



CAYMAN ISLANDS GOVERNMENT

EARLY CHILDHOOD CARE AND EDUCATION INSPECTION REPORT

LITTLE TROTTERS FARM & NURSERY SCHOOL

OFFICE OF EDUCATION STANDARDS
January 2019

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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 Little Trotters Farm & Nursery School

Name of ECCE centre	Little Trotters Farm & Nursery School
Address	39, Columbus Close, off Walker's Road, Grand Cayman
Telephone	(345)-949-4080
E-mail address	littletrotters@candw.ky
ECCE centre website	www.littletrotters.ky
Name of manager	Lesley Maddock
Name of owner (If different from manager)	Josephine Doran
Centre's hours of operation	7:30am to 5:30pm
Number of children on roll	86
Number of teaching staff	14
Number of support staff	3
Date of last inspection	June 2013

Age range of children

Age Range	Number of boys	Number of girls	Total
18 - 36 months	18	21	39
36- 48 months	15	15	30
48 months +	10	7	17
Total	43	43	86

There were 86 children on roll at Little Trotters ranging in age from 18 months to five years of age. The Centre was organised into three classes with appropriate staffing levels which are within Education Council requirements.

The context of the centre

Little Trotters Farm and Nursery is located at Columbus Close off Walker's Road in Grand Cayman, and catered for children aged eighteen to sixty months. The age range of the children currently enrolled was eighteen to fifty months. The children were organised in three classes which were named after indigenous fish and animals to the Cayman Islands: turtle, stingray and iguana. There were 86 children on roll, and most children were non-Caymanians. The school's opening hours were 7:30 am to 5:30 pm.

There were 86 children enrolled at the centre and the teachers to child ratios were in keeping with the Education Council's guidelines.

The school used the Cayman Islands Early Years Curriculum Framework and provided rich authentic learning experiences for the children in the key focus areas of the curriculum: exploration, communication, well-being and respect.

All members of staff were on one-year rolling contracts. Retention rates were very high, with several members of staff having more than ten years' service.

Key strengths

The inspection identified that the key strengths of Little Trotters Farm & Nursery School. These were:

- the achievement of children in exploration, communication and well-being was excellent;
- excellent teaching and learning which ensured that almost all children made very rapid progress;
- an excellent curriculum that was meticulously planned, promoted innovative practice and delighted children, enabling them to enjoy rich and memorable creative and physical experiences;
- the Principal and centre manager were passionate about their child-centred vision for the nursery, which was shared by all staff, who were committed to achieving the best for the children in their care;
- well-qualified and experienced staff who were efficiently deployed to deliver a curriculum of exceptional quality for all children.

Recommendations

For the Centre to improve further leaders should:

- raise children's achievement in mathematics by promoting their problem-solving skills across the nursery;
- further improve the nursery's formal assessment procedures across the year so that parents have more individual progress information about their child.

Summary

Overall Evaluation - Excellent

The overall performance offered by Little Trotters Farm and Nursery was judged to be excellent. Across all performance indicators, the majority were judged to be excellent. These included achievement, teaching, learning, curriculum and leadership. The nursery's self-evaluation, that its overall performance was excellent, was accurate.

Achievement in three quarters of the strands and two thirds of the learning outcomes was judged to be excellent. This included exploration, communication and well-being.

Teaching and learning were judged to be excellent because teaching staff planned activities that stimulated and challenged the children and enabled them to make rapid progress. Children were given plenty of choice and encouraged to become independent learners. Teaching staff made the most of every moment of the day to pack in treasured memories for the children.

The curriculum was excellent because leaders made sure it encapsulated their vision of a child-centred education in a natural, stimulating environment.

Leadership was excellent because the whole staff worked together to promote the best interests of the children and the Principal and centre manager provided outstanding role models. Leaders rightly identified that assessment procedures could be improved, and that children could have greater exposure to mathematical concepts across all classes.

