



CAYMAN ISLANDS GOVERNMENT

EARLY CHILDHOOD CARE AND EDUCATION INSPECTION REPORT

PRECIOUS GEMS PRESCHOOL

OFFICE OF EDUCATION STANDARDS
DECEMBER 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 centre

Name of ECCE centre	Precious Gems
Address	369 Walkers Road, Grand Cayman
Telephone	345-929-9313
E-mail address	preciousgems369@yahoo.com
ECCE centre website	Not applicable
Name of manager	Ms. Victoria Nelson
Name of owner (If different from manager)	Ms. Asha Singh
Centre's hours of operation	7am to 5.30pm
Number of children on roll	60
Number of teaching staff	11
Number of support staff	1
Date of last inspection	June 2013

Age range of children

Age Range	Number of boys	Number of girls	Total
0 – 12 months	4	4	8
12 -18 months	1	3	4
18 - 36 months	18	18	36
36- 48 months	7	5	12
Total	30	30	60

The context of the centre

Precious Gems Preschool is located on Walkers Road, George Town, Grand Cayman. The preschool opened in 2010 and is owned by Ms Asha Singh. The preschool is managed by a director who has been in post for the last three years.

The preschool's opening hours are from 7am to 5.30pm, with after-care from 3.30pm onwards. There are currently 60 children on roll. There are five classes which are organised as follow:

- Infants: 4 months to 18 months.
- Toddlers: 18 months to 27 months.
- Pre-Kindergarten: 27 months to 36 months.
- Kindergarten1: 36 months to 48 months.
- Kindergarten2: 48 months to 5 years

The preschool aims to provide a caring, friendly and Christian ethos for children and faculty. In addition, the preschool seeks to provide a learning environment which enables all children to develop all the necessary skills that will prepare them for their next school placement. The preschool promotes inclusive practice and there are currently six children with special educational needs on the school roll. Their needs are primarily speech and language related and all receive support from the Department of Education Early Intervention Programme.

Key strengths

Inspectors identified the following key strengths in the school:

- The welcoming ethos ensured that the children were happy and well-adjusted in their learning environment.
- The staff were warm and nurturing in their interactions with the children and were attentive to their needs.
- The planned opportunities to promote the children's cultural and religious awareness were notable features of the preschool's provision.
- The use of music to enhance children's creative and imaginative experiences was also a positive feature of the preschool's programme.

Recommendations

To improve the quality of education offered at Precious Gems Preschool, the Director and staff should:

- Review and improve the programmes for well-being and communication to facilitate children's progress particularly in the Kindergarten classes;
- Review assessment practices across the centre to ensure that assessment information is comprehensive and is used effectively to inform the children's next steps in learning;
- Enhance the quality of teaching and learning by providing professional development for staff in the area of positive behaviour management.
- Amend the structure of the typical day to maximise children's practical hands-on learning time;
- Address the health and safety issues identified in this report, and;
- Improve leadership through the introduction of more rigorous and accurate self-evaluation arrangements and comprehensive record keeping systems.

Summary

Overall Evaluation - Weak

Overall, the performance of Precious Gems Preschool was judged to be weak. This was because children's achievement and progress in key areas of the curriculum, including elements of communication and well-being, assessment, aspects of health and safety, leadership, self-evaluation and improvement planning and staffing and the learning environment were judged as weak.

The preschool received satisfactory judgements for:

- Children's achievement and progress in aspects of exploration and respect;
- Curriculum;
- Support and guidance and;
- Links with parents and the community.

The preschool received good judgements for:

- Children's achievement and progress in culture and religion.

Achievement

EXPLORATION	Evaluation
Movement: Children develop their fine and gross motor skills through independent and guided opportunities.	Satisfactory
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.	Satisfactory
Mathematical: Children manipulate materials and explore concepts relating to number, shape, space, measurement, time and classification through independent and guided opportunities.	Satisfactory
Technological: Children experiment with tools, materials and equipment through independent and guided opportunities.	Satisfactory

The programme to promote children’s movement was satisfactory. All children participated in a range of independent and guided activities both indoors and outdoors to promote their fine and gross motor skills. For instance, children participated in obstacle course activities which required them to complete a series of actions in a particular sequence. Most of the older children safely navigated a variety of play equipment including climbing frames, slides, rock climbing apparatus and a jungle gym dome. The infants crawled through tunnels and staff had creatively designed a hoop made of plastic plumbing pipe so infants could ‘dunk’ balls. This successfully promoted their hand-eye coordination. In lessons and schemes of work there was evidence of planned opportunities to promote children’s fine motor skills. These included opportunities to draw, paint, cut, colour, paste and tear. In other activities, children manipulated play dough, pipettes and paint brushes. Nonetheless, there was scope for a better balance between teacher directed and child-initiated activities.

