

EARLY YEARS INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

JUNE 2021



Tiffany's Preschool

TABLE OF CONTENTS

Introduction	3
School Information	5
Key Strengths and Recommendations	7
Helping our students to achieve in key areas of their learning	7
Promoting our students' personal and social development	7
Ensuring effective teaching to support our students' learning	8
Offering a curriculum that meets the educational needs of all of our students	9
Keeping our students safe and always supported	9
Leading and managing our school and developing our links with the community we serve	10
Overall Evaluation	11
Achievement	13
Teaching, Learning and Assessment	17
Curriculum	19
Safety and Support	20
Leadership and Management	22
Survey Results	25
Next Steps	27
About the Office of Education Standards	28



INTRODUCTION

INSPECTIONS OF EARLY YEARS CENTRES IN THE CAYMAN ISLANDS

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

Inspections are undertaken at least once every four years and will usually involve a team of inspectors visiting each school for between two and five days. Inspectors use an agreed framework to reach their judgements. In the Cayman Islands, the publication '**Successful Schools and Achieving Students 2**' (Cayman Islands Government, October 2020) is the tool which is used by schools to review their own work and by inspectors when they form judgements.

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





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



INTRODUCTION

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

The four levels are defined as follows:

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

Consistency in quantitative terminology









Inspectors use quantitative terms in reports, as follows:

All	The whole – as used when referring to quantity, extent, or duration	100%
Almost all	90% and more	90% to 99%
Most	Three quarters or more but less than 90%	75% to 89%
Majority	Half or more but less than three quarters	50% to 74%
Significant minority	A quarter or more but less than a half	25% to 49%
Minority	15% or more but less than half	15% to 24%
Few	Up to 15%	0% to 14%









SCHOOL INFORMATION

General information

	Centre name	Tiffany's Preschool
	Address	82 Boltins Ave, West Bay, Grand Cayman
	Telephone number	345-945-7977
	Website	N/A
	Name of Owner	Mrs. Karen Ebanks
	Name of the principal	Mrs. Rosalee Campbell
	Date of this inspection	June 23 - 25, 2021
	Date of the last inspection	October 4 - 5, 2018





Students

	Number of students on roll	30
	Age range of the students	2 Years Old to 4 Years Old
	Grades or year groups	Same as above
	Number of Caymanian students	27
	Number of students with special educational needs	2
	Largest nationality group of students	Caymanian






SCHOOL INFORMATION



Staff

	Number of teachers	5
	Number of teaching assistants	2
	Teacher-student ratio	1 adult : 4 children
	Teacher turnover	43%

Curriculum

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





School inspection overall performance history

Cycle 1 Inspection		 Weak
Cycle 2 Inspection		 Satisfactory



PERFORMANCE STANDARDS




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	 Weak	▶



PERFORMANCE STANDARDS

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	▲





PERFORMANCE STANDARDS

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	 Satisfactory	▼
5.2 Support and guidance	 Satisfactory	▲



PERFORMANCE STANDARDS

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 improvement planning	 Satisfactory	▲
6.3 Links with parents and the community	 Satisfactory	▶
6.4 Staffing and the learning environment	 Satisfactory	▶



OVERALL PERFORMANCE

What the centre does well

- There was a focus on healthy lifestyles; with adequate times for physical activity, healthy eating and rest scheduled throughout the day. Children's independence was also promoted.
- The centre-based play approach and improved balance between adult-led and child-initiated learning helped to promote children's learning in key aspects of the early years curriculum.
- Children had easy access to a wide range of resources which promoted choice and independence in their learning.

Recommendations

- Improve teaching by:
 - Improving classroom procedures and behavioural expectations to help better support children's emotional and social development.
 - Ensuring ongoing development of teachers' questioning and feedback in order to deepen children's critical thinking skills.
 - Ensuring all teachers use assessment information to plan appropriately for all learners.
- Leaders should continue to focus on the improvement planning process to drive planned improvement.
- Continue to develop the curriculum to cater to social and emotional development of all children.
- Continue to adhere to all regulatory requirements to ensure continued development in all areas and the well-being of the children at the centre.

