

# EARLY YEARS INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS  
CAYMAN ISLANDS GOVERNMENT

April 2021



**Tiny Tots Academy**

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## INTRODUCTION

# INSPECTIONS OF EARLY YEARS CENTRES IN THE CAYMAN ISLANDS

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

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

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





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



# INTRODUCTION

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

The four levels are defined as follows:

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

## Consistency in quantitative terminology








Inspectors use quantitative terms in reports, as follows:

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









# SCHOOL INFORMATION

## General information

	<b>Centre name</b>	Tiny Tots Academy
	<b>Address</b>	109 Hinds Way, George Town, Grand Cayman
	<b>Telephone number</b>	1-345-623-8687
	<b>Website</b>	<a href="https://www.tinytotsacademy.ky">https://www.tinytotsacademy.ky</a>
	<b>Name of the principal</b>	Ms. Jenna Hydes
	<b>Date of this inspection</b>	April 7 to 9, 2021
	<b>Date of the last inspection</b>	February 25 to 26, 2019





## Students

	<b>Number of children on roll</b>	132
	<b>Age range of the children</b>	6 weeks to 5 years
	<b>Grades or year groups</b>	As above
	<b>Number of Caymanian students</b>	83
	<b>Number of students with special educational needs</b>	5
	<b>Largest nationality group of students</b>	Caymanian






# SCHOOL INFORMATION



## Staff

	<b>Number of teachers</b>	8
	<b>Number of teaching assistants</b>	12
	<b>Adult to child ratio</b>	1 to 6
	<b>Teacher turnover</b>	10%

## Curriculum

	<b>Main curriculum</b>	Cayman Islands Early Years Curriculum
	<b>External tests and assessments</b>	None
	<b>Accreditation</b>	None





## School inspection overall performance history

<b>Cycle 1 Inspection</b>		 Satisfactory
<b>Cycle 2 Inspection</b>		 Satisfactory



## SUMMARY




**Performance Standards 1 & 2.** Helping our students to achieve in **key areas of their learning;**  
Promoting our students' **personal** and **social development**

Quality Indicator	Early Years Current Judgement	Change in judgement since last inspection
Exploration	 Satisfactory	▶
Respect	 Satisfactory	▶
Communication	 Satisfactory	▶
Well-Being	 Satisfactory	▶



# SUMMARY

## Performance Standard 3. Ensuring effective **teaching** to support our students' learning

Quality Indicator	Early Years Current Judgement	Change in judgement since last inspection
3.1 Teaching	 Satisfactory	▶
3.2 Learning	 Satisfactory	▶
3.3 Assessment	 Satisfactory	▶









## SUMMARY

**Performance Standard 4.** Offering a **curriculum** that meets the educational needs of all of our students

Quality Indicator	Early Years Current Judgement	Change in Judgement since last inspection
4 Curriculum	 Satisfactory	





**Performance Standard 5.** Keeping our students **safe** and always **supported**

Quality Indicator	Early Years Current Judgement	Change in Judgement since last inspection
5.1 Health and safety	 Good	
5.2 Support and guidance	 Satisfactory	



## SUMMARY

### Performance Standard 6. Leading and managing our school and developing our links with the community we serve

Quality Indicator	Early Years Current Judgement	Change in Judgement since last inspection
6.1 Leadership	 Satisfactory	▶
6.2 Self-evaluation and planning ahead	 Weak	▼
6.3 Links with parents and the community	 Good	▶
6.4 Staffing and the learning environment	 Satisfactory	▶



## KEY STRENGTHS AND RECOMMENDATIONS

### What the centre does well

- The well-resourced outdoor play areas provided children with a variety of opportunities for movement which supported the development of their gross and fine motor skills.
- Robust health and safety protocols and practices ensured that children were safe and learnt in a clean and suitable environment.
- The centre had established links with parents and the wider community which positively impacted children's learning.

### Recommendations

- Improve the quality of teachers' questioning and interactions to promote children's problem solving and prediction skills and deepen their learning.
- Ensure that all children have more regular opportunities to reflect upon their learning experiences and emotions.
- Develop a comprehensive centre improvement plan which is based upon accurate self-evaluation and aligned to the Office of Education Standards' Successful Schools and Achieving Students 2 Framework. These should be evaluated regularly to guide the improvement of the centre.
- Further improve assessment practices by ensuring consistency in anecdotal records and aligning the learning portfolios and progress reports to the Cayman Islands Early Years Curriculum Framework.