Achievement

EXPLORATION	Evaluation
Movement: Children develop their fine and gross motor skills through independent and guided opportunities.	Excellent
Sensory: Children will use their senses in active exploration to understand their world.	Excellent
Scientific: Children inquire, research, generate and modify their own working theories about their world through independent and guided opportunities.	Excellent
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.	Excellent

Children's movement was excellent because they had every opportunity to develop fine and gross motor skills way beyond their years. The outdoor area, in particular, provided a wide range of adventurous climbing activities and sand play. Children could negotiate tight spaces safely and were learning to take risks. In addition, children had access to a variety of stimulating environments through water play, adventure walks and opportunities to paint, colour and paste.

Sensory perception was excellent. Children routinely put their lunch boxes away in the fridge after use, tidied up after themselves, made sure they were in the right place at the right time, shared and took turns. They engaged in shared reading experiences and were able to build up a wide vocabulary above international standards, particularly of scientific terms, such as 'metamorphosis' and 'chrysalis'. Children engaged in richly resourced activity centres, such as making skeletons out of pasta and crabs out of hand prints. They swung on tyres, hung upside down from monkey bars and moved like a butterfly during music sessions.

Children's scientific appreciation was excellent. The nursery immersed children in scientific knowledge and understanding way beyond their years. For example, they went on a 'digestive

system trail' as a piece of food, entered a tunnel that represented the mouth and oesophagus, jumped up and down on a mat to represent the stomach juices, balanced on a zig-zag trail to represent the small intestine, and finally went down a slide to emerge at the other end! Children learnt about the life cycle of the butterfly and about the human body. Excellent resources and imaginative planning ensured they gained a full understanding of these themes.

Mathematical understanding was good. Children referred to counting and shape. Adults often asked them mathematical questions during routine activities, such as which animal food box weighed more, or how many children were on the climbing frame. The older children had regular mathematics lessons where they considered the number two, for example. However, children rarely solved problems or used mathematical notation.

Technological understanding was excellent and above curriculum expectations. Children had many opportunities to use a wide range of tools and instruments, such as sharp knives, magnifying glasses, binoculars and paintbrushes. They made vegetable prints and depicted the passage of food through the duodenum. Children independently self-selected magnifying glasses to study insects preserved in perspex. They used measuring cups when baking and had access to a wealth of construction materials.

RESPECT	Evaluation
Self: Children develop a positive sense of who they are and an understanding of their rights and responsibilities.	Excellent
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.	Excellent
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.	Satisfactory

Children's sense of self was excellent because they showed independence and were aware of the needs of others beyond what would be expected for their age. They sat at tables for snack and lunch, feeding themselves with cutlery and clearing things away afterwards. Children understood the nursery's approach to restorative justice and actively followed the procedures, such as 'gentle hands' and apologising when they had upset somebody.

Children’s understanding of how their role and roles of others affected the community was good. There were very strong relationships between children and adults, which were warm and nurturing. Children were able to take turns and share fairly and were aware of the needs of their friends. Children engaged in role play as doctors and patients in the hospital and held tea parties. They considered families less fortunate than themselves when bringing in boxes of food during Harvest Festival.

Children’s understanding of how to act responsibly in the preservation of their natural world was excellent and above international standards. They took part in recycling activities after snack time and shared any left-overs with the animals. They knew what conditions butterflies needed to thrive in the garden and fed the fish and the ducks. They helped to water the lawn and the garden. The children were actively involved in the care of the horse and the goat on the nursery farm and collected the eggs. A child spontaneously took a wheelbarrow and filled it with dead leaves to compost later.

Children’s cultural experiences were good, in line with curriculum expectations. They learned about native Caymanian trees and shrubs that were labelled in the nursery gardens. Their classes were named after native creatures, including iguanas, stingrays and turtles. Their class libraries contained Caribbean and Caymanian stories, such as about ‘Georgie the Stingray’. The Caymanian flag flew from the nursery ship outside. Children danced to the rhythms of Caribbean music and made local recipes.

Children’s awareness of and respect for their own and other religions was satisfactory. They said grace before snack and lunch and sang Christian songs. They celebrated Christmas and Easter and the major festivals of other religions, such as Diwali. However, the profile of religion in the school was not as high as it could have been. For example, children rarely participated in daily devotions.