What has improved since the last inspection?

- There have been improvement in most key focus areas of the curriculum, with exploration, respect and communication improving from weak to satisfactory.
- Teaching, learning and assessment had improved to satisfactory.
- Curriculum was now satisfactory.
- Support and guidance had improved from weak to satisfactory.
- Leadership and self-evaluation was now satisfactory.



OVERALL PERFORMANCE

► Satisfactory

The quality of provision offered at Tiffany's Preschool was judged as satisfactory. Children's achievement in most areas of exploration, respect and communication was judged as satisfactory, with movement being judged as good. However, well-being, overall, was judged as weak as the children's emotional and social development required improvement, as did their ability to reflect on their emotions, interactions and learning experiences. The health strand of well-being was judged as good, as there was appropriate focus on healthy lifestyles through the centre. All children demonstrated growing independence as they put on their own shoes, fed themselves and toileted as expected. They were also developing into independent learners – choosing preferred activities in learning centres and cleaning up after they played.

Teaching and learning were judged as satisfactory. There was appropriate balance between adult-led and child-initiated learning, although teachers still needed to develop and enforce group rules and to support children's social and emotional development so that they could better function in larger groups. Assessment procedures were satisfactory, although staff needed to use assessment information to better plan for the needs of all learners.





Curriculum was judged as satisfactory, with cross-curricular links evident in the activities teachers arranged in the learning centres. Community helpers and special guest readers were invited into the centre to share information and interact with the children.

Health and safety was judged as satisfactory. All regulatory requirements were met, and policies were completed. Although there was a focus on healthy lifestyles and the premises was clean and secure, many written policies were still new and were not yet securely embedded in the life of the centre. Teachers knew the children, and interacted with them with respect and care in almost all instances. There were also procedures in place for writing, monitoring and reviewing learning support plans for children with special educational needs. Support and guidance was therefore judged as satisfactory.

Leaders showed commitment and capacity to affect ongoing improvement, with leadership being judged as satisfactory. Self-evaluation and improvement planning was also satisfactory, with the centre having developed plans which were linked to Successful Schools and Achieving Students 2. Links with parents and the community and staffing and the learning environment were judged as satisfactory.



ACHIEVEMENT

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



Exploration

Exploration was judged as satisfactory. Children engaged in a variety of opportunities, both indoors and outdoors, to develop their gross and fine motor skills. They ran, climbed and jumped during play and structured activities. They completed activities such as lacing boards, fitting puzzles, scooping sand, picking small objects up with tweezers, manipulating playdough and cutting with scissors to develop their fine motor skills. Most demonstrated regard for safety as they moved around their environment. Children were starting to use descriptive vocabulary as they engaged in sensory activities. Most staff were able to engage children using adequate questioning and modelling appropriate descriptive language, although this still required further development. Children seemed to enjoy the sensory activities which included sensory bins indoors, and sand and water play outdoors. The younger children went on a listening walk and could identify the things they heard in their outdoor environment. The three year olds used their sense of smell to distinguish between water and vinegar when doing an experiment. Children in the four year old class were able to closely look at toy bugs with magnifying glasses and draw a representation of what they saw. Children also participated in activities where they could observe the change in matter, such as ice melting outdoors. There were few examples, however, of children taking part in rich, inquiry based experiences and reflecting on why things happened and how things work. This required improvement so that children could have more experiences with predicting, describing and interpreting as they explored around them. Children could count by rote and some were beginning to match numerals



ACHIEVEMENT

to their value. There was evidence of children beginning to learn about addition and subtraction using popsicle sticks. There were some instances where children were categorising, sorting and using measurements. Spatial awareness was evident throughout the centre, with children building with blocks and completing puzzles, for example. Mathematics did require improvement throughout the centre, however, to ensure children developed secure number sense and beginning mathematical concepts. Children used a variety of tools and equipment functionally throughout their day. They were able to effectively use tablets, cash registers and toy computers along with Polaroid cameras, magnifying glasses and construction tools.