Children’s ability to use their senses to explore and understand their world was satisfactory. Almost all demonstrated acceptable practice such as washing hands regularly and most were learning to pack away resources after play. Observed lessons as well as teachers’ schemes of work, indicated that children participated in various activities that supported sensory awareness. For example, during devotion and circle time activities, most children demonstrated high levels of enjoyment while playing with a range of musical instruments. Similarly, the infants played with

toys that lit up, made sounds or vibrated and used resources that crinkled or were soft to the touch. These activities successfully supported the children's tactile, visual and aural experiences. In addition, the older children interacted with various manipulative resources to promote their sensory experiences. For example, they used their fingers and paint brushes to paint and used pipettes to squeeze food colouring on shaving cream to investigate how clouds make rain. Outdoors, children used sand, scoops and buckets in a variety of open-ended play experiences. Although children participated in a range of multi-sensory experiences, staff were not always skillful in supporting the children's development of descriptive vocabulary during these activities through purposeful questioning and meaningful conversations.

The children's early mathematical understanding was satisfactory. Staff ably supported children's early mathematical understanding through a range of concrete experiences. Although some children required additional practice to master early mathematical concepts, the majority were developing skills in counting and could count in sequence. In a Pre-Kindergarten class the teacher skillfully supported children to make association between numeral and quantity using a beading activity with cheerios and number boards. In the Toddlers class, the children were learning about spatial awareness through stacking and building blocks activities. Many of the older children manipulated counters to make sets of six objects and were able to explain how many more objects were needed to complete a set. Similarly, in a Kindergarten lesson, children used comparative language such as 'taller' and 'bigger' while comparing cardboard cut outs of umbrella sticks to strips of Lego. In some lessons, teachers used resources effectively to make activities exciting and to support children to make practical connections with their learning. For example, in a Kindergarten 2 class, the students used a raindrop measuring chart to measure and record their height and that of their peers and demonstrated understanding that higher numbers reflected larger quantities. However, most activities were teacher directed. There was scope for more child-initiated activities, so children could explore mathematical ideas through trial and error in order to find solutions.

The children's scientific understanding was satisfactory. Most staff planned imaginative experiences that successfully promoted the children's exploration and investigation of their natural world. However, in the main, this was done through guided activities. Some of the Pre-Kindergarten children were able to observe vegetables that they had planted and could explain that plants needed water, air and sunlight to grow. Additionally, children were learning about the weather cycle and had participated in a range of practical activities that promoted their skills in observation and measurement. Staff ably supported children to investigate the process of rainfall in age appropriate ways as they conducted experiments using pipettes, shaving cream, food colouring and water to replicate rainfall. There was scope to provide children with further opportunities for independent exploration through rich inquiry based experiences and for children to apply reflective thinking about why things happen.

The children's technological skills were satisfactory. Children were able to experiment with simple tools and materials through guided opportunities. Most used a variety of media such as paint, play dough, brushes, scissors and glue to create paintings and collages. A majority were able to manipulate simple equipment like zippers and buttons which supported the development of their fine motor skills. Others were able to thread small building blocks which promoted their visual tracking and hand-eye coordination skills. The youngest children had access to toys that emitted sounds or lit up and were developing their early investigative skills through cause and

effect opportunities as they were learning which buttons when pushed generated a response. The acquisition of a smart board also provided additional opportunities for children to learn in different ways such as watching videos about the weather. There was scope, however, to improve children’s ability to independently investigate various tools and equipment through ready access to activity centres.

RESPECT	Evaluation
Self: Children develop a positive sense of who they are and an understanding of their rights and responsibilities.	Satisfactory
Others: Children understand how their role and the roles of others impact the community.	Satisfactory
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

Overall, children’s sense of self and their understanding of rights and responsibilities were satisfactory. Most children were developing age-appropriate understanding of who they are and an understanding of their own rights and responsibilities. The display of children’s pictures across the centre served to affirm the children and celebrated them as unique individuals. While most were developing an age-appropriate understanding of the limits and boundaries of acceptable behaviour, a significant minority required support in managing their behaviour. However, a majority were able to manage their personal needs such as feeding themselves and washing hands independently.

Children’s understanding of others, including community helpers was satisfactory. Most children responded with care and empathy to the needs of others. In the Toddlers class for example, children showed affection and concern through acts of kindness to their peers. A majority were developing the ability to take turns and to share fairly when interacting with others, but the older children, in particular, were not always willing to share and sometimes snatched toys from their peers. The children had participated in activities that promoted their sense of responsibility and care for others. For example, they had participated in a food drive to support hurricane victims and had raised funds to assist with the medical expenses of a community member. Visits to places such as the supermarket and the dentist allowed children to interact with people within their local community. In addition, the children had participated in activities such as career day and had benefitted from visits by resource persons such as police officers and nurses. As a

consequence, most were developing satisfactory awareness of community helpers and the roles they play in the local community.