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

Children’s verbal and symbolic communication was good and in line with curriculum expectations. Staff were highly skilled at modelling rich vocabulary, which children picked up quickly. Children enjoyed sharing stories and taking an active part in rhymes and games. They engaged in meaningful conversations with adults, when diagnosing their ailments in the hospital role-play area, for example. Children role played falling off a bicycle and breaking their arm. While there were some opportunities for mark making for older children, there was not enough emphasis on emerging writing.

Children’s listening skills were excellent because adults encouraged them to listen carefully across a wide variety of routines, including story-telling, snack and lunchtimes and when playing games together. On nature walks, children listened to the sounds around them. In Spanish lessons, children listened for the correct pronunciation and were able to name the parts of the body. They responded very well to what they heard, for example when representing the ‘e’ sound during a phonics lesson.

Children’s creative expression was excellent as they had so many opportunities to take part in artistic activities. These included making collages, painting pictures, observational drawing and vegetable prints. They learned about artists such as Van Gogh and replicated features of their style. Almost all children loved dancing to music, singing songs and playing percussion instruments such as bells in ways beyond their years. Children used a range of media including clay, sewing, weaving and painting.

Children’s appreciation of literacy was excellent and above international standards because they were constantly exposed to books and the written word. They had nooks in the classrooms where they could snuggle up with a good book and were often to be found in the pavilion reading to one another. Children knew how to hold books properly and were active participants in story-telling. Libraries included many books linked to children’s topics, such as the life cycle of the butterfly, and the human body. Signs around the classrooms labelled common objects and reinforced the vocabulary of the topics.

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

The way almost all children made safe and healthy decisions as they learned about their bodies was excellent. They ate healthy snacks and lunches and drank water instead of juice because adults shared information about healthy eating each day. Children were involved in making nutritious snacks. They grew vegetables in the garden to feed themselves and the animals. Children had plenty of exercise outside, and were free to take a nap after lunch if they wanted to. Regular water play meant they had fun and could get messy while learning at the same time.

Children's emotional development was excellent because almost all children learned to manage their emotions very well. Even the youngest children soon adapted to classroom routines and showed resilience and perseverance. Adults skilfully made use of songs to promote desired behaviours such as saying 'please' and 'thank you'. Children had plenty of choice to select the materials they wanted so that they could express their individuality. They interacted very well with their friends, taking turns and sharing resources. Children would often push one another on the tyre swings.

Children's social skills were excellent. In the sometimes busy outdoor areas, children were careful not to get in one another's way and to play safely. Almost all children shared and took turns because adults' expectations were that they played together harmoniously, for example when sharing magnetic fishing rods during water play. They made very good use of the role-play areas and often made up their own games, their imaginations fired by the stimulating learning environments. They co-operated together when carrying the muddy water from the mud kitchen to help water the plants.

Children's aptitude for reflection was good and in line with curriculum expectations. Adults constantly asked their opinions and invited the children to make choices about the materials they would use for art work, or the songs they would like to sing. For example, a child asked for 'The Wheels on the Bus' during a music lesson and everybody loved doing the actions together. Children felt very secure around adults and would confide in them. This was because of the nursery's warm, nurturing environment. However, children did not have so many opportunities to reflect on the learning they had just undertaken.

Teaching, learning and assessment

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

Teaching was excellent. The majority of lessons seen were excellent and all were at least good. Teachers' excellent subject knowledge and understanding of how young children learn were reflected in the rich learning environment and high-quality planning. Teachers knew children's strengths and weaknesses very well. There were good plans for supporting children with special educational needs. All activities were designed to stimulate and challenge children, especially in the areas of exploration, communication and well-being. For example, the older children were absorbed in making 'mud soup' as part of their water play. They cut up a variety of vegetables themselves and the adults encouraged them to smell and comment upon spices such as cinnamon and nutmeg before the children liberally added them to the soup. Teachers made highly effective use of resources. The sequence of activities fired children's imaginations and motivated them to learn. They were confident with classroom routines. While teaching strategies for the needs of individual children were good, they could have been even more specifically targeted, especially for children with special educational needs.