Respect

Respect was judged satisfactory. A majority of children were developing a positive sense of who they were. Pictures of children displayed in the centre and welcome songs that named children individually affirmed the children's sense of self. Most children were learning to manage their personal needs. However, a significant minority were not yet demonstrating age appropriate understanding of the limits and boundaries of acceptable behaviour. Additionally, a minority had not yet developed the ability to take turns when interacting with their peers. Consequently, incidents of low level disruption was observed in large group activities such as circle time. Themed displays and visitors throughout the year promoted children's understanding of the role of community helpers. During the inspection, all rooms had a veterinary clinic set up and children freely interacted with a range of resources and engaged in role play as they learned about how the veterinarian cared for animals. Additionally, there were planned opportunities to promote children's environmental understanding. For example, children fed the fish and turtle and were engaged in activities to reuse and recycle. Most were gaining awareness of Caymanian culture and they sang folk songs and the National Song. Children were exposed to live music as a teacher played a guitar during circle time and devotions. Religion was an established feature of the early childhood centre's provision. Almost all children participated enthusiastically in devotions daily. They were learning to recite prayers and Bible verses. Consequently, most children were developing age appropriate awareness of Christian religion. There was scope for children to learn about other world religions and cultures to promote their early understanding of diversity.



ACHIEVEMENT



Communication

Communication was satisfactory. Most children could talk confidently about their learning with adults and their peers. Although there were opportunities to promote the development of children's vocabulary, the opportunity to recast responses was only a developing feature. Children could creatively express themselves through imaginative role play, arts and crafts, music, singing and dance. For instance, children were developing their language skills pretending to be chefs making cherry and kiwi pies and being detectives searching for clues. A variety of musical instruments was readily available in all classes and the children used them confidently. Most children listened, responded well to staff and, for instance, carried out the correct actions in particular songs. However, a minority had less well developed listening skills and required adult intervention. As such, particularly in the three year old class, underdeveloped communication skills and child frustration often disrupted the learning. Almost all children showed age appropriate book handling skills, followed the stories and interpreted the pictures. Younger children were able to make marks and use symbols to represent their ideas. Older children had less structured opportunities to develop emergent writing; therefore symbolic communication was less well developed.








Well-Being

Well-Being was judged as weak. All children were developing understanding of the need for good health through exercise, healthy eating, good hygiene and rest. Across the early childhood centre, children's self-care skills were actively promoted and encouraged. However, a significant minority did not demonstrate a growing capacity to self-regulate and to manage their emotions. A minority did not respond positively to teachers' guidance and affirmations. The early childhood centre leaders had developed a behaviour policy but there were insufficient discussions of rules and behavioural expectations in most of the classes. Teachers needed to utilise positive behaviour strategies to support children to develop their capacity for self-regulation and conflict resolution. There was also scope for teachers to provide more regular opportunities for children to name and understand their feelings and to understand the consequences of their actions. This would support children to gain control over their feelings and to begin to understand the needs of others. The use of videos, stories, puppets and pictures would also serve to promote children's understanding of the needs of others and the importance of sharing and taking turns. While a majority were able to work cooperatively in pairs or small groups, low level disruptions often characterised large group activities such as circle time. This was particularly evident in the three year old group. A majority of children were developing pro-social skills, but a significant minority required support in applying the codes of behaviour to work harmoniously together. There were too few opportunities for children to reflect on their learning experiences. Teachers needed to provide regular planned opportunities for children to reflect on their actions and their learning. In addition, there was the need for greater monitoring of those aspects of the curriculum that support children's social and emotional behaviours.



