



EARLY CHILDHOOD CARE AND EDUCATION INSPECTION REPORT

SHINING STARS CHILDCARE & EDUCATION CENTRE

OFFICE OF EDUCATION STANDARDS
JANUARY 2020

Table of Contents

Introduction	4
Information about Shining Stars Centre	6
Age range of children	6
The context of the centre	7
Key strengths	8
Recommendations	8
Summary	8
Achievement	9
Teaching, learning and assessment	17
Curriculum	17
Safety and support	19
Leadership and management	21

Survey results23

Appendix 124

Appendix 234

Office of Education Standards43

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.

	Definition	Numerical
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%
Minority	15% or more but less than half	15% to 49%
Few	Up to 15%	0% to 14%

Information about the centre

Name of ECCE centre	Shining Stars Childhood Care and Education Centre
Address	Pasadora Place, Smith Road, George Town Grand Cayman
Telephone	345-943-7077
E-mail address	shiningstarscayman@gmail.com
ECCE centre website	www.shiningstarscayman.com
Name of manager	Robert Stuart
Name of owner (If different from manager)	Ms. Lorraine Bobb
Centre's hours of operation	Mon - Fri 7:00am - 6:00pm
Number of children on roll	83
Number of teaching staff	15
Number of support staff	5
Date of last inspection	June 2013

Age range of children

Age Range	Number of boys	Number of girls	Total
0 – 12 months	1	3	4
12 -18 months	9	10	19
18 - 36 months	10	9	19
36- 48 months	11	17	28
48-60 months	8	5	13
Total	39	44	83

The context of the centre

Shining Stars Childhood Care and Education Centre is located in Pasadora Place near George Town Hospital. Its central location means that it is convenient for parents who work in George Town. The children who attend come from a wide area. It is located in a single storey building and has ample space for children to play and learn outside. The centre is open Monday to Friday from 7am until 6pm for those children attending full-time. Children may attend part-time for five half days from 7am until noon or for three full days. Shining Stars caters for children aged from six weeks to five years.

Its stated mission is to provide the best day care, childcare and nursery services in the Cayman Islands in a fun, safe and professional environment.

The centre is under the ownership of Ms. Lorraine Bobb. The Director is Mr. Robert Stuart and the Principal is Dr. Nimfa De Veyra. The Principal was absent at the time of the inspection and inspectors spoke with Dr. Nimfa, by telephone, during the inspection.

Children are arranged in five separate classes: 0 to 12 months, 12 to 18 months, 18 to 36 months, 36 to 48 months and 48 to 60 months. At the time of the inspection there were 83 children on roll. Six infant children attend the centre part-time after their day at primary school. The centre promotes inclusion and four children have identified special educational needs.

Shining Stars has made satisfactory progress in dealing with the recommendations of the June 2013 inspection report.

Key strengths

Inspectors identified the following key strengths in the school:

- There are high-quality adult-child relationships, which enable children to feel safe, secure and happy.
- Relationships between staff and parents are warm and friendly and communication with parents is good and helps parents support their children's education.
- As a result of the curriculum delivered, children have a good, age-appropriate knowledge and understanding of Cayman heritage.
- Children's social development is fostered well and this contributes to the positive relationships between children and children and adults.
- There is a strong and successful emphasis on children adopting healthy lifestyles.

Recommendations

Inspectors identified the following areas to support the continued improvement of the centre:

- Improve the quality of teaching by planning activities that closely match the children's levels of development.
- Improve the breadth of curriculum delivered by and ensure scientific enquiry skills are planned for.
- Ensure compliance with Education Council Guidelines in respect of premises and facilities and health and safety.
- Improve strategic planning and improvement by establishing an annual, rigorous self-evaluation and school development planning cycle.
- Strengthen provision for outdoor learning by placing greater emphasis on the development of children's exploration and fine motor skills.

Summary

Overall Evaluation - Satisfactory

The overall performance of Shining Stars Childcare and Education Centre was satisfactory. Across all quality indicators, almost all judgements were satisfactory or better.

The following quality indicators were rated as good:

- Achievement and progress in movement and mathematical understanding and most aspects of respect;
- Children's social skills and their awareness of health and emotional well-being;
- Links with parents and the community

Shining Stars Childcare and Education Centre received satisfactory judgements for:

- Children's achievement and progress in aspects of exploration, respect and communication;
- Teaching, learning and assessment;
- Curriculum;
- Support and Guidance
- Leadership

Achievement and progress in scientific exploration, health and safety and self-evaluation and improvement planning were judged as weak.