Children’s environmental understanding was satisfactory. There were opportunities for children to develop practices to reuse and recycle and staff were adept at repurposing materials to create learning resources. Most children were developing age-appropriate understanding of how the environment provides for them and had planted seeds and watched them grow. Field trips to places such as the Botanical Gardens, Atlantis Submarine and Rankine’s Farm promoted children’s understanding of different environments. However, staff did not always capitalise on opportunities for incidental learning to promote children’s environmental awareness. For example, children used the water from an outdoor activity to water their plants but that opportunity to discuss the importance of reusing water was missed. There was also scope to engage children in stories and factual texts that illustrated their local environment and environments around the world.

Children’s cultural understanding was good. There were planned opportunities throughout the school year to support children to make connections with their family and the wider world. Lessons about family and family trees promoted children’s understanding of their own heritage and citizenship. During circle time and devotion activities children sang the national song and almost all stood respectfully with their hands at their sides. Majority knew the words of the national song and sang with gusto. Furthermore, across the centre there were several displays of symbols that depicted Caymanian heritage and most teachers incorporated these symbols in class discussions and activities. As a consequence, most children were developing an awareness of and appreciation for their own culture and the culture of others. Toddlers were learning positional language in both Spanish and English. Many children participated in the annual Heroes Day celebration in the community.

Children’s awareness of Christian religion was good. Throughout the school day, there were planned opportunities for children to purposefully engage in religious practices such as shared prayer and bible stories and the recitation of bible verse. All children participated enthusiastically in the singing of Christian choruses during devotions and some played drums, shakers and tambourines. Music and movement were distinctive features of class devotions. The children also participated in religious celebrations such as an annual Christmas concert. There was scope to further promote children’s awareness of world religion and the meanings of symbols that relate to religious practices.

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

appropriately.	
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.	Weak

Children’s spoken language skills and their early writing competence were judged as weak. Inspectors noted that the children’s confidence, fluency and clarity in speech were under developed. Staff were not sufficiently proactive or skilled in promoting children’s extended responses and opportunities to expand children’s vocabulary were missed. At all stages the children were given a sufficient range of tasks to support mark making and emergent writing skills. These included the use of easels, chalkboards, printing and information technology. The oldest children’s skills in the Kindergarten classes were below age-related expectations because too few were able to write at length and demonstrate age-appropriate accuracy in their letter formation and early spelling.

Children demonstrated satisfactory listening skills. This was because staff encouraged good listening from the toddler and Pre-Kindergarten stages. Staff made use of stories and songs to support class routines and this helped children’s acquisition of key skills. In different whole group contexts, including devotion, story and singing times, for example, most children listened actively and responded appropriately to questions from adults. Their responses reflected a satisfactory level of participation and comprehension. Staff asked questions during such activities but these were not always targeted well or phrased appropriately to encourage children’s critical thinking and reflection.

The programme for children’s creative expression and their skills in this area of the curriculum were noted to be satisfactory. Creative expression was a positive feature of the programme most particularly in the Pre-Kindergarten class. Music, rhymes and movement were used to support transitions in the early phases of the pre-school. In addition, staff provided a suitable range of activities which helped children gain an appreciation of various aspects of creativity. For example, the children used pipettes to recreate the effect of rain in their art work and others used different coloured cards to create their own weather related pictures. Children in Toddler and Pre-Kindergarten classes participated enthusiastically in the group music sessions and were able to use percussion instruments to keep a regular, accurate rhythm. To improve the programme further, staff should provide additional opportunities for children to recreate roles and experiences through drama and story-telling.

Children’s early literacy skills were weak. Children’s phonological awareness was promoted through a focus in different classes upon initial letter sounds but older children’s knowledge and understanding was below age-related expectations because too few demonstrated sufficient skills and accuracy blending sounds and reading key vocabulary. Book areas were a feature of each of the classes and story time was also a regular element of the programme. Children enjoyed books and most handled books correctly. Books were shared in group sessions at all

stages but independent access and choice of texts within the centre activities was more evident in the Pre-Kindergarten and Toddler programme.

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

The programme for health and children’s understanding of well-being were satisfactory. The staff provided, at all stages, class topics and daily lessons which helped children make safe and healthy decisions as they learned about their bodies. For example, a project entitled ‘all about me’ helped the children gain understanding about the importance of exercise and healthy food choices. Most children demonstrated age-appropriate levels of independence. They assisted, in the main, with aspects of class organisation at break and lunch times. Most children enjoyed times when they were given responsibility for their learning and could use the resources provided correctly. There were occasions, however, when staff did not insist upon children demonstrating age-appropriate responsibility for their learning.