### What has improved since the last inspection?

- Children now had access to a wide range of material, toys, equipment and resources which promoted choice and independence in their learning.



## OVERALL PERFORMANCE

### ► Satisfactory

The quality of provision offered by Tiny Tots Academy was judged as satisfactory.

Children's achievement in most aspects of exploration, respect, communication and well-being were judged as satisfactory. There were strengths in children's movement, technological, literacy, respect for culture and health outcomes.

Teaching was satisfactory because teachers knew their children well and catered to their varying needs. Learning was satisfactory, as almost all children displayed a willingness to actively participate in learning experiences. Assessment was judged as satisfactory. The centre provided parents with termly progress reports, but these required closer alignment with the Cayman Islands Early Years Curriculum Framework. Curriculum was satisfactory as it was broad and balanced, however; curriculum planning documents required improved organisation to better promote continuity and progression in children's learning.





Health and safety arrangements were judged as good. The premises were well maintained and there were policies and procedures in place to ensure the safety and well-being of children and staff. Healthy living was also integrated across the centre. Support and guidance were judged as satisfactory and the centre had a designated Special Education Needs Coordinator.

Leadership was judged as satisfactory. All staff were aware of their roles and responsibilities and a few staff were given leadership roles. Links with parents and the community were judged as good. The centre had established relevant links with individuals and groups and these enhanced the children's learning and development. Staffing and the learning environment were judged as satisfactory.

Self-evaluation and improvement planning were judged as weak.



# ACHIEVEMENT

Quality Indicator	Early Years
Exploration	 Satisfactory
Respect	 Satisfactory
Communication	 Satisfactory
Well-being	 Satisfactory

## Exploration

Exploration was judged as satisfactory. Almost all children showed age-appropriate development of fine and gross motor skills. The range of opportunities, including actions songs and movement activities indoors, supported children’s increased motor coordination. Also, children’s frequent interaction with outdoor resources such as wheeled and push toys, climbing apparatus and swings supported the development of their gross motor skills. Most children were aware of the need for safe movement as they manipulated various resources and played together. Most used their senses to gain an understanding of their world. For example, children in the Beginners group showed great excitement during their buggy ride as they cooed, smiled and babbled in response as their caregiver pointed out and commented on objects in their environment. Most children ably manipulated materials such as play dough, paint, sand, rice and other resources during guided and independent activities. However, there was scope to engage the infants in the Beginner’s group in more regular sensory stimulation opportunities to promote their development. Most children made connections with their natural world and were developing keen observation skills. For example, in the Adventurers group, children shared their understanding of the effects of water on ice when coloured ice cubes were placed in water; and used simple statements to communicate their understanding of changes in matter. In the Scholars group, a majority of children could name objects which were made from wood following their field trip to the local museum and onsite gallery. Most children showed much enjoyment and involvement as they excitedly mixed two primary colours to create another colour. Most children



## ACHIEVEMENT

demonstrated age-appropriate understanding of concepts of numbers and shapes. Opportunities for children to make comparisons and apply skills of measure were few. A notable example, however, occurred in the Adventurers group as children made comparisons between 2D shapes and 3D solids and discussed their properties. In the Scholars group, children used trial and error to obtain solutions for patterns in counting by filling in missing numbers. Children also used a range of technological resources such as paintbrushes, cameras, magnifiers, and scissors throughout the day. However, opportunities for the use of information and communication technology such as tablets were few.

### Respect

Respect was judged as satisfactory. Almost all children managed their personal needs in an age-appropriate manner. Most children demonstrated an understanding of acceptable behaviour, but a few children required further support to do this. Most children responded to others with care and empathy, such as greeting each other warmly in the mornings, and checking on friends who seemed sad or may have been hurt. While most children could take turns and share in age-appropriate ways, few children required better strategies in order to support the development of social skills. Around the centre, there was evidence of reuse of materials, such as baking tins and pans that were used to make a music wall, and children used empty cardboard boxes and cartoons to make sculptures. Efforts to recycle, reuse and reduce, however, needed to be more intentional and included as a natural part of everyday life at the centre. A majority of children demonstrated awareness of the reciprocal care relationship between persons and the environment. For example, children in an Explorers class talked about caring for chickens, and receiving eggs from them for their breakfast. All children participated in cultural activities; deepening their knowledge of Caymanian culture and cultures around the world. This was evident during planned culture days, as well as cultural activities throughout the day. For example, Caymanian Silver Thatch Baskets were used to carry resources, and discussed during a conversation on local art. Classroom displays celebrated the various cultural backgrounds of children. All children prayed at different times throughout the day, and participated enthusiastically during devotion time each day. There was scope, however, to expose children to other religions to promote tolerance and respect for diversity.