Achieve

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

Children's skills in movement were judged to be good. Overall, staff provided a suitable range of activities, which helped children develop age-appropriate fine motor skills. Movement was promoted well in the Nursery. For example, babies sat unsupported on the floor, could lean forward to pick up toys and could pull themselves to a standing position by holding on to furniture or an adult for support. In the class for one and two-year-olds, children experimented with finger painting, construction toys, puzzles and simple role-play. In the classes for the older children, painting, threading, playing with dough and sticking activities all enabled the children to develop their fine motor skills. There were only a few activities that gave children the opportunity to practice manipulative skills through cooking, playing instruments or cutting. Children's gross motor skills were developed well, particularly in the outside play area. Children ran, climbed and used large toys and climbing equipment very confidently. However, staff did not make full use of the outdoor learning environment through their planning or by providing resources to support children's fine motor skills development.

Children's sensory development was judged to be satisfactory. They enjoyed participating in music sessions and listening to stories. Children explored the texture and taste of food during mealtimes. There were limited opportunities to do this elsewhere and, apart from meal times, the children did not have sufficient opportunities to explore texture and taste through cooking and food tasting. Children played simple musical instruments in devotion and during lessons. For example the one-year-olds enjoyed accompanying their singing with a tambourine. Children used a variety of different materials when gluing and sticking shapes and materials of different textures onto their artwork.

Children's scientific development was judged to be weak. Teachers' plans indicated some investigative work but this was not an integral part of the curriculum. Both indoors and outside, children lacked opportunities to investigate and explore independently. There was insufficient planning for the use of different tools and artefacts, natural and man-made objects and materials. This was not conducive to the development of children's observation and enquiry skills and did not enable them learn about the properties of materials or to use scientific vocabulary well.

Children's mathematical development was judged to be good. There was a strong emphasis upon the development of children's understanding of number and shape. The youngest children developed their understanding of number through singing counting songs and rhymes. Children aged three and above demonstrated counting skills and age-appropriate understanding of number values to 20. They could accurately name common two-dimensional shapes and describe some of their properties, such as stating that 'a square has four equal sides'. Children could use language such as 'before, after, next, above and below'. The oldest children could count up to 20 and add pairs of numbers to ten.

Children's technological skills were satisfactory. Children experimented with and used items such as scissors, glue-sticks, crayons, puzzles and construction materials in their lessons. The use of programmable toys was not seen to be an integral part of daily routines. The recently purchased television and recording equipment was not in full operation at the time of the inspection.

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

Children's sense of self and their understanding of rights and responsibilities were good. The children demonstrated good understanding of the importance of following rules and routines. They cared for resources and equipment very responsibly. For example, during meal times, the children sat and ate quietly without spilling or wasting food or drink. When they had finished eating, and without needing any help, they took their bowls and cutlery away for cleaning. However, there was insufficient time provided for children to pursue their interests and learning without interruption.

Children's understanding of others was good. Children throughout the centre treated each other with respect and formed warm, positive relationships with the adults who were there to help them. The children had a number of opportunities to understand the contribution of various community helpers. For example, a speaker from the Mosquito Research Control Unit visited the centre with live mosquitoes and as a result some children went home and told their parents how to minimise the risk of having mosquitoes in their houses. A local dentist visited the school to talk about dental hygiene.

Children's care for the environment and their understanding of recycling, re-use and preservation were satisfactory. They had gained an age-appropriate understanding of their own local environment through learning about the immediate locality and the Cayman Islands. Children knew about the importance of protecting the flora and fauna of the islands and ways that this could be done. Their understanding was helped through their visits to the Cayman Turtle Centre and the Cayman Islands National Museum. The children were taught about caring for plants and reducing waste in their everyday lives, though their understanding of recycling was not yet well developed.

Children’s cultural understanding and their appreciation of different cultures were good. The centre placed a strong focus upon supporting the children’s understanding of and respect for Cayman culture and heritage. This was seen in lessons and the whole school morning devotion where children confidently sang the national song. The oldest children sang particularly well and clearly enjoyed clapping in time with the music. The children knew about the symbols of the national flag and about some of the plants, birds and animals that live on the Cayman Islands. In one class, children were keen to talk about how they might travel from Grand Cayman to Little Cayman and about the differences between the two islands.

Children’s religious knowledge and understanding were good. The older children engaged actively in devotions and other whole school sessions where they learnt how to pray and to understand the life of Jesus. They happily sang religious songs. The older children knew some religious symbols and clearly had a developing awareness of their Christian religion. Before eating lunch, children said grace and thanked God for their food.

