The embryonic nature of the class and the current cohort of students broadly explained this. Some students had been at the school for a very short time, transferring from elsewhere and a notable proportion had special educational needs. The school recognised this and had plans in place to improve the level of students' attainment. In English, the students' difficulties in reading were being addressed through good guided reading practice and phonics work. In mathematics, there were many opportunities for practical mathematical activities with effective use of appropriate resources. Some students were working at a higher level and were satisfactorily catered for. In science, students had not yet developed a secure scientific understanding across the relevant areas although they explored topics such as seed structure, seed germination, and invertebrates. The science curriculum plans were being rewritten and consolidated to reflect the experiences necessary for strong attainment in this area.

Progress in English, mathematics and science in lower elementary was satisfactory overall because most students were starting their time in the class from a low base point. The teaching staff ensured that the students had opportunities to develop their skills in these core subjects at appropriate levels. The provision they received ensured their time was productively spent and progress was made. However, progress in creative aspects of English was less pronounced. Mathematics progress was broadly stronger as the work students benefited from supported practical learning. For example, the students worked with boards and beads to consolidate their understanding of number operations. In science, the students worked with globes and continent puzzles and explored topics such as seed structure, seed germination and invertebrates. However, students' progress was impeded by a rather fragmented science programme.

## Teaching, learning and assessment

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

Teaching was good overall and no weak lessons were observed. All teachers had good subject knowledge especially of the Montessori curriculum. Most teachers planned work effectively to keep the students' focused on their learning and used the Montessori resources proficiently to develop students' skills and to foster their independence. Teachers demonstrated good knowledge of how to match work to the level of each student in classes with students of different ages. In the best practice observed, teachers skillfully supported students by asking questions, pointing out connections or suggesting ways forward. The strategies that the teachers used to manage students' behaviour from the youngest to the oldest were skillful and ensured a calm and focused learning environment throughout the school. Teachers' expectations were high and students were expected to, and most took responsibility for their own learning. Even the toddlers selected their own resources, used them and put them away when finished with them. Established routines across the school also ensured a calm, purposeful environment for learning.

Learning was good. All students enjoyed their learning and understood the importance of it. Even the younger children in the Casa classes took their work seriously and quickly settled to the Montessori materials, taking out activities independently, working until completion and then putting them away. Almost all displayed a good ability to persevere at these tasks. The children's independence was enhanced by their motivation and keenness to please their teachers and was a real strength in the students' learning. Students in the lower elementary class generally required little or no supervision to complete their work and only on the very odd occasion was a student unoccupied. Students were keen to discuss their work and to explain what they were doing although they were not always able to explain what they were learning. A few older students were reflective about their learning. For example, one student was keen to demonstrate her work in mathematics and was pleased that she could complete a task that she couldn't do only a few weeks ago. For learning to be improved further the students needed to develop their skills in using technology to enhance their learning, in working together, in problem solving and in critical thinking. In addition, their creative and expressive learning was not yet developed sufficiently. Greater consistency in the use of plenary sessions at the end of lessons would further support the students' understanding of what they had learned and their next steps.

Assessment was satisfactory. All teachers carried out frequent observational and anecdotal assessments of the children's learning. They had a good knowledge of where the children were in their learning and they used this information to set appropriate targets and manage the classroom environment. However, there were no school-wide systems, so it was difficult for teachers to check the rates of progress of individuals or groups of children to ensure it was strong enough. Toddlers had developed a useful developmental skills check-list to give an overview of the progress of the group and of individuals. The school had also developed learner profiles and report cards, which they were considering using as a more integrated and systematic recording system throughout the different age groups. Much of the assessment information recorded curriculum coverage and mastery without showing aspects of learning that required more work. The lower elementary students were assessed for reading competences and this information had been used well to develop effective reading improvement strategies. Until the school has developed a coherent and progressive curriculum strategy that combines the requirements of the Cayman Islands Early Years, Cayman Islands National and the Montessori curriculum, assessment systems will pose a challenge.