Children’s emotional skills were weak. Inspectors observed sessions during which children’s poor behaviour affected the pace and quality of learning for others. A few children did not demonstrate age-appropriate capacity to self-regulate. Despite the efforts of staff, when disagreements arose, a few children did not cope well with their frustrations. In the Kindergarten classes, in particular, staff were often required to manage challenging behaviour and this distracted them from supporting other children during tasks. A notable minority of children did not consistently understand the effect of their behaviour on others and were reluctant to accept guidance.

Children’s social skills were weak and the programme in Kindergarten classes required development to support the children’s acquisition of age-related skills to interact appropriately with others in a variety of contexts. Most of the children in the Toddler and Pre-Kindergarten classes were responsive to teachers’ direction. However, the staff in the Kindergarten classes did not make sufficient reference to the agreed behaviour code to help maintain effective collaboration and positive interactions. In the older classes, a minority of children required adult support and intervention to work peacefully with their peers.

Children’s reflection skills were weak. Children’s reflection skills were under developed because staff did not ensure regular and purposeful reflection on learning and behaviour within the daily programme. When children completed tasks in large or small groups, the staff did not

consistently support the children to reflect on what they had achieved. Similarly, in the context of relationships and social interaction, staff did not encourage the children to express their feelings, or to acknowledge the consequences of their actions on others and to resolve disagreements through discussion.

Teaching, learning and assessment

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

The quality of teaching was satisfactory. Staff planned their group and centre activities with sufficient attention to the requirements of the curriculum. There was an appropriate focus on play-based and practical learning activities. The typical day was organised with a breadth of tasks but the balance between adult-led, whole group and child initiated learning tasks required review. Relationships were positive at all stages because staff were caring and affirmative. In the Kindergarten classes, inspectors noted that tasks were not always pitched effectively to meet the learning needs of the children. At times, the whole group tasks lasted for too long and children's interest wavered and this led to incidents of poor behaviour. Children's behaviour was not always managed well and this led to a slower pace of learning. Transitions between activities were noted to be inefficient because the children were often required to wait for too long at times.

Learning was satisfactory because the children were enthusiastic and motivated to learn. Most followed the teachers' directions and assisted with aspects of class organisation, as required. When necessary, children collaborated with their peers but, overall, children's skills were under developed and the programme required further enhancement to nurture and foster children's skills in learning and independence. Staff organised the curriculum using topics and projects. This helped children make connections between aspects of their learning. For example, in one creative task, children used different materials to make rain pictures and staff used this opportunity to discuss the properties of liquids and also promoted children's colour recognition.

Assessment practices were weak because the information gathered by staff had insufficient impact upon the curriculum and upon the learning tasks that staff subsequently prepared for children. Staff collected samples of children's work in class portfolios but these were not always dated and there were too few examples included within the assessment files to reflect children's skills across the four areas of the curriculum. The assessment checklists used with the older children focused on a narrow range of skills and did not, for example, make sufficient reference to the children's achievements in aspects of scientific and mathematical understanding. The records kept in the infant class were anecdotal and were not well matched to the relevant sections of the early year's curriculum for the youngest children.

Curriculum

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

The curriculum was judged as satisfactory. Staff had developed long term and medium term plans which reflected common themes as well as seasonal events. The learning objectives in schemes of works were satisfactorily aligned to the four key focus areas in the Cayman Islands Early Years Curriculum. Although there was appropriate emphasis on communication and exploration in the planned and delivered curriculum, inspectors noted that some aspects of well-being and respect were not always successfully promoted in the children's learning experiences. Staff participated in common planning to ensure that there was clear progression in the development of children's knowledge, skills and understanding across the year groups. However, over the course of the inspection, in a few instances, inspectors observed that planned activities were not always well matched to the children's age and stage of development.

Children participated in a range of field trips linked to curricular themes throughout the school year. These included visits to Dolphin's Cove, Turtle Farm, Rankine's Farm, Atlantis Submarine and the Queen Elizabeth II Botanical Gardens. The preschool also practised recycling. These opportunities served to broaden the children's experiences while promoting their cultural and environmental awareness. Furthermore, there were planned visits to the preschool by resource persons in the community such as doctors, dentists, firemen, and police officers who shared their skills and experiences with the children.

There were satisfactory arrangements with receiving primary schools to support the children's transition to the next stage of their learning. However, arrangements to support those children with special educational needs were not as well developed. In addition, the school's timetabling arrangements required review to reduce the wait time between activities and to maximise the time available for teaching and learning opportunities.