COMMUNICATION	Evaluation
Verbal and Symbolic: Children interpret information received and effectively express themselves in a variety of ways.	Satisfactory
Listening: Children develop the inclination and ability to listen attentively and respond appropriately.	Satisfactory
Creative Expressions: Children experience and develop an appreciation for various forms of art from a variety of cultures.	Satisfactory
Literacy: Children demonstrate an understanding that symbols are used to represent ideas.	Satisfactory

Children’s verbal and symbolic communication was satisfactory. A majority of the oldest children could talk with some confidence about what they were learning and doing. Children are able to sing rhymes and songs and join in with the larger group when doing so. They express themselves appropriately using non-verbal and verbal communication according to their age. For example, in the three and four-year-olds class, children responded enthusiastically to the teacher’s questions. Children used talk to organise and clarify their thinking, develop their ideas and to recall events. In some of the younger classes, vocabulary development was more limited as there were insufficient opportunities to promote children’s language skills. Whilst some teachers encouraged oracy through a range of interactions, this was not consistent.

Older children had satisfactory writing skills though there was little evidence of children developing their writing skills in a systematic way as they moved through classes. Opportunities for mark making and storytelling were more limited in the younger classes and children were therefore less skilled at early writing than they were with oral development.

The children's listening skills were satisfactory. Each day included nursery rhymes, stories, music and songs and almost all children listened to these well and joined in as appropriate. Where children were organised into small groups, they listened to stories, responded to questions and made comments. Opportunities to work in small groups were limited but resulted in some more able children being challenged when planned appropriately. From age three years, the majority could speak showing awareness of the listener. Where there were large groups gathered together, the atmosphere was frequently far too noisy. On these occasions staff needed to lower the volume of the music and their voices in order for children to be able to listen comfortably.

The children's creative expression was satisfactory. There were planned opportunities for the children to express themselves during art activities and singing. Children created simple representations of people and animals such as the Cayman parrot and used a range of media to do so. They could sing songs from memory, including the Cayman national song. They explored colour, texture and shape in two-dimensional form but there was limited evidence of three-dimensional modelling. Whilst children engaged well in teacher-led creative activities, there were limited opportunities for the children to express themselves independently. In addition, there were inadequate resources for imaginative play. Consequently, children had fewer opportunities to explore and express themselves. For example, there was a play kitchen area but no plates, cups etc. for children to play with.

Children's literacy was satisfactory. Apart from the babies in the Nursery, all children clearly knew that print carries meaning, that texts were read from left to right and knew that there was a relationship between the text and the illustrations. This was clear from their animated responses when adults were reading to them. In writing, children were seen to be forming letters correctly and from age four upwards the majority could write their own names. However, there was too few opportunities for children to build on basic skills to write regular words and begin to form simple sentences.

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

The way children made safe and healthy decisions was good. The centre attached great importance to promoting the health of the children in its care and the results were much in evidence during the inspection. The children were willing to co-operate with routines such as shoe changing and hand washing and, most of the time, the oldest could attend to their own toileting needs. They were able to ask for help and guidance with their health needs as appropriate. The older children were able to say that fruit and vegetables were good to eat. Children responded well to the soothing, relaxing, music and dropped off to sleep during afternoon nap time. They were supervised well during this time. The amount of time set aside for sleeping was over two hours. Children who did not want, or need, to sleep for this length of time, were not always able to play quietly or read if they wished to. Almost all children enjoyed their active learning, exercise and meal times.

Children's emotional development was good. There were very positive relationships between staff and children. Though, very uncommon, over enthusiastic behaviour of a few staff led to some of the less confident children becoming a little tearful. Almost all of the time, the warm, responsive and calm approaches adopted by most staff, and the clearly established routines, supported the children well in their emotional development. Most children, even the youngest, could cope with change, and frustration was short-lived. With help from staff, older children were able to consider the feelings of others and shared toys and equipment with other children, taking turns. They responded well to praise and increasingly accepted guidance.

Children's social skills were judged as good. Children felt safe because the environment was welcoming. Their confidence grew because staff encouraged them to learn. On arrival, children and their parents were greeted with warmth and friendliness. In turn, children responded excitedly and were clearly enjoying themselves. The staff spoke to and treated the children in calm, friendly and supportive ways. Consequently, children developed the skills to successfully work and play alongside others in a variety of situations. Though young children often wished to work, learn and play alone, they co-operated well with each other. They demonstrated respect and affection for the adults who were caring for them and in general the children behaved exceptionally well. Most children had a good understanding of the school's routines and expectations.