## Curriculum

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

The curriculum was judged to be good as it was broad and interesting. The Montessori curriculum was well established and had a clear rationale and route to support learning. Learning was strongly nurtured by this aspect of the curriculum, which had a great impact on students' attitudes to work and their ability to be independent and self-sufficient throughout their school life. There was cross-over from this curriculum to the focus areas in the Cayman Islands Early Years Curriculum. Strong aspects of the curriculum were the interesting field trips the children participated in and the range of visitors they met in school. Lessons for the younger children often included songs and rhymes in both English and Spanish to support movement around the room or settling on the carpet. The curriculum was enhanced by subjects such as Spanish, physical education, art and music. However, to better meet the requirements of the Cayman Islands National Curriculum, the children required a more balanced and planned programme that offered academic study of world and local religions, stronger experiences in creative and expressive skills and more opportunity in using information technology as a tool for learning. Presently, the teachers worked with up to three different curricula documents in parallel. The school leaders should devise one coherent framework to support teachers' planning and ensure children have a progressing and sequential experience in a broad, balanced and challenging curriculum.

## Safety and support

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

Health and safety was good judged because the managers and staff had placed significant emphasis on the health and safety of the children, and this was evident in the focus on healthy lifestyles. As a consequence, almost all the children showed confidence in how to keep themselves safe; they engaged in frequent handwashing, placed their hats on before outdoor play, drank water frequently during outdoor play and engaged in a range of planned physical education activities. The staff encouraged parents to pack healthy snacks and lunches for the children. The school was an egg-free, seafood-free and nut-free zone due to children who had food allergies. All the regulatory requirements for health and safety were met. The children's health and general well-being were enhanced by vigilant monitoring on the part of the managers and teachers. There were rigorous policies governing health and child protection and high standards of care and hygiene practices were evident throughout the school. School leaders conducted regular safety checks, though these were not always documented.

Support and guidance was judged satisfactory. There was a positive and caring ethos in the school based on mutual respect between adults and children. The teachers knew the children's needs well and interactions between teachers and children were warm and affirming. Furthermore, the school actively promoted inclusion and a number of the children enrolled had special educational needs. There were effective systems in place to identify children with special educational needs and the school worked effectively with a range of partners to meet the needs of children who required additional support in an inclusive and caring environment. However, there was scope for staff to ensure better progression in the children's learning through the development of individual educational plans which outlined the children's learning targets and the strategies being used to meet the children's specific needs. This would ensure greater consistency in the approach used by the specialists, teachers and parents to support improved outcomes for the children. There were adequate systems in place for tracking the children's progress but these needed refining to ensure that emphasis was not just on coverage and mastery but captured key points in the students' learning to support planning for next steps.

## Leadership and management

Leading and managing the centre and developing links with the community	Evaluation
Leadership	Good
Self-evaluation and improvement planning	Good
Links with parents and the community	Good
Staff and the learning environment	Satisfactory

Leadership was good. The managers had promoted an inclusive environment in which staff, parents and children felt that their opinions were encouraged and valued. As a result there was clear commitment from all stakeholders to the achievement of the school's vision. The roles of the managers and staff were clearly defined and there was a clear emphasis on teamwork. For example, members of staff had special responsibilities including curriculum implementation and child safeguarding. The school was successful in creating an ethos of collective responsibility and mutual support, and performance management processes were well established. The leadership of the school demonstrated a clear focus on raising the quality of provision and suggestions for improvement were actioned expeditiously. The managers had identified strategic priorities and the targeted actions to achieve these to support improved outcomes for the children. The managers now needed to focus on strengthening quality assurance and accountability mechanisms by establishing a representative governance body which would provide valuable oversight and strategic support for the school.

Self-evaluation and improvement planning were good. A culture of self-review had been successfully established in the school and, as a result of effective self-evaluation, the managers knew their school well. The school improvement plan identified key priorities and the strategic actions to achieve these over the coming year. In addition, continuous professional development was a regular feature of planned improvement provision and staff had benefited from training organised by the Ministry of Education and well as internal professional development initiatives. Staff had attended Montessori conferences and fundraising efforts were underway to support staff participation in similar events in 2020. The school leaders had also brokered effective partnerships with other schools and had jointly borne the costs of hosting a facilitator from the Toronto Montessori Institute to conduct training for staff and to provide external evaluation of the school's practice. The managers used other means to evaluate and improve the services provided by the school. For example, staff and parents were polled annually and their feedback informed some of the strategic priorities of the school. The managers carried out a range of activities to monitor the quality of the children's experiences, but needed to better align their self-evaluation processes to the 'Successful Schools and Achieving Students' framework.