TEACHING, LEARNING AND ASSESSMENT

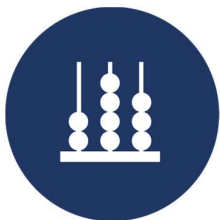
Quality Indicator	Early Years
3.1 Teaching	 Satisfactory
3.2 Learning	 Satisfactory
3.3 Assessment	 Satisfactory

Teaching

Teaching was judged as satisfactory. Most observed lessons during the inspection were judged as satisfactory, and most teachers had a sound knowledge of how children learn and could facilitate their learning. Lessons were planned and aligned to the Cayman Islands Early Years Curriculum Framework, with evidence of thought being put into the learning outcomes and resources to support learning. Development of critical thinking was evident in some interactions throughout the centre. For example, while a child and staff member played in the sand area outdoors with a bucket and shovel, the staff member asked the child to predict how many shovels of sand it would take to fill the bucket. Also, during a science experiment, a staff member asked a group of children how many scoops of baking soda and vinegar they thought it would take to cause the reaction to spill over the side of the container. This type of interaction was not a feature of learning, however, and all teachers needed to ensure that they promoted critical thinking and problem solving skills in all children. Teaching strategies did address the needs of most children, but differentiated planning was required to meet the needs of all children, especially those who were higher achieving. There were classroom procedures for cleaning up after activities and for transitions. However, behaviour expectations were not explicit or consistently enforced. These should be developed and embedded across the centre to support children's improved emotional and social development.



TEACHING, LEARNING AND ASSESSMENT



Learning

Learning was judged as satisfactory. Most children showed high levels of engagement when in the learning centres, although they did become somewhat unengaged and passive during group activities, with a significant minority of the children becoming disruptive. The children demonstrated independence in their learning by choosing activities and cleaning up after play. They were beginning to make connections between new learning and prior learning. For example, younger children transferred their knowledge of using medical instruments such as a stethoscope and thermometer which they had learned during the theme of “Community Helpers – Doctors” to using the instruments to examine animals during the Veterinarian theme. Older children thought back on their knowledge of water being used to extinguish fire to help explain why, perhaps, water did not cause a reaction during an experiment where they created lava. Children could generally work well in small groups of two or three when engaged in the learning centres. However, a significant minority found it difficult to function in larger groups and required more explicit classroom rules, reminders and reinforcement. While there was some evidence of critical thinking, this required further development throughout the centre.



Assessment

Assessment was judged satisfactory. There was a common assessment policy although it was not sufficiently comprehensive and did not clearly set out expectations for staff. Notwithstanding, there were appropriate systems and procedures to record relevant information about children’s skills, knowledge and learning dispositions. Staff carefully recorded and tracked the progress children made in key aspects of the curriculum. These included anecdotal records, photographs with descriptions of children’s learning and developmental checklists. Additionally, termly reports on children’s achievements in different aspects of the four key focus areas were distributed to parents. The principal had started to develop a learning profile for each group. Teachers kept portfolios with samples of children’s work but these did not always reflect a sufficient breadth of activities. In lessons, teachers’ questioning was more targeted and most teachers used open ended questions to support children to talk about their learning. In a few instances, however; teachers did not correct children’s errors or clarify misconceptions. There was scope for teachers to use assessment information more systematically to plan next steps in children’s learning. Planning did not always cater appropriately for the needs of more able children or those with additional learning needs.



CURRICULUM

Quality Indicator

Early Years

4 Curriculum





Curriculum

Curriculum was satisfactory. The curriculum was broad and based around a monthly thematic topic. However, there was a requirement for greater emphasis to promote social and emotional well-being and to support the more able children. Despite the fact that the centre had been closed and only reopened in the last few months, there had been regular curriculum review resulting in a new centre-based curriculum approach which created greater choice and independence for children. Cross curricular planning integrated the four key focus areas of the Cayman Islands Early Years Curriculum and met the needs of most children, creating opportunities to embed learning in a variety of contexts. However, teachers were still developing their practice to fully utilise this approach. Transition arrangements, including across groups, were in place. Regular planned activities throughout the year ensured that children were able to learn from the wider community as well as from key figures who visited the early childhood centre. For example, nurses, dentists, police and fire officers visited as part of themed activities to promote children's awareness of 'community helpers'. Other visitors included guest readers and the local librarian. There was also a field trip to the Pedro St. James Historical Site and children had participated in the Week of the Young Child's 'Child Day Parade' which added to the enrichment of the curriculum.