Children made satisfactory use of their reflection time and were able to think and express their feelings when talking about their work and their play activities. Arrangements to support children's reflection were satisfactory. Children demonstrated a developing respect for their own culture and the beliefs of other people. There were some occasions when children talked about their learning, particularly in the class, with the oldest children, where they considered the consequences of words and actions. Children showed perseverance in the face of challenges, for example when trying to complete puzzles and when using construction materials.

Teaching, learning and assessment

Ensuring effective teaching to support children's learning	Evaluation
Teaching	Satisfactory
Learning	Satisfactory
Assessment	Satisfactory

The quality of teaching was satisfactory. It was judged as satisfactory because most of the lessons were found to be satisfactory or better. Adults' relationships with children were good and they ensured there were clear routines and expectations for behaviour, which were age appropriate. Interactions between adults and children were also adapted for the different age groups and developmental stages. Whilst in most classes the management of children's behaviour was consistently good, in two of the five classes the teachers often spoke with very loud voices and played loud music. This was not always conducive to the creation of a calm learning environment. Teachers' planning was satisfactory and was effective in delivering the Early Years Curriculum for whole group activities. However, teachers did not always plan or teach according to children's needs and this resulted in activities being sometimes either too hard or too easy. For example, the whole class teaching of how to form the letter 's' was not appropriate for children who could already write their own names, and one and two-year-old children were taught phonics. Whilst teacher subject knowledge was satisfactory, more professional development was needed to ensure age-related learning is more secure.

The support staff were clearly an integral and important part of the Shining Stars team. They were almost always deployed well to assist and promote children's learning. There was a strong emphasis on the teaching of Cayman heritage and the children enjoyed learning about their country. However, the use of questioning to help develop children's vocabulary and spoken language skills was inconsistent. It was effective in the older children's classes when teachers engaged groups and individuals in dialogue and modelled language well. The outside play area was sufficiently large for the children and used by all each day. Children had opportunities to develop their gross motor skills very well. The resources that the centre did had were used effectively. Nonetheless, leaders and teachers did not always provide the resources necessary or plan for delivering a range of activities such as role play, reading or mark making and writing.

Learning was satisfactory because almost all children demonstrated positive attitudes, were engaged in their learning and worked together well. They were motivated and willingly followed the centre's rules and routines. There were few times in the day when children could talk about what they had learned. These need to be increased along with more opportunities for independent learning. Teachers helped children to apply their learning to real world situations, for example, when talking about cooking meals.

Assessment practice was satisfactory. Adults provided timely, regular and positive verbal feedback to children about their learning and achievements. Teachers used individual assessment booklets with a development journey checklist for each child. These covered a wide range of skills and abilities across the four areas of the Cayman Islands Early Years curriculum. Parents saw the booklets each term and learnt about their children's achievements and progress. However, assessment information did not sufficiently inform planning and for children who had mastered a skill, there was a lack of opportunity to extend their learning. The school had appropriate systems for identifying children who had special educational needs and for determining whether or not additional support was required. One child at the centre received weekly support from a member of staff from the Early Intervention Centre who provided the child's class teacher with strategies and resource ideas to help the child make progress. However, for other children with identified additional needs, there were no individual plans setting out each child's needs or how they were to be met.

Curriculum

Offering a curriculum that meets the educational needs of all children	Evaluation
Curriculum	Satisfactory

The curriculum was judged to be satisfactory. It was broad and balanced and there were no significant gaps in content although there remained more scope for the development of scientific exploration. Staff had written clear plans, which largely followed the Cayman Islands Early Years Curriculum. These plans included specific themes and focused well on developing children's knowledge and understanding of the culture and heritage of the Cayman Islands. Mathematical planning demonstrated good progression through the curriculum. There were clear strengths in most elements of respect and well-being, which enabled children to develop their independence effectively. Children's social development was especially noteworthy as a result of the provision of a wide range of opportunities for children to learn and play co-operatively. Breakfast, snack and lunch times were calm, organised affairs where children interacted well together and displayed good manners. Elements of the programme for exploration required improvement because the opportunities for scientific practical and investigative work were lacking.

Children had opportunities to experience extra-curricular activities, which enhanced their learning. A speaker from the Mosquito Research Control Unit visited the centre with live mosquitoes and this promoted children's curiosity. The neighbouring dentist visited the school to talk about dental hygiene.