Links with parents and the community were good. The managers valued partnerships with parents and offered a range of opportunities for parents to be involved in their children's learning such as stay and play sessions, socials, Back to School Nights, and open house activities. The school had recently introduced 'Experts Night' an innovative practice where on a week night the students in the lower elementary class had presented on aspects of their learning to their parents. Parents spoken to during the inspection and those who completed the on-line survey were highly positive about the quality of the provision and the progress the children made in their learning and development. The managers had also developed effective partnerships with the community to support the work of the school. Notably, the school's partnership with the Special Needs Foundation provided valuable support to the staff in the early identification of developmental, behavioural or learning needs and the facilitation of conversations with parents about their observations. The school had well established procedures for communicating with parents and these included class newsletters, e-mails, telephone calls, walk-ins and parent consultations. The school had also recently implemented the use of an electronic communication tool that allowed parents to keep abreast of their child's activities and progress in real time.

Staffing and the learning environment were satisfactory. All staff were appropriately qualified and deployed effectively. The school provided a welcoming and engaging space for the children to play and learn, and the premises were clean and attractive. One particularly successful resource was the garden, a large enclosed space a short walk from the school dedicated to outdoor pursuits. This provided a stimulating play environment with opportunities for gross motor activities, free play, sand and water activities, as well as climbing and balancing. There were comfortable cushions, books and a large chalk-board to allow for different styles of learning. The teachers used this resource well and almost all the children played collaboratively and imaginatively outdoors. Across the school, the children had access to a broad variety of Montessori materials and tabletop resources to support their engagement and learning. There was also a variety of books available, but there was scope to expand the book selection. Although the children had access to a wide variety of natural and authentic materials, they had limited access to information communication technology to support and challenge their investigative and problem solving skills and to provide opportunities for them to learn in multimodal ways.

## Survey results

Fifty parents and ten staff completed the online survey ahead of the inspection. The results from the survey are detailed in Appendices One and Two to this report.

Parents of children from all year groups completed the survey in advance of the inspection. Thirty-six per cent of the parents were Caymanian. All parents who responded to the survey expressed that their children enjoyed their time at the setting and that they were happy with the care and education their children received. Parents were very supportive of their children's learning and very positive about the school. Almost all parents agreed or strongly agreed that the school was well led, that the staff was appropriately qualified and that communication with parents was timely and effective. In the comments section of the survey, parents of students with special educational needs highlighted the progress made by their children and praised the care and support provided by the staff. Almost all parents agreed the students had access to a wide range of age-appropriate play opportunities and that good quality resources were available. Only a majority agreed or strongly agreed that there were regular visits and visitors to enhance the children's learning. Almost all parents agreed or strongly agreed that the school was effective in developing their child's personal and social skills.

Ten members of the teaching and support staff completed the survey. Three staff members had been at the school for three years or more. Sixty per cent of the staff was Caymanian. All staff expressed high levels of satisfaction with the quality of education provided by the centre. All staff agreed or strongly agreed that the centre was well led and that there was good support for students with special educational needs. All staff agreed or strongly agreed that the school had sufficient resources of good quality to support their work with the children and that the school effectively supported their continuing professional development.

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### **What happens next?**

As the school is judged to be providing a good quality of education, there will be no further inspections until the next round of inspections, which will commence in September 2020.

## Office of Education Standards | Parent Survey 2018

*How many years has your child been at this Early Years Centre?*

Response	Percentage	Count
Less than one year	41%	20
More than one year but less than three years	45%	22
More than three years	14%	7
	<b>Answered</b>	<b>49</b>
	<b>Skipped</b>	<b>1</b>

*What is your nationality?*

36%

Caymanian

64%

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	58%	29
Agree	34%	17
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	4
	<b>Answered</b>	<b>50</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	42%	21
Agree	36%	18
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	20%	10
	<b>Answered</b>	<b>50</b>
	<b>Skipped</b>	<b>0</b>

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

Response	Percentage	Count
Strongly Agree	48%	24
Agree	34%	17
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	18%	9
	<b>Answered</b>	<b>50</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	67%	33
Agree	31%	15
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	<b>Answered</b>	<b>49</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	67%	33
Agree	27%	13
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	3
	<b>Answered</b>	<b>49</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	59%	29
Agree	29%	14
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	12%	6
	<b>Answered</b>	<b>49</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	69%	34
Agree	27%	13
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	2
	<b>Answered</b>	<b>49</b>
	<b>Skipped</b>	<b>1</b>