Learning was excellent. Children were highly engaged in their learning. They found things out for themselves using a range of technological equipment. They made connections with the real world through the farm and the gardens. They worked spontaneously in pairs and groups, learning to co-operate and take turns. Children improved their critical thinking and problem solving in movement and science, especially. For example, they considered what has to happen to food before it can be digested properly. Children reflected on their learning, for example during water play, when they considered whether the rocks sank or not. Critical thinking skills and problem solving in mathematics were not as strongly developed as they were in science.

Assessment was good. Adults knew the individual children and their strengths and weaknesses very well. They kept excellent photographic records of children's achievements, sending home a weekly newsletter that contained a cross-section of them. They held weekly evaluation meetings to ensure that they knew how well children were doing, reflecting on the impact of topic work in particular. Teachers undertook formal assessments of children's achievement at least once per year. Nonetheless, some records were less systematic, especially those to show the progress of children with special educational needs. The formal assessment points were irregular and

needed to be standardised. Leaders did not align their assessment practices sufficiently to the four areas of the early years' framework: exploration, respect, communication and well-being.

Curriculum

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

The curriculum was excellent. The four focus areas of the early years' framework were imaginatively integrated in the daily provision. The curriculum provided planned opportunities for the physical, social, emotional and intellectual development of the children. Curriculum planning was organised around themes which supported continuity and progression in the children's learning. In addition, cross-curricular themes were deliberately integrated in the four focus areas of the early years' framework and supported children's learning in meaningful and authentic contexts. The children learned about the life cycle of the butterfly and the digestive system through rich, enquiry-based experiences. The well-designed outdoor space effectively supported the development of children's gross motor skills as well as their environmental awareness, imagination and investigative and exploratory skills.

The rationale of the curriculum strongly reflected the vision of school leaders to provide a highly stimulating learning environment, which promoted children's independence and choice. In addition, the children participated in fundraisers to support the work of the Cayman Down's Syndrome Support Committee and cancer walks. The older children took part in a beach clean-up and visited Pedro Castle, a local historical site, to promote their environmental awareness and cultural understanding. Children would benefit from more fine motor skill opportunities in the outside area.

Safety and support

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

The health and safety of the children were good. All requirements for the health and safety of the children were met, including rigorous hand washing after feeding the animals. The nursery site was secure and the environment was safe, with animal enclosures that were well maintained. Leaders ensured that all fire, first aid, child protection and environmental safety standards were in place, including fire extinguishers, fire drills and the way the curriculum taught the children to be safe. Healthy living and eating were integral to daily life at the nursery. All the ministry of agriculture reports stated that all animals were well cared for. Nonetheless, leaders had yet to develop suitable methods of record keeping that captured the health and safety work of the nursery. For example, risk assessments for trips and maintenance logs had not been completed.

Support and guidance for the children were good. Relationships between all staff and children were warm and affirming. Attendance was monitored daily. Leaders' procedures for identifying children who may have special educational needs were effective and involved parents. Teachers gathered a range of evidence to identify children's needs and liaised well with external agencies. Teachers had good information on strategies to support some children that included clear targets. However, leaders' systems for tracking academic progress were not linked closely enough to the early years' framework. As a result, leaders did not know if children were achieving in line with expectations, especially in mathematics. Teachers' progress monitoring of children with special educational needs was not effective in demonstrating the impact of their planning. Consequently, these children could make better progress.

Leadership and management

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

Leadership was excellent. The Principal's passion for the nursery was very strong. Her clear vision for an excellent child-centred curriculum was embraced by the whole school community. The Principal and the centre manager complemented each other very well. The Principal brought creative flair and inspiration, while the centre manager brought organisational rigour and efficiency. There was a common approach across all the classes with consistently very strong teaching. There was a shared understanding of how young children learn among all staff. The appraisal of staff was particularly strong and ensured that the very high quality of the provision was maintained over time. The centre had an excellent capacity to improve and build on its many successes. Leaders had plans to grow the nursery's middle leaders by giving members of staff some responsibility across all classes, such as in leading mathematics.