Safety and support

Keeping our children safe and always supported	Evaluation
Health and safety	Weak
Support and guidance	Satisfactory

Almost all parents believed that their children were well-cared for and safe whilst in the centre. However, there were a number of weaknesses in the centre's arrangements for health and safety. Routine fire drills took place and were recorded, although there was no fire inspection report in place from the Cayman Islands Fire Service for 2019. Most staff were first-aid trained but a few of the newest staff members had not yet received child protection training. There were cleaning and sanitisation records displayed around the building. However, sufficiently rigorous risk assessments were not recorded to ensure that children were kept safe on trips and visits. The physical space in a number of the classrooms was not compliant with Cayman Islands Education Council requirements. Arrangements at the start and end of the day were robust. Staff endeavoured to provide a variety of activities in the outdoor area but a lack of resources limited the provision, particularly with regard to the development of children's fine motor skills and opportunities for independent exploration.

There were satisfactory arrangements for support and guidance. Staff knew most of the children well and were fully aware of their social, emotional and physical needs. They gave children gentle but clear advice on a range of matters concerning their well-being and welfare. Staff managed children's behaviour effectively. There were some weaknesses in the quality of support for children with special educational needs. Although staff were knowledgeable about children's needs, there was little documentation in place following an assessment undertaken by the Early Intervention Programme. Children's attendance was recorded using an electronic system. Parents used their fingerprints to log their children into and off the premises. Development journey booklets were used appropriately to record children's achievement in the four areas of learning from the Cayman Islands Early Years curriculum.

Leadership and management

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

Leadership was judged as satisfactory. Unfortunately, due to unforeseen circumstances, the Principal was overseas at the time of the pre-inspection visit and for the inspection itself. However, the inspectors held telephone conversations with the Principal on each day of the inspection. She demonstrated a commitment to continually improving the expertise of the Shining Stars team through her programme of monitoring and mentoring staff in order to improve children's achievement. The Principal had a programme of lesson observations and after each observation she held discussions with teachers about what was working well and what needed to be improved. Teachers and assistants demonstrated their commitment to improvement by attending professional development sessions at the Cayman Islands Early Childhood Association each month where they also shared good practice with staff from other centres and schools. Together with the Director, the Principal's leadership has clearly created an environment where staff work together well and feel valued. New staff were mentored well. This was clearly evident in Kimba Class where a very experienced colleague was supporting a newly appointed teacher. However, performance management was not yet formally and systematically organised and there was no evidence of it informing structured staff development plans.

Self-evaluation and improvement planning were judged as weak. The centre had identified and set out strengths and areas for development but had not used the information gained from leaders' observations, evaluations and discussions with staff to produce a formal development plan with clearly defined actions, timescales and associated costs. The centre had made satisfactory progress in addressing most of the recommendations from the previous inspection in 2013, apart from needing to continue to improve children's vocabulary and communication skills.

Links with parents and the community were judged as good. There were good systems for communicating with parents. A notable innovation was the introduction of the classroom webcams, which enabled parents to view their children at school during the day. Parents told the inspectors that they really valued this facility. Information from the parent survey and from comments that parents made to inspectors revealed a high level of satisfaction with how staff communicated with them about their children's well-being and progress.

Staffing and the learning environment were judged as satisfactory. All teachers were appropriately qualified and staffing levels were sufficient to provide adequate supervision of the children. The premises and facilities provided a clean and safe learning environment. Three of the five classrooms were found to be non-compliant with Cayman Islands Education Council requirements regarding the amount of space per child. However, there was an empty room next to Nemo Class that the centre could consider using for teaching and learning. Though the rooms were colourful and inviting, there was little scope for setting up discrete learning areas such as reading corners to relax in and enjoy. There was a shortage of resources outside; such as a sand box and quiet areas for reading and writing activities. The centre had recently invested in a range of equipment to enable staff and children to film themselves and be filmed in order to help improve the children's presentation and performance skills.

Survey results

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

There was a very positive set of responses from parents, who represented almost 50 per cent of the parent body. There were high levels of satisfaction about the centre's provision and almost all parents agreed that Shining Stars cared for their children very well and kept them safe. Most of the respondents stated that Shining Stars helped their children choose a healthy lifestyle. All of the parents who spoke to inspectors were very positive about how Shining Stars staff communicated with them. Parents all agreed that they felt confident to speak to a member of staff about any issue should they have the need to.

The responses of the teaching, support and premises staff of Shining Stars were very positive. All agreed that Shining Stars provided a safe and caring environment for members of the community. All agreed that children were helped to choose a healthy lifestyle. Staff all agreed that the centre provided food of sufficient variety, quality and quantity to meet children's nutritional needs. All staff stated that they were aware of procedures for reporting cases of suspected child abuse. In their comments, two staff members expressed concern about the need for additional shading in the outdoor area.