Safety and support

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

There were a number of important weaknesses in the arrangements for health and safety. Overall, inspectors found that record-keeping was not sufficiently comprehensive or well-organised to help ensure a systematic and reliable approach to health and safety matters. For example, fire drill records were in place but these were incomplete for the last academic year, suggesting irregularity in practice. There were staff on site without police clearance certification and a number of the team members lacked up-to-date first aid and child protection training. There were no records of sanitisation schedules kept on site. In addition, staff did not undertake sufficiently robust risk assessments which would help ensure the safety of children on visits or trips. In the infant area, the cots were too close together and did not therefore meet Education Council guidance to help prevent spread of infection. Arrangements for the collection of children during the school day required review. The physical constraints of the premises also presented some health and safety risks and restricted the delivery of the curriculum. The space in the infant area and outside play area was limited. Staff attempted to provide a breadth of learning activities but, at times, the space available restricted the appropriateness of the tasks provided.

There were satisfactory arrangements for support and guidance. Staff enjoyed positive relationships with the children and knew their social and emotional needs well. They were vigilant and showed respect in the way in which they communicated with the children of all ages. The Director and staff recorded attendance each day but assessment records to check the children's progress in the four areas of learning required improvement. Children with special educational needs attended Precious Gems and a few benefited from external support from the Department of Education Early Intervention specialist professionals. Communication between the pre-school, external agencies and parents required further development to ensure consistency in the implementation of appropriate support strategies. The pre-school had not yet established an effective approach to managing complex behavioural needs and staff required further training and support to best meet the needs of a few children on roll. Mid-year and end of year reports accurately outlined the children's strengths and areas for development and, where necessary, next steps in learning were clearly communicated. Transition arrangements from pre-school to primary required improvement, particularly in the context of support for children with additional learning needs.

Leadership and management

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

Leadership was weak. Although collegiate relations were evident among staff and the Director had devolved responsibilities to some members of staff, inspectors observed that there was insufficient focus on standards. As a consequence, systems and procedures to ensure accurate self-evaluation and regular record keeping were under developed. Job descriptions were in place and performance management was conducted annually. Notwithstanding, professional development to support staff to manage children with challenging behaviours was not identified for priority action, despite the preschool's own assessment of children's behaviour as weak. To promote quality outcomes across the preschool, school leaders should improve the rigour of monitoring and evaluation of the work of the preschool and ensure that areas for development are addressed in a timely manner.

Self-evaluation and improvement planning was judged as weak. Arrangements for self-evaluation were neither systematic nor comprehensive. The preschool had recently completed a self-evaluation and although staff contributed, there was no input from parents to inform priorities or areas for development. In addition, the school had not made satisfactory progress in addressing all of the recommendations from the previous inspection report.

Links with parents and the community were judged as satisfactory. There were established procedures in place for communicating with parents and these included e-mails, 'What's App' messaging groups, telephone calls and monthly newsletters. However, clear policies and procedures were not in place regarding circumstances under which children may be excluded. A 'Back to School' meeting was held in the first term to advise parents of the preschool's policies and practice, and a Parents' Teachers executive had been recently established. There was scope for more regular parents meetings to involve parents in the work of the school. Reporting on children's progress was regular and comprehensive and parent conferences were held twice annually. Parents supported the work of the school through attendance at the annual sports day, culture day and 'Snuggle up and read nights'. Of note, the parents of children in a Kindergarten class had donated a smart board to the school which enhanced the quality of the children's learning experiences.

Staffing and the learning environment were judged as weak. The teaching staff were appropriately qualified and staff retention was high. Children across the preschool had access

to a satisfactory range of appropriate learning resources including technological resources. The recent addition of a smart board in the Kindergarten class successfully promoted children's learning in multimodal ways. Although there were adequate resources for learning, the design and layout of the building restricted opportunities for child-initiated activities, As a consequence, children's choice and autonomy in learning were not always successfully promoted across the preschool. In addition, the room housing the infants did not provide sufficient crawl space for the number of infants in the programme. The school leaders had made improvements to the outdoor play areas and there was a suitable range of play equipment including climbing frames, slides, swings and riding toys available to promote children's gross motor skills development. Notwithstanding, the unencumbered space available on the outdoor play area did not provide children with much room to run, skip, hop or jump freely. As a consequence of the challenges associated with the building design and the availability of space, at times, the quality of children's learning was impeded and curriculum options were restricted.