Self-evaluation and improvement planning were good. Staff had started to use the early years' framework as the measure against which to assess their self-evaluation procedures. Leaders' knowledge of the school was accurate. They knew the key strengths and areas to improve. The school development plan had achievable goals. However, there was a tendency for self-evaluation to focus too much on describing the provision, rather than assessing its impact. Some of the timescales for getting things done were rather relaxed and could have been implemented more quickly.

Links with parents and the community were good. The nursery featured in a UNICEF publication for its strength in engaging parents. Parents who returned surveys and who spoke to the lead inspector were very positive about the Centre and their children's experiences. Links with parents on a day-to-day basis were very strong. The weekly newsletter gave a good photographic record of what children were doing. Nonetheless, some parents said they would like more individual information about the progress of their children and the next steps for helping them at home.

Staffing and the learning environment were excellent. Staff were deployed extremely well according to their individual strengths. The premises were used highly effectively to make the most of learning both inside and outdoors. The retention levels of staff were high because they enjoyed working at the nursery. There was an extensive range of high quality resources used well to promote children's independence. However, children did not make so much use of electronic educational aids, particularly in learning about mathematics.

Survey results

Ninety parents and 15 staff completed the on-line survey. The results from the survey are detailed in Appendices One and Two to this report.

Parents of children from all year groups completed the on-line survey in advance of the inspection. All parents felt that their children were making good progress in literacy and communication. Most thought that their children were making good progress in mathematical and scientific understanding. All parents judged the quality of teaching to be at least good. They all agreed that their children enjoyed coming to the nursery. All believed that their children had a wide range of play opportunities and took turns and shared fairly. Almost all believed there were regular visits and visitors. All parents believed that their children were safe and that the nursery was fair to them. Almost all parents felt that staff dealt with poor behaviour well and all believed that the nursery was well led. Almost all felt the nursery responded to their concerns. A majority felt children with special educational needs were well supported. Most parents felt that they were regularly involved with the nursery. They all had a high regard for the quality of education that the nursery provided their children. Fifty-five parents offered comments within the survey and these were overwhelmingly positive. A few parents wanted more information about how well their children were doing.

Fifteen members of the teaching staff completed the survey. Most had worked at the Centre for three years or more. All believed the nursery to be safe and caring. All felt that the nursery promoted a healthy lifestyle and served nutritional food. All staff believed behaviour was good. All staff stated that the children were taught conflict resolution and all believed that they dealt well with poor behaviour. Almost all agreed that they were involved in school self-evaluation or improvement plans. All felt that parental involvement was good. All judged that parent-teacher meetings were well attended and almost all said they received support with training. Almost all said that support for children with special educational needs was good. All staff believed the nursery had enough resources and that the quality of provision was at least good. All staff believed the school to be well led. Twelve members of the teaching staff commented within the surveys, and had only positive things to say about their experience of working at the nursery and the way it was run.

What happens next?

As the Centre is judged to be providing overall an excellent 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	30%	27
More than one year but less than three years	63%	57
More than three years	7%	6
	Answered	90
	Skipped	0

What is your nationality?**22%**

Caymanian

78%

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	76%	68
Agree	24%	22
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	90
	Skipped	0

My child is making good progress in mathematical understanding.

Response	Percentage	Count
Strongly Agree	58%	52
Agree	30%	27
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	10
	Answered	90
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	52%	47
Agree	31%	28
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	17%	15
	Answered	90
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	94%	84
Agree	2%	2
Disagree	2%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	Answered	89
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	83%	74
Agree	17%	15
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	89
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	72%	64
Agree	17%	15
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	10
	Answered	89
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	88%	78
Agree	12%	11
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	89
	Skipped	1

My child enjoys coming to the Early Years Centre.