What happens next?

As the centre is judged to be providing a satisfactory quality of education, there will be no further inspections of Shining Stars Centre until the next inspection cycle, which commences in September 2020.

Office of Education Standards | Parent Survey 2020

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

Response	Percentage	Count
Less than one year	40.00%	16
More than one year but less than three years	45.00%	18
More than three years	15.00%	6
	Answered	40
	Skipped	0

What is your nationality?

55%

Caymanian

45%

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	62.50%	25
Agree	37.50%	15
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	40
	Skipped	0

My child is making good progress in mathematical understanding.

Response	Percentage	Count
Strongly Agree	32.50%	13
Agree	42.50%	17
Disagree	2.50%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	22.50%	9
	Answered	40
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	20.00%	8
Agree	42.50%	17
Disagree	5.00%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	32.50%	13
	Answered	40
	Skipped	0

The Early Years Centre is effective in developing my child's personal and social skills.

Response	Percentage	Count
Strongly Agree	77.50%	31
Agree	20.00%	8
Disagree	2.50%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	40
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	70.00%	28
Agree	30.00%	12
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	40
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	37.50%	15
Agree	30.00%	12
Disagree	5.00%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	27.50%	11
	Answered	40
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	65.00%	26
Agree	30.00%	12
Disagree	2.50%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	2.50%	1
	Answered	40
	Skipped	0

My child enjoys coming to the Early Years Centre.

Response	Percentage	Count
Strongly Agree	76.32%	29
Agree	21.05%	8
Disagree	2.63%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	38
	Skipped	2

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	70.00%	28
Agree	25.00%	10
Disagree	2.50%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	2.50%	1
	Answered	40
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	66.67%	26
Agree	30.77%	12
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	2.56%	1
	Answered	39
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	42.50%	17
Agree	22.50%	9
Disagree	5.00%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	30.00%	12
	Answered	40
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	77.50%	31
Agree	20.00%	8
Disagree	2.50%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	40
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	42.50%	17
Agree	42.50%	17
Disagree	2.50%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	12.50%	5
	Answered	40
	Skipped	0

My child is treated fairly at the Early Years Centre.

Response	Percentage	Count
Strongly Agree	65.00%	26
Agree	32.50%	13
Disagree	0.00%	0
Strongly Disagree	2.50%	1
I am unsure or unable to answer the question	0.00%	0
	Answered	40
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	45.00%	18
Agree	35.00%	14
Disagree	2.50%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	17.50%	7
	Answered	40
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	25.00%	10
Agree	17.50%	7
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	57.50%	23
	Answered	40
	Skipped	0

The Early Years Centre is well led.

Response	Percentage	Count
Strongly Agree	57.50%	23
Agree	37.50%	15
Disagree	0.00%	0
Strongly Disagree	2.50%	1
I am unsure or unable to answer the question	2.50%	1
	Answered	40
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	42.50%	17
Agree	42.50%	17
Disagree	5.00%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	10.00%	4
	Answered	40
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	67.50%	27
Agree	27.50%	11
Disagree	0.00%	0
Strongly Disagree	2.50%	1
I am unsure or unable to answer the question	2.50%	1
	Answered	40
	Skipped	0

The Early Years Centre responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	66.67%	26
Agree	30.77%	12
Disagree	2.56%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	39
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	70.00%	28
Agree	25.00%	10
Disagree	5.00%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	40
	Skipped	0

Parent meetings are helpful and they are held regularly.

Response	Percentage	Count
Strongly Agree	32.50%	13
Agree	47.50%	19
Disagree	7.50%	3
Strongly Disagree	2.50%	1
I am unsure or unable to answer the question	10.00%	4
	Answered	40
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	45.00%	18
Agree	45.00%	18
Disagree	5.00%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.00%	2
	Answered	40
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	30.00%	12
Agree	37.50%	15
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	32.50%	13
	Answered	40
	Skipped	0