# ACHIEVEMENT

## Communication

Communication was judged as satisfactory. Most children demonstrated communication skills relative to their age and stage of development. During the inspection, a majority of the children communicated their thoughts and ideas appropriately as they made requests and posed questions to each other and the staff. A significant minority demonstrated above average communication skills. Children's emergent writing skills were suitably supported by the staff with a range of mark-making opportunities. These included mark making boards, easels, play dough, paper, paints, pencils, and scissors. A majority of the older children wrote with proper letter formation and spacing. There was scope for staff to develop practice to support the older children's literacy and writing skills in meaningful contexts such as having them write shopping lists, menus or greeting cards. Children participated in story telling activities where staff encouraged them to listen actively. There was scope for staff to use children's questions and ideas to enrich and extend stories and learning for all. Most children demonstrated the ability to listen attentively for short periods. Children regularly recited rhymes and participated in action songs. Most enjoyed interacting with others and creating pretend play scenarios. Children enjoyed tactile interactive opportunities to engage with materials. For example, they expressed themselves through art and craft using authentic resources. During the inspection, children celebrated the theme "The Joy of Art" and engaged in a range of painting and sculpture activities. There was scope to improve the range of creative opportunities for children to include music and dance. Most children were beginning to recognise that print carries meaning. Most could identify their names in print, loved to look at books and enjoyed listening to stories. Children in the Scholars class volunteered to read for the Inspector. They read with age-appropriate fluency and expression. Across the centre, comfortable reading nooks with a variety of developmentally appropriate books effectively fostered children's interest in books. However, there was scope for staff to provide more regular opportunities for children to reflect on their experiences and to use language to give and receive information, as well as to develop their higher-order thinking skills.



## ACHIEVEMENT





### Well-Being

Well-Being was judged as satisfactory. All children had opportunities to make healthy choices and to understand the need for good health. Children in an Adventurers class, for example, made frequent comments about the benefits of eating fruit and vegetables and drinking milk. All children demonstrated growing independence, from the Beginners who were learning to feed themselves, to the older children who were able to use the toilet independently, open food containers and feed themselves without assistance. While most children demonstrated a growing capacity to self-regulate and manage their own emotions, a few children required a higher level of support with this. At times, these children caused disruption in lessons. Most children also accepted guidance and redirection, but there were a few children who did not. Teachers then resorted to coaxing the children, but these children required more strategic approaches in order to support their emotional development. Most children were able to apply the codes of behaviour to work cooperatively while playing games, building creations with blocks and in socio-dramatic play. A few teachers structured opportunities for children to reflect on their learning and emotions. In an Explorers class, for example, the children coloured a Blue Iguana. Later, they participated in a reflection session where they talked about the Blue Iguana, watched a short video about the Blue Iguana Conservation Programme, and reflected on the environmental importance of this iguana as well as the history of the Blue Iguana in Cayman. Although reflection had improved since the last inspection, there was the need to ensure that reflection was a regular and integral part of children's learning experience at the centre.





# TEACHING, LEARNING AND ASSESSMENT

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

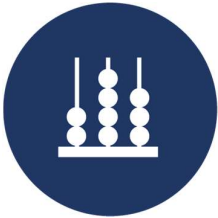
## Teaching



Teaching was satisfactory because teachers knew their children well and were able to cater to their learning needs. Although variable in quality across the groups, there was evidence of consistent planning supported by a suitable range of activities which were designed to facilitate children's active exploration both indoors and out. Also, teachers' use of a thematic focus ensured that appropriate links were made in a majority of activities to support continuity in children's learning. Most teachers used a variety of learning resources to engage children in learning environments which were purposefully planned. For example, centres were well established and resources were accessible for children's free play. In a few instances, however, the over direction by teachers and the under-utilisation of available resources restricted the quality of children's interactions. Additionally, whole groups for scientific experiments hampered children's ability to suitably engage in rich inquiry based learning. Additionally, although teachers regularly used questions to assess children's learning, these were often simple recall and did not always enhance children's descriptive vocabulary or support children's extended thinking skills. Generally, learning environments were orderly and most teachers regularly reinforced behavioural expectations. In a few instances, however, teachers' inability to suitably manage off task behaviours of a few in the group resulted in minor disruptions to learning episodes.