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

Response	Percentage	Count
Strongly Agree	63%	31
Agree	35%	17
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	<b>Answered</b>	<b>49</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	63%	31
Agree	33%	16
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	2
	<b>Answered</b>	<b>49</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	63%	31
Agree	29%	14
Disagree	4%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	2
	<b>Answered</b>	<b>49</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	29%	14
Agree	29%	14
Disagree	14%	7
Strongly Disagree	0%	0
I am unsure or unable to answer the question	29%	14
	<b>Answered</b>	<b>49</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	80%	39
Agree	20%	10
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>49</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	59%	29
Agree	33%	16
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	3
	<b>Answered</b>	<b>49</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	63%	31
Agree	31%	15
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	3
	<b>Answered</b>	<b>49</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	47%	23
Agree	37%	18
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	16%	8
	<b>Answered</b>	<b>49</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	43%	21
Agree	22%	11
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	33%	16
	<b>Answered</b>	<b>49</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	58%	28
Agree	38%	18
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	<b>Answered</b>	<b>48</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	49%	24
Agree	41%	20
Disagree	4%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	3
	<b>Answered</b>	<b>49</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	45%	22
Agree	51%	25
Disagree	4%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>49</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	55%	27
Agree	35%	17
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	4
	<b>Answered</b>	<b>49</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	45%	22
Agree	45%	22
Disagree	6%	3
Strongly Disagree	2%	1
I am unsure or unable to answer the question	2%	1
	<b>Answered</b>	<b>49</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	45%	22
Agree	45%	22
Disagree	4%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	3
	<b>Answered</b>	<b>49</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	33%	16
Agree	45%	22
Disagree	6%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	16%	8
	<b>Answered</b>	<b>49</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	39%	19
Agree	43%	21
Disagree	4%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	14%	7
	<b>Answered</b>	<b>49</b>
	<b>Skipped</b>	<b>1</b>

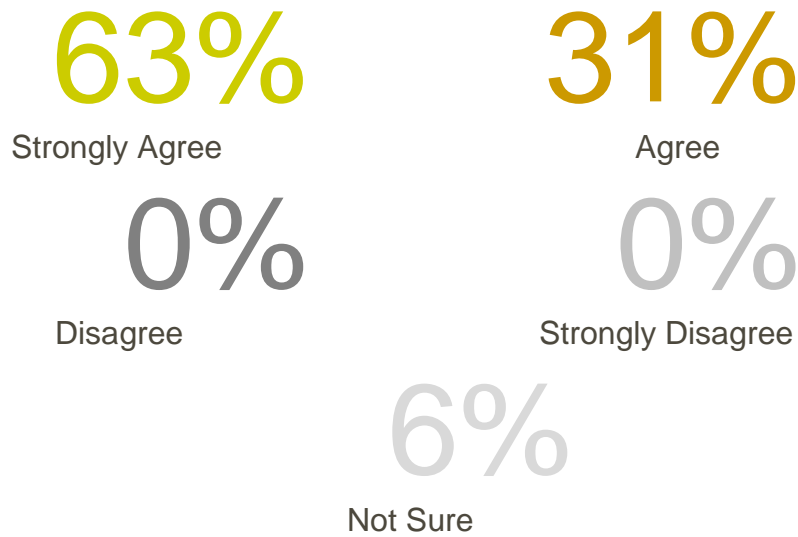
***The Early Years Centre has appropriately qualified and suitably skilled staff.***

Response	Percentage	Count
Strongly Agree	60%	29
Agree	38%	18
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	<b>Answered</b>	<b>48</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	59%	29
Agree	41%	20
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>49</b>
	<b>Skipped</b>	<b>1</b>