Survey results

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

Thirty-nine parents completed the on-line survey in advance of the inspection. A majority of the parents had children attending the preschool for two years or longer. A majority agreed that their children were making good progress in all aspects of early literacy and mathematical understanding. Additionally, a majority stated that their children were making good progress in their early scientific understanding. All parents agreed that the preschool was effective in developing their children's personal and social skills, and that their children were safe and cared for. Almost all agreed that the preschool helped their children choose a healthy lifestyle. Almost all agreed that the preschool was well led, but only a minority agreed that the school enjoyed good links with the wider community. Almost all agreed that the school had appropriately qualified and suitably skilled staff and there were good quality resources to support their children's learning. Most parents agreed that communication was effective and that they received regular and informative reports on their children's progress. In their comments a few parents expressed satisfaction with the overall quality of the preschool's educational provisions. However, some parents expressed concerns regarding the learning environment, staff training in child protection and the skills of staff in behaviour management.

Nine staff completed the survey. More than half had worked at the preschool for three years or more. Most agreed that the children's behaviour was good and all agreed that the preschool provided a safe and caring environment. All agreed that there were good assessment systems in place to monitor children's progress. All agreed that the preschool provided good support to children with special educational needs. All judged the preschool to be well led and all agreed that it provided a good quality of education. All agreed that they were involved in the process of self-evaluation and improvement planning. All stated that parents were actively involved in the work of the preschool and that parent-teacher meetings were well attended and helpful. A majority agreed that the preschool had established good links with the community. In the survey section of the survey, staff commented on the safe and nurturing environment provided by the preschool.

What happens next?

As the Office of Education Standards has judged the overall performance of Precious Gems Preschool to be **weak**, there will be a follow-through inspection of the preschool within six months of the publication of this report. The preschool will continue to be inspected on a regular basis until all aspects of performance are judged to be at least satisfactory.

Office of Education Standards | Parent Survey 2019

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

Response	Percentage	Count
Less than one year	48.72%	19
More than one year but less than three years	35.90%	14
More than three years	15.38%	6
	Answered	39
	Skipped	0

What is your nationality?

46%

Caymanian

54%

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	56.41%	22
Agree	38.46%	15
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.13%	2
	Answered	39
	Skipped	0

My child is making good progress in mathematical understanding.

Response	Percentage	Count
Strongly Agree	28.21%	11
Agree	46.15%	18
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	25.64%	10
	Answered	39
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	28.21%	11
Agree	43.59%	17
Disagree	2.56%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	25.64%	10
	Answered	39
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	61.54%	24
Agree	38.46%	15
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	39
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	43.59%	17
Agree	48.72%	19
Disagree	2.56%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.13%	2
	Answered	39
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	41.03%	16
Agree	38.46%	15
Disagree	2.56%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	17.95%	7
	Answered	39
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	51.28%	20
Agree	48.72%	19
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	39
	Skipped	0

My child enjoys coming to the Early Years Centre.

Response	Percentage	Count
Strongly Agree	69.23%	27
Agree	28.21%	11
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	2.56%	1
	Answered	39
	Skipped	0

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	61.54%	24
Agree	33.33%	13
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.13%	2
	Answered	39
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	61.54%	24
Agree	25.64%	10
Disagree	5.13%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	7.69%	3
	Answered	39
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	20.51%	8
Agree	41.03%	16
Disagree	5.13%	2
Strongly Disagree	2.56%	1
I am unsure or unable to answer the question	30.77%	12
	Answered	39
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	56.41%	22
Agree	43.59%	17
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	39
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	51.28%	20
Agree	43.59%	17
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.13%	2
	Answered	39
	Skipped	0

My child is treated fairly at the Early Years Centre.

Response	Percentage	Count
Strongly Agree	56.41%	22
Agree	43.59%	17
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	39
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	35.90%	14
Agree	53.85%	21
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	10.26%	4
	Answered	39
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	38.46%	15
Agree	20.51%	8
Disagree	5.13%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	35.90%	14
	Answered	39
	Skipped	0

The Early Years Centre is well led.

Response	Percentage	Count
Strongly Agree	43.59%	17
Agree	48.72%	19
Disagree	5.13%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	2.56%	1
	Answered	39
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	46.15%	18
Agree	43.59%	17
Disagree	2.56%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	7.69%	3
	Answered	39
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	53.85%	21
Agree	38.46%	15
Disagree	5.13%	2
Strongly Disagree	2.56%	1
I am unsure or unable to answer the question	0.00%	0
	Answered	39
	Skipped	0

The Early Years Centre responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	56.41%	22
Agree	41.03%	16
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	2.56%	1
	Answered	39
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	51.28%	20
Agree	30.77%	12
Disagree	10.26%	4
Strongly Disagree	5.13%	2
I am unsure or unable to answer the question	2.56%	1
	Answered	39
	Skipped	0

Parent meetings are helpful and they are held regularly.