Response	Percentage	Count
Strongly Agree	91%	81
Agree	9%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	89
	Skipped	1

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	82%	73
Agree	16%	14
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	2
	Answered	89
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	89%	79
Agree	11%	10
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	89
	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	57%	50
Agree	32%	28
Disagree	3%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	6
	Answered	87
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	84%	74
Agree	16%	14
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	88
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	73%	65
Agree	25%	22
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	Answered	89
	Skipped	1

My child is treated fairly at the Early Years Centre.

Response	Percentage	Count
Strongly Agree	83%	74
Agree	17%	15
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	89
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	70%	62
Agree	24%	21
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	6
	Answered	89
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	47%	42
Agree	10%	9
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	42%	37
	Answered	89
	Skipped	1

The Early Years Centre is well led.

Response	Percentage	Count
Strongly Agree	84%	75
Agree	16%	14
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	89
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	54%	48
Agree	22%	20
Disagree	6%	5
Strongly Disagree	2%	2
I am unsure or unable to answer the question	16%	14
	Answered	89
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	78%	69
Agree	17%	15
Disagree	6%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	89
	Skipped	1

The Early Years Centre responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	70%	62
Agree	22%	19
Disagree	2%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	5
	Answered	88
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	71%	63
Agree	20%	18
Disagree	8%	7
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	Answered	89
	Skipped	1

Parent meetings are helpful and they are held regularly.

Response	Percentage	Count
Strongly Agree	54%	48
Agree	28%	25
Disagree	8%	7
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	9
	Answered	89
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	48%	43
Agree	29%	26
Disagree	6%	5
Strongly Disagree	1%	1
I am unsure or unable to answer the question	16%	14
	Answered	89
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	56%	50
Agree	31%	28
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	12%	11
	Answered	89
	Skipped	1

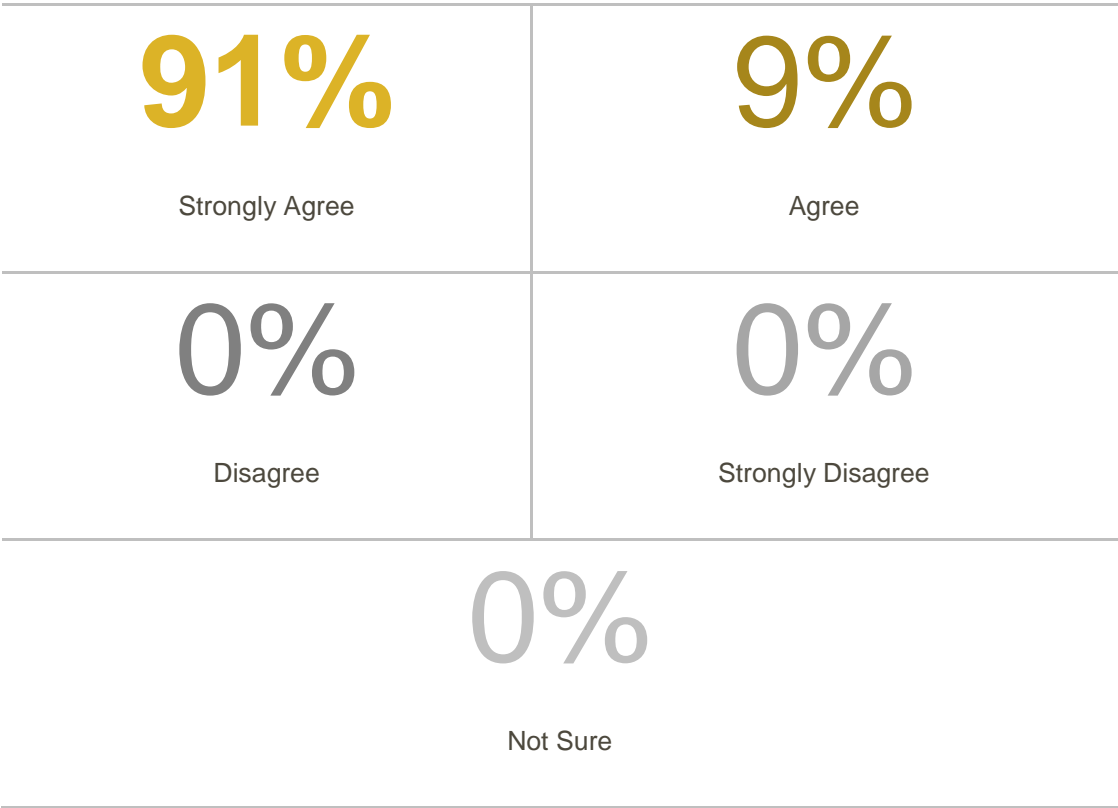
The Early Years Centre has appropriately qualified and suitably skilled staff.