SAFETY AND SUPPORT

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



Health and safety

The arrangements in place to ensure the health and safety of children were satisfactory. All regulatory requirements relating to fire safety, public health and environmental health were met. Additionally, all previous recommendations by the Department of Environmental Health were satisfactorily addressed. Record keeping was systematic and documentation was organised and accessible. Fire drills were conducted regularly and records were kept. Permission slips were in place for field trips. A risk assessment policy for field trips had also been developed. A number of policies and procedures to ensure children’s health and safety were recently developed and required monitoring to ensure consistency. These included policies for illness, administration of medication, reporting of suspected child neglect and abuse, safe environment and hazard management. The premises were clean and suitable for the children’s learning needs. Records of sanitisation schedules were available. The early childhood centre staff actively promoted children’s healthy lifestyles and children enjoyed nutritional meals at snack and lunchtimes. There was also an emphasis upon exercise and good hygiene practices. For example, all children practised frequent hand washing and had scheduled times during the day for physical activities. As a consequence, almost all children were developing age appropriate awareness of healthy living. Child protection arrangements were clearly defined and understood by all staff. All staff were trained in child protection and the administration of first aid.



SAFETY AND SUPPORT







Support and guidance

Support and guidance was judged as satisfactory. The staff knew each child well. Relationships and interactions throughout the centre were generally characterised by care, warmth and respect. There were assessment processes which tracked the progress of all children, although these did require improvement. Learning support plans were written and used to monitor the progress of children with special educational needs, however, staff needed to become adept at using the plans to support children with additional learning needs. Children with special educational needs at the centre had support from specialist external agencies, and the centre's Special Education Needs Coordinator worked with the specialists to review and update the learning support plans. Differentiated plans were not developed for all children requiring additional support, however, and the centre required improvement to ensure all learners were catered for. The centre also needed to ensure that their Admissions Policy was robust and enforced and that there was ongoing, targeted professional development for all staff to ensure that they could meet the needs of all children admitted to the early childhood centre as their enrolment increases.



LEADERSHIP AND MANAGEMENT

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



Leadership

Leadership was judged as satisfactory. Leaders were competent and committed to improvement and this was evident in the improvements since the last inspection, as well as their plans for future improvements. There was a staff member assigned as a Child Protection Officer and another one as the Special Education Needs Coordinator. All roles were defined in job descriptions, and each person knew what they were responsible for. Staff showed a strong commitment to the ethos and development of the centre. Staff had a collegiate relationship; working well together and supporting each other when needed. There were performance management systems in place, although the teacher observation tools required closer links to the Successful Schools and Achieving Students 2 framework and the curriculum. The leaders had started to use data to inform planning for future development, but this required ongoing development. The centre partnered with the Early Childhood Care and Education (ECCE) Unit to complete professional development, and the leaders planned for further professional development using various facilitators. The owner and manager had plans for continued improvement for the centre. These improvements would not only help to ensure improved provision, but also to ensure that the staff were prepared for potential increase in enrolment numbers.



LEADERSHIP AND MANAGEMENT



Self-evaluation and improvement planning

Self-evaluation and improvement planning were judged as satisfactory. Leaders monitored the performance of the early childhood centre producing a detailed evaluation in line with the inspection framework, although their assessment of the children's outcomes was not always accurate. The early childhood centre had utilised additional support from the Ministry of Education and other educational institutions to ensure the appropriateness of professional development particularly around the delivery of the new centre-based approach. Leaders, with support from the ECCE Unit, had produced a comprehensive improvement plan to address the weaknesses and previous recommendations. This had resulted in a significant number of improvements. However, planning needed to be prioritised and responsibility clearly distributed to middle leaders. In addition, emphasis should be placed on incorporating the views of all stakeholders, particularly parents, in the formation of future plans. Leaders used a teaching observation system, however, this was in the early stages and planned strategies for this system to make a positive impact on teaching were yet to be fully implemented. The early childhood centre's learning walk templates could have been better aligned to the requirements of quality teaching in the inspection framework.