Response	Percentage	Count
Strongly Agree	35.90%	14
Agree	48.72%	19
Disagree	7.69%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	7.69%	3
	Answered	39
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	39.47%	15
Agree	57.89%	22
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	2.63%	1
	Answered	38
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	28.21%	11
Agree	41.03%	16
Disagree	7.69%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	23.08%	9
	Answered	39
	Skipped	0

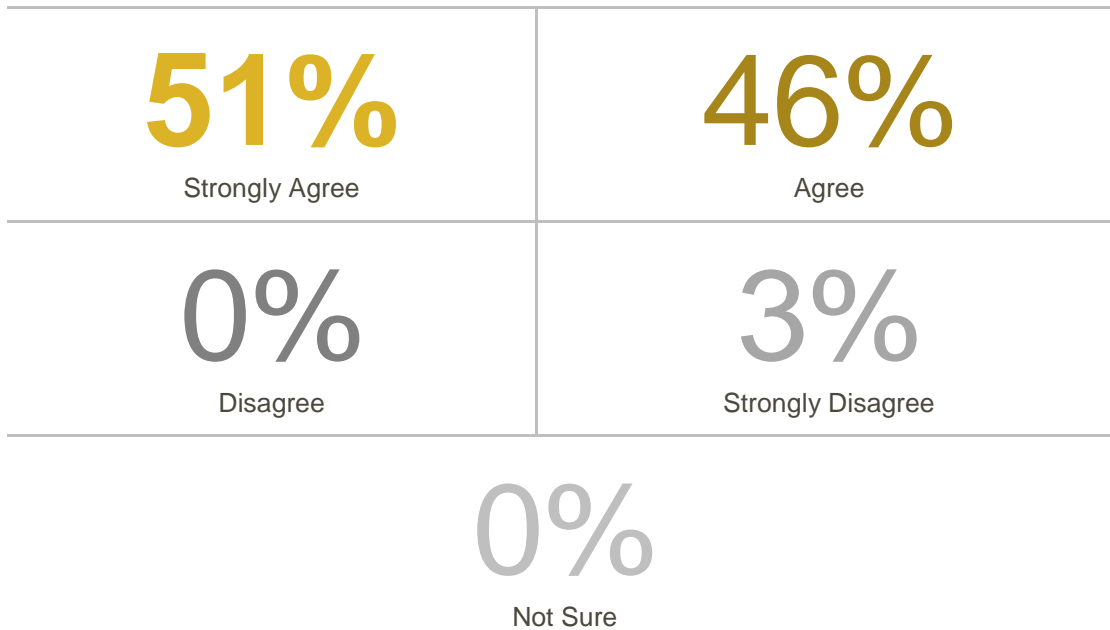
The Early Years Centre has appropriately qualified and suitably skilled staff.

Response	Percentage	Count
Strongly Agree	46.15%	18
Agree	46.15%	18
Disagree	2.56%	1
Strongly Disagree	2.56%	1
I am unsure or unable to answer the question	2.56%	1
	Answered	39
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	41.03%	16
Agree	51.28%	20
Disagree	2.56%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.13%	2
	Answered	39
	Skipped	0

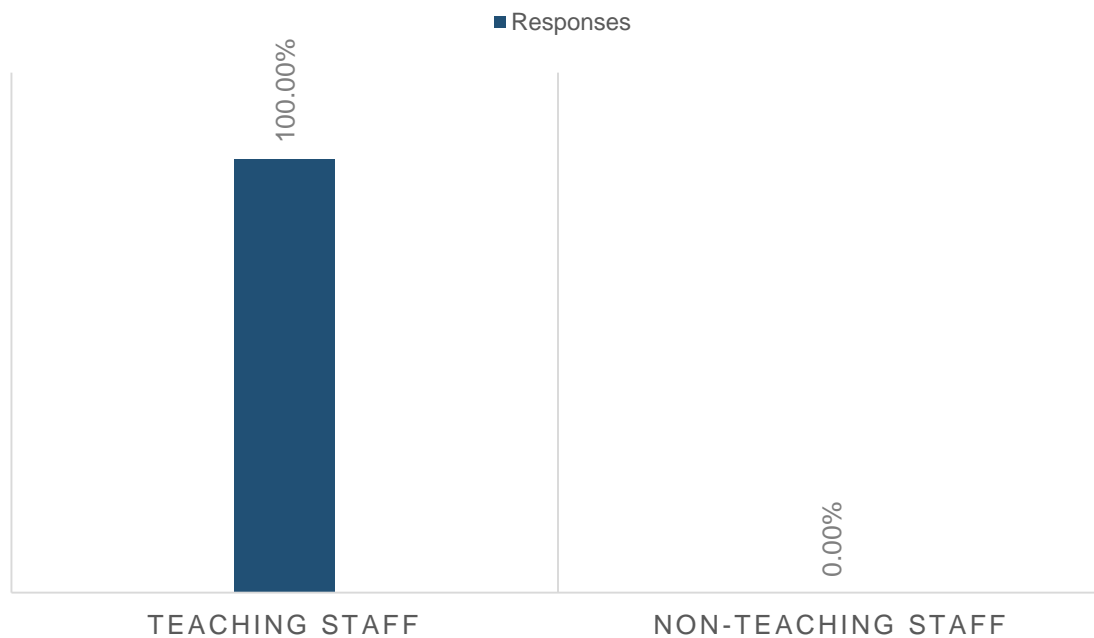
Overall, I am satisfied with the quality of education provided at the Centre.