Response	Percentage	Count
Strongly Agree	83%	74
Agree	16%	14
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	89
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	83%	74
Agree	17%	15
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	89
	Skipped	1

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

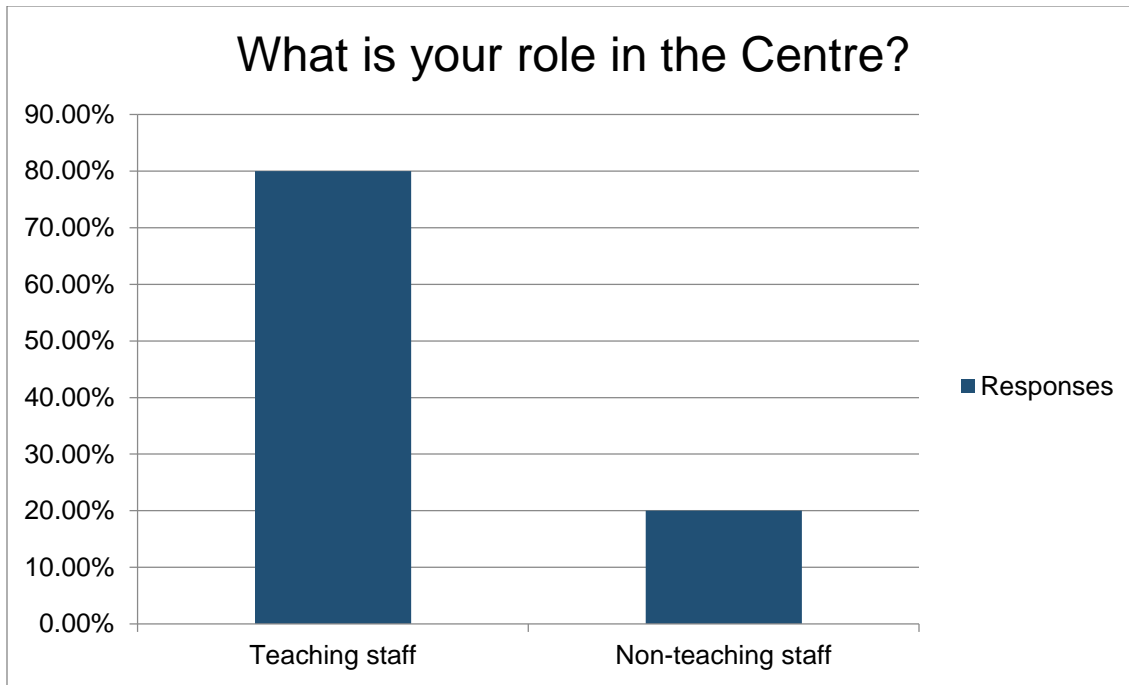


Response	Count
Answered	89
Skipped	1

Appendix 2

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	7%	1
More than one year but less than three years	40%	6
Three years or more	53%	8
	Answered	15
	Skipped	0

What is your nationality?

27%

Caymanian

73%

Non-Caymanian

The behaviour of most children in the Centre is good.

Response	Percentage	Count
Strongly Agree	73%	11
Agree	27%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	93%	14
Agree	7%	1
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	0

There are good assessment systems in the Centre.

Response	Percentage	Count
Strongly Agree	43%	6
Agree	57%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	14
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	100%	15
Agree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	93%	14
Agree	7%	1
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	0

The Centre helps children to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	87%	13
Agree	13%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	0

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	80%	12
Agree	20%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	0

Children are treated fairly at this Centre.