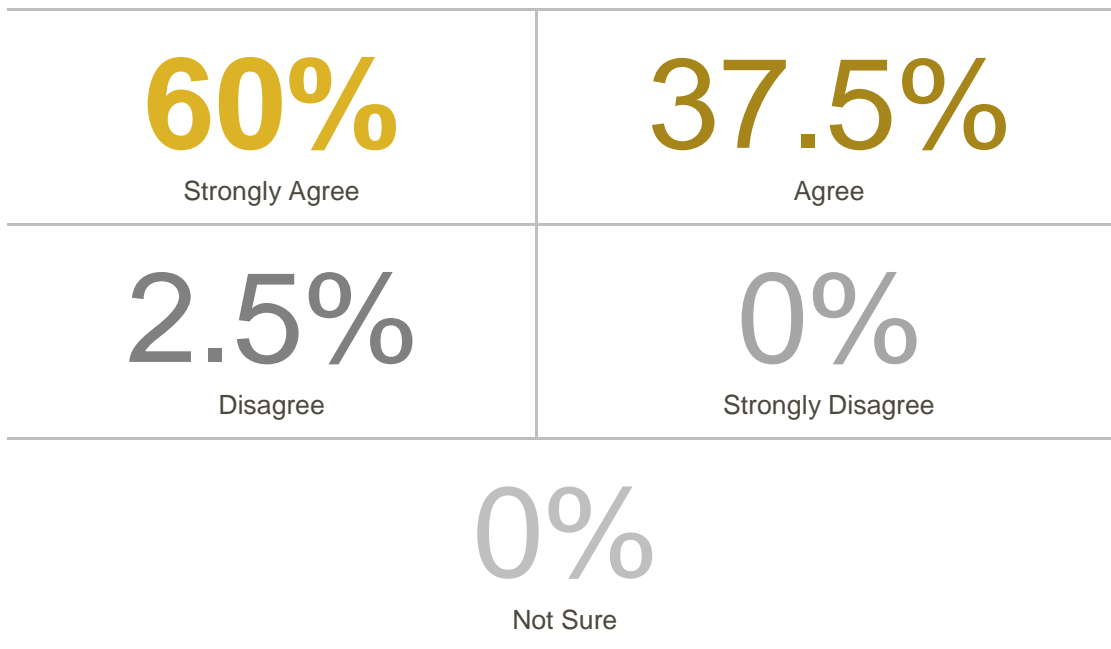
The Early Years Centre has appropriately qualified and suitably skilled staff.

Response	Percentage	Count
Strongly Agree	47.50%	19
Agree	45.00%	18
Disagree	5.00%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	2.50%	1
	Answered	40
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	50.00%	20
Agree	35.00%	14
Disagree	5.00%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	10.00%	4
	Answered	40
	Skipped	0

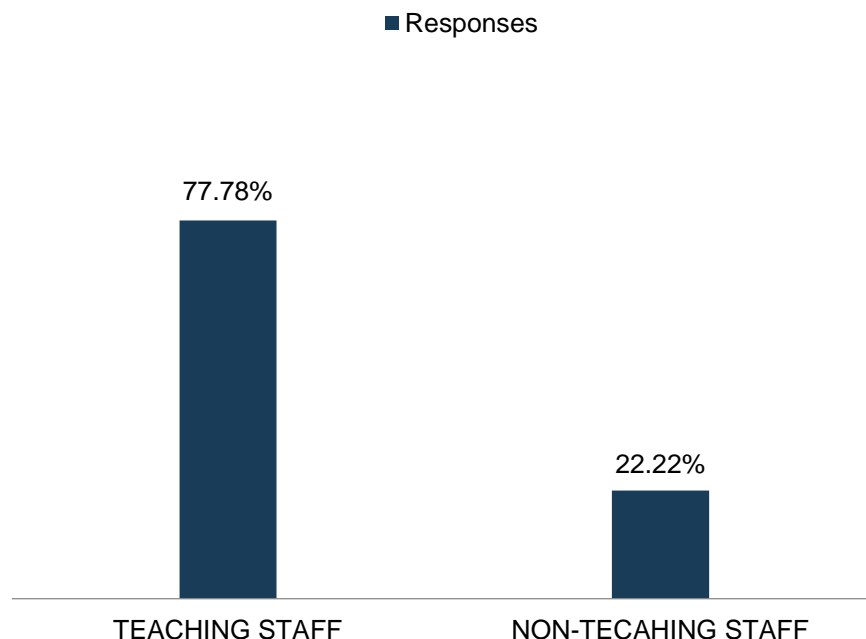
Overall, I am satisfied with the quality of education provided at the Centre.



Response	Count
Answered	40
Skipped	0

Office of Education Standards | Staff Survey 2020

What is your role in the Centre?



How long have you worked at this Centre?

Response	Percentage	Count
One year or less	11.11%	1
More than one year but less than three years	0.00%	0
Three years or more	88.89%	8
	Answered	9
	Skipped	0

What is your nationality?