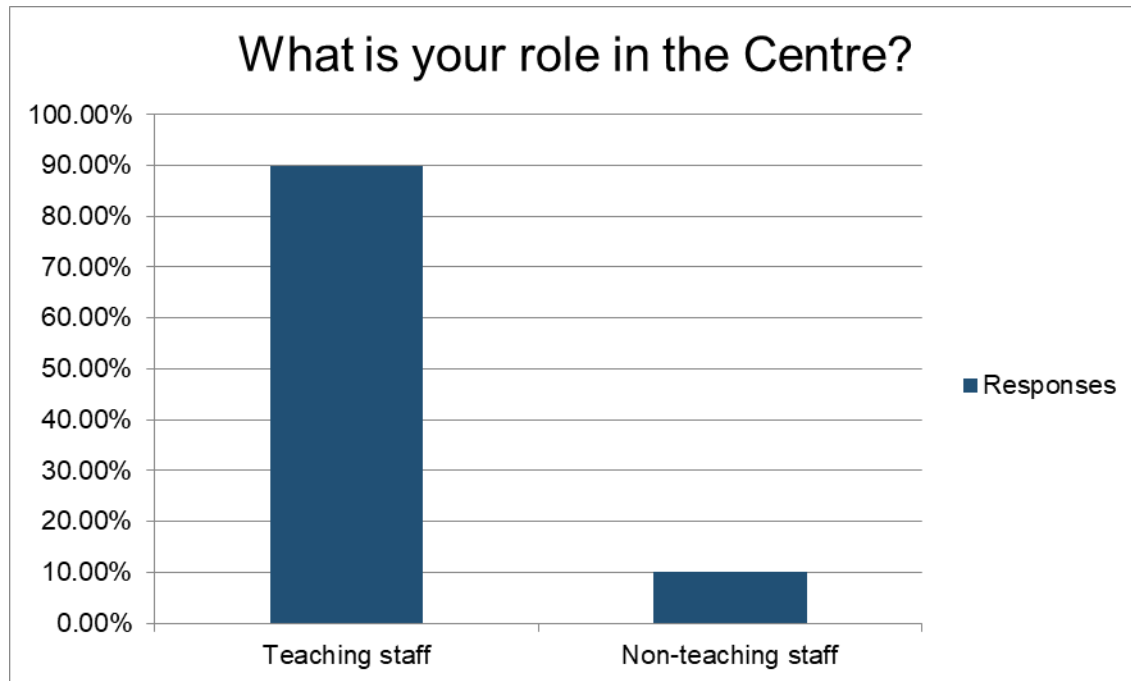
*Overall, I am satisfied with the quality of education provided at the Centre.*



Response	Count
<b>Answered</b>	<b>48</b>
<b>Skipped</b>	<b>2</b>

## Office of Education Standards | Staff Survey 2018

*What is your role in the Centre?*



*How long have you worked at this Centre?*

Response	Percentage	Count
One year or less	30%	3
More than one year but less than three years	40%	4
Three years or more	30%	3
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>



*What is your nationality?*

60%

Caymanian

40%

Non-Caymanian

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Response	Percentage	Count
Strongly Agree	30%	3
Agree	70%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	<b>Answered</b>	<b>10</b>
	<b>Skipped</b>	<b>0</b>

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

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

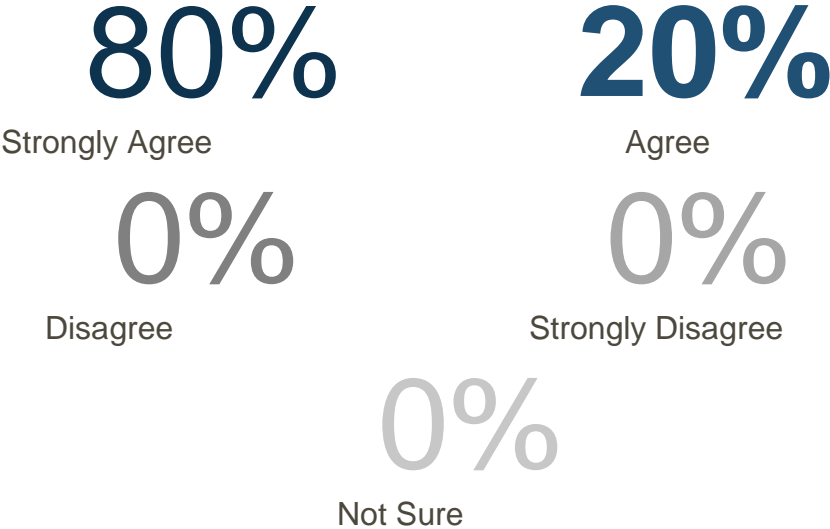
***The Centre has adequate, appropriately qualified and suitably skilled teachers and staff.***

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

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

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

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



Response	Count
Answered	10
Skipped	0



## Who are we and what do we do?

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

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## How to contact us

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

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## Where to read our reports?

Our reports are published regularly and are currently available on the Portfolio of Civil Service website. Please use the following link to read our latest publications.  
**[www.oes.gov.ky](http://www.oes.gov.ky)**