Response	Percentage	Count
Strongly Agree	87%	13
Agree	13%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	0

The Centre deals effectively with incidents of poor behaviour.

Response	Percentage	Count
Strongly Agree	93%	14
Agree	7%	1
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	67%	10
Agree	27%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	1
	Answered	15
	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	87%	13
Agree	7%	1
Disagree	7%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	0

The Early Years Centre is well led.

Response	Percentage	Count
Strongly Agree	87%	13
Agree	13%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	80%	12
Agree	13%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	1
	Answered	15
	Skipped	0

The Centre effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	80%	12
Agree	13%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	1
	Answered	15
	Skipped	0

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	100%	14
Agree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	14
	Skipped	1

Parents are effectively involved in the work of the Centre.

Response	Percentage	Count
Strongly Agree	60%	9
Agree	40%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	0

The Centre enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	57%	8
Agree	43%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	14
	Skipped	1

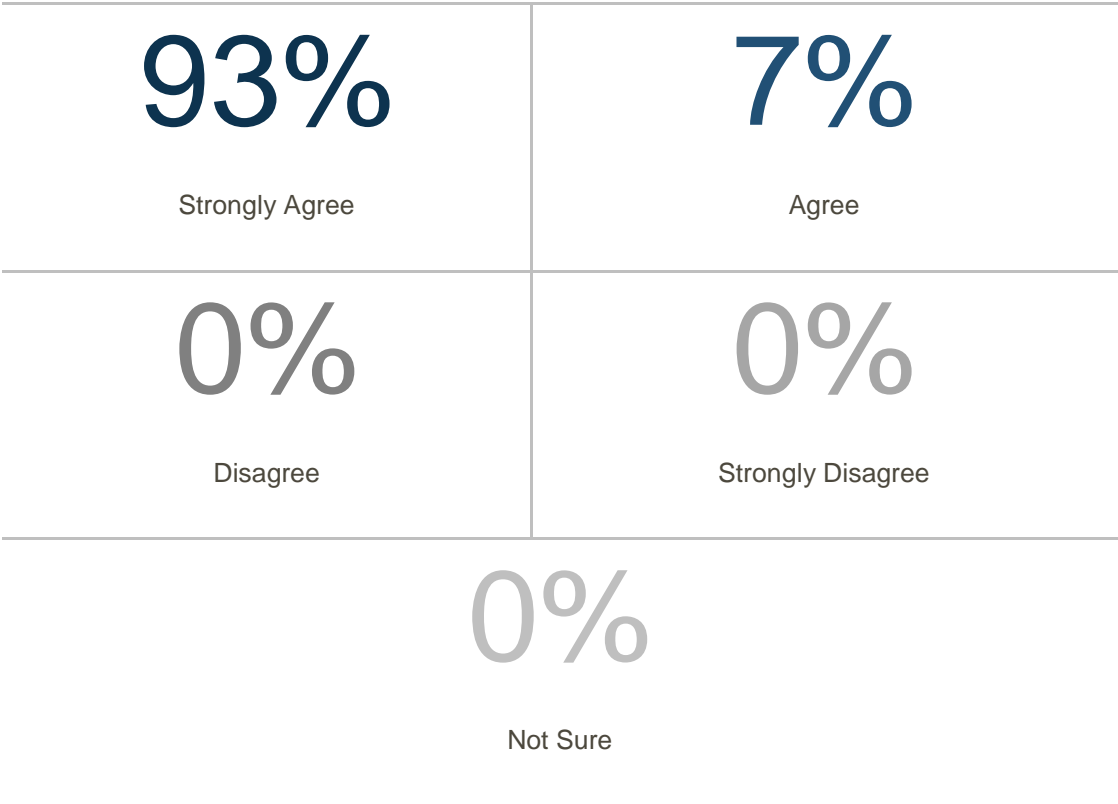
The Centre has adequate, appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	93%	13
Agree	7%	1
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	14
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	87%	13
Agree	13%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	0

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



Response	Count
Answered	15
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