Links with parents and the community

Links with parents and the community were judged as satisfactory. The early childhood centre had started to establish links with parents. For example, the staff had organised an 'Outdoor Day' and a 'Fun Day'; inviting parents to come and join in. A parent 'WhatsApp' group provided regular updates informing parents about the current and future learning activities for the children. The early childhood centre utilised this to showcase the work of the children as well as to provide instructions for future activities like 'Hat Day'. Parents' evenings/days were scheduled by the early childhood centre to inform parents of their child's progress, although this could have been better attended by some parents. Additionally, parents would benefit from the inclusion of 'next steps' to better reflect their child's potential progress in reporting. Profile reports and the learning journey folders were used on a termly basis to discuss a child's progress with parents. A Parent Teachers' Association had been established and attendance was growing. However, this could be improved. Parents and the community supported the early childhood centre through raising funds for the revamped outdoor spaces, providing paint, donating a TV and providing the workforce to paint the building. The early childhood centre also had connections with community helpers and other persons who visited the centre to enhance learning experiences for the children.

LEADERSHIP AND MANAGEMENT



Staffing and the learning environment

Staffing and the learning environment were judged as satisfactory. All teachers were appropriately qualified and staffing levels were sufficient to provide adequate supervision for the children. There had been recent staffing changes at the early childhood centre. The centre manager and lead teachers for two classes, as well as a teacher's assistant, were hired recently. There were appropriate job descriptions in place for all staff. The premises and facilities provided a clean and safe learning environment. Toilets and hand washing sinks were adequate for the number of children. A hand washing sink was recently installed in the outdoor play area. The indoor learning environment was divided into interest areas and these were resourced with a wide range of developmentally appropriate resources. Of note, the early childhood centre owner had recently procured a wide range of technological resources. Consequently, all children had easy access to learning materials and resources which successfully promoted choice and independence in their learning. The outdoor area had been refurbished and all children had access to a wide range of play equipment including swings, climbing frames, slides, water sprinklers, hand bars and wheeled toys. Throughout the day, children had many opportunities to engage in open-ended play opportunities to promote their sensory and gross motor skills. There was, however, scope for teachers to consistently plan appropriate learning activities to suit individual children's needs.



SURVEY RESULTS

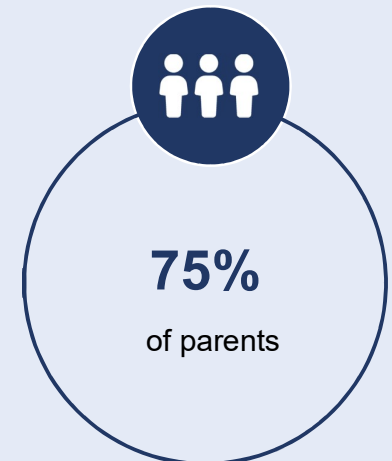
Before the inspection, the views of parents and staff were surveyed. The numbers of participants that completed the survey were as follows:

Parents	20	Staff	7
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Parents

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

Twenty parents completed the online survey. Most parents were satisfied with the quality of the early childhood centre’s educational provision. Similarly, most parents felt that their child was making good progress in early communication skills. Only a majority felt that their children were making good progress in their mathematical and early scientific understanding. Only a significant minority felt that their child was developing a good understanding of the environment. Most agreed that the early childhood centre supported children’s personal and social development. Almost all stated that children were being helped to take turns. Most parents indicated that teaching quality was good and most stated that their children enjoyed lessons and were inspired to learn. Almost all agreed that the early childhood centre offered a safe environment. Similarly, most believed that early childhood centre supported their children to choose healthy lifestyles. Most felt that children were treated fairly. Only a significant minority felt that children with special education needs received good support. A majority expressed that the early childhood centre was well led and that information for improvement plans was shared. A majority agreed that communication was effective and that the early childhood centre 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. A majority felt that staffing levels were adequate and that staff were suitably qualified. Additionally, most agreed that good resources were available to support their children’s learning.