11%

Caymanian

89%

Non-Caymanian

The behaviour of most children in the Centre is good.

Response	Percentage	Count
Strongly Agree	22.22%	2
Agree	77.78%	7
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	9
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	88.89%	8
Agree	11.11%	1
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	9
	Skipped	0

There are good assessment systems in the Centre.

Response	Percentage	Count
Strongly Agree	77.78%	7
Agree	22.22%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	9
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	88.89%	8
Agree	11.11%	1
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	9
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	77.78%	7
Agree	22.22%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	9
	Skipped	0

The Centre helps children to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	87.50%	7
Agree	12.50%	1
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	8
	Skipped	1

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	55.56%	5
Agree	44.44%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	9
	Skipped	0

Children are treated fairly at this Centre.

Response	Percentage	Count
Strongly Agree	77.78%	7
Agree	22.22%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	9
	Skipped	0

The Centre deals effectively with incidents of poor behaviour.

Response	Percentage	Count
Strongly Agree	77.78%	7
Agree	22.22%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	9
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	77.78%	7
Agree	22.22%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	9
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	100.00%	9
Agree	0.00%	0
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	9
	Skipped	0

The Early Years Centre is well led.

Response	Percentage	Count
Strongly Agree	77.78%	7
Agree	22.22%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	9
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	77.78%	7
Agree	22.22%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	9
	Skipped	0

The Centre effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	55.56%	5
Agree	44.44%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	9
	Skipped	0

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	55.56%	5
Agree	44.44%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	9
	Skipped	0

Parents are effectively involved in the work of the Centre.

Response	Percentage	Count
Strongly Agree	66.67%	6
Agree	33.33%	3
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	9
	Skipped	0

The Centre enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	77.78%	7
Agree	22.22%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	9
	Skipped	0

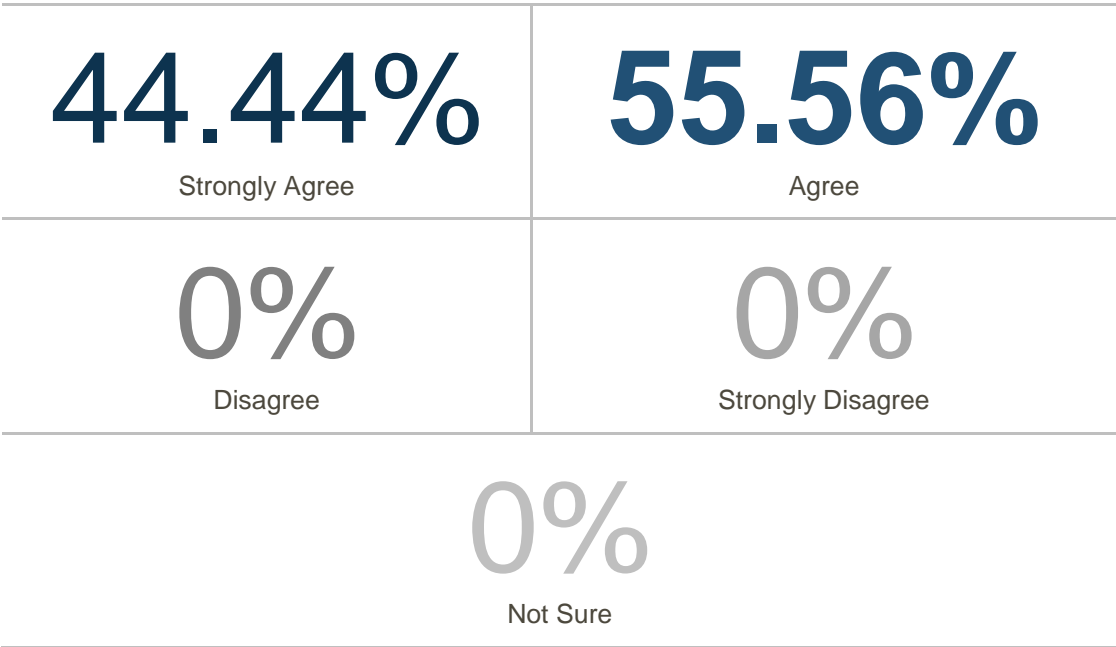
The Centre has adequate, appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	66.67%	6
Agree	33.33%	3
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	9
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	44.44%	4
Agree	55.56%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	9
	Skipped	0

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



Response	Count
Answered	9
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.

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 Portfolio of Civil Service website. Please use the following link to read our latest publications.

www.oes.gov.ky