Response	Count
Answered	39
Skipped	0

Office of Education Standards | Staff Survey 2019

What is your role in the Centre?



How long have you worked at this Centre?

Response	Percentage	Count
One year or less	33.33%	3
More than one year but less than three years	11.11%	1
Three years or more	55.56%	5
	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	11.11%	1
Agree	77.78%	7
Disagree	11.11%	1
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	44.44%	4
Agree	44.44%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	11.11%	1
	Answered	9
	Skipped	0

There are good assessment systems in the Centre.

Response	Percentage	Count
Strongly Agree	11.11%	1
Agree	88.89%	8
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	33.33%	3
Agree	66.67%	6
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	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 helps children to choose a healthy life style.

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

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	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 deals effectively with incidents of poor behaviour.

Response	Percentage	Count
Strongly Agree	44.44%	4
Agree	44.44%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	11.11%	1
	Answered	9
	Skipped	0

The Centre provides good support to students with special educational 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

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

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 Early Years Centre is well led.

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

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

Response	Percentage	Count
Strongly Agree	33.33%	3
Agree	66.67%	6
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	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

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	11.11%	1
Agree	88.89%	8
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	0.00%	0
Agree	100.00%	9
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	0.00%	0
Agree	77.78%	7
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	22.22%	2
	Answered	9
	Skipped	0

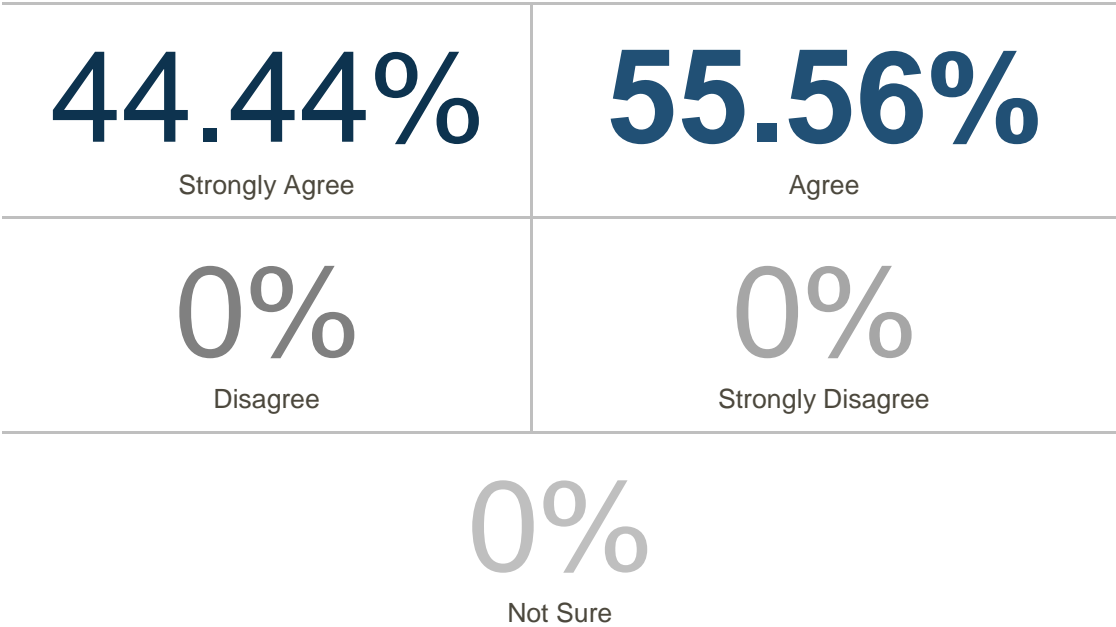
The Centre has adequate, appropriately qualified and suitably skilled teachers and staff.

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

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

Response	Percentage	Count
Strongly Agree	0.00%	0
Agree	88.89%	8
Disagree	11.11%	1
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