Strongly Agree and Agree

-25%

Decrease since the last inspection



SURVEY RESULTS

Staff

Survey: This preschool provides a good quality of education.

The school had a 100% staff response rate. The survey findings indicated that all staff felt that the educational provision of the centre was good. All staff were satisfied with the educational provision of the centre. 86% of respondents were teachers. 57% of staff have been at the centre for less than a year. All staff felt that children's behaviour was good. 86% of staff reported that the centre provides good SEN support. All responses from staff were very positive, with only 5 questions returned less than 100% agreement and those were in the high 80%. Although, only a majority of staff reported that the centre was well led. All staff expressed that the centre provided a positive learning environment and offered good opportunities for children's exploration, choice and independent learning. All staff felt that children were safe and cared for. All believed that the centre effectively promoted children's healthy lifestyles. Also, all agreed that children were treated fairly and that children with special educational needs were well supported. All staff indicated that they were aware of the procedures for reporting suspected cases of child abuse under the Children's Law (2012). Almost all agreed that they were involved in the early childhood centre's improvement planning process. Almost all expressed that the early childhood centre leaders effectively supported their continuing professional development. Almost all felt that parents were effectively involved in the work of the early childhood centre.



100%
of staff

Strongly Agree and Agree

28%

Increase since the last
inspection



WHAT HAPPENS NEXT?

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

This should address;

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

WHEN WILL THIS SCHOOL BE INSPECTED AGAIN?

As the centre is judged to be providing a satisfactory quality of education, there will be no further inspections until the next cycle 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

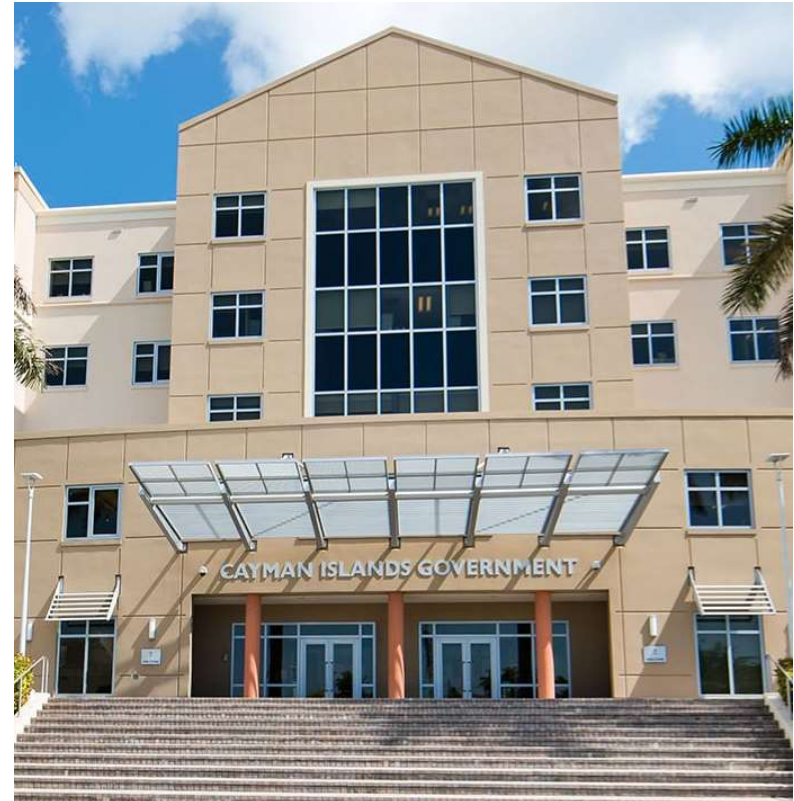
You can contact us using the following e-mail address.

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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