## TEACHING, LEARNING AND ASSESSMENT



### Learning

Learning was satisfactory. Almost all children participated eagerly in learning activities. Most were able to make useful learning links between prior and current learning evidenced by their ability to recall simple information from previous experiences. For example, in a phonics activity at the Scholars group, children recalled simple words with the initial V sound and used them to create simple sentences. In the same activity, children were able to distinguish between vowels and consonants. The use of the “Joy of Art” theme enabled children to make meaningful connections between their learning and the real world. In a guided activity in the Adventurers group, children willingly discussed and made comparisons between statues and life forms and gave simple explanations to highlight differences. In the Explorer group, children participated in a cultural discussion about the use of conch to create various Caymanian dishes. There was scope to improve the quality of teachers’ interactions at the Beginners group to provide appropriate sensory stimulation for infants throughout the day. Additionally, children’s extended thinking skills were limited by the insufficient use of probing questions by teachers to allow children to regularly express their thoughts and ideas during learning. As a consequence, there was scope for the increased use of purposeful questions to support children’s vocabulary and self-expression.



### Assessment

Assessment was satisfactory. Teachers regularly used simple questions, worksheets and observation to assess children’s achievement in a variety of learning experiences throughout the day. Also, the preschool’s assessment practices included on entry assessment observations which were recorded using anecdotal records. Appropriate age and stage developmental checklists were also utilised and detailed children’s developmental milestones. Learning journals were also kept for each child. However, there was variation in the quality of anecdotal records and the organisation of children’s learning portfolios. As a consequence, there was the need for improvement in consistent documentation and organisation of assessment records to track children’s progress in the key focus areas over time. Termly progress reports were in place for each group and parent conferences were used to inform parents of their child’s achievements. There was scope, however, to appropriately link the established learning outcomes on assessment reports with the learning outcomes in the Cayman Islands Early Years Curriculum Framework and to indicate children’s next steps in learning.



# CURRICULUM

## Quality Indicator

## Early Years

4 Curriculum



Satisfactory

### Curriculum

The curriculum was judged as satisfactory. The centre used the Cayman Islands Early Years and Funshine Curricula. The curriculum was broad and balanced, with a variety of themes, activities and opportunities for interaction with the community. The children were exposed to Spanish throughout their day at the centre. Staff engaged in monthly planning meetings and children's learning was organised around themed activities. Teachers had ready access to a suitable range of Funshine resources and activities which supported children's exploratory learning experiences. Provision for the children's learning was informed by staff's use of short-term and medium-term plans. However, teachers currently used multiple curriculum planning documents which did not allow for coherent and sequenced integration of learning across the setting in all early learning goals. There was scope to improve the coherence of curriculum planning documents to better promote continuity and progression in children's learning. Nonetheless, over the course of the inspection, Inspectors observed that the learning environment was well planned to promote children's learning. Additionally, teachers used a suitable range of resources to promote children's sense of curiosity, and imagination. However, activities were not always effectively delivered to ensure all children benefitted from high quality learning experiences. There were regular planned opportunities for children to experience the outdoors, explore natural materials and take trips to places of interest in the local community. For example, in the past, the children had visited the Fire Station, Turtle Centre, a dental practice and the National Gallery. These visits promoted children's awareness, understanding and respect of their community and the natural world. The centre leaders had also established productive links with groups and individuals within the community which impacted positively on the quality of children's learning experiences. There were satisfactory arrangements in place to support children's transition to the next phase of their learning.



# SAFETY AND SUPPORT

## Quality Indicator

## Early Years

5.1 Health and safety



Good

5.2 Support and guidance



Satisfactory



### Health and safety

Health and safety arrangements were judged as good. The building was well maintained, and the premises were clean and secure. Regular sanitisation of the rooms, toys and equipment was conducted, and a sanitisation log was kept and verified by one of the lead teachers. The children were well supervised at all times. Healthy living was systematically built into and promoted in most aspects of the centre. This included the provision for healthy, well balanced meals and snacks which were provided both by the centre and sent from home. There was a Child Protection Policy, which all staff were aware of and understood. There were other policies and procedures which ensured the safety of children and staff while at the centre. These included a Transportation Policy, Illness Policy and Hazard Management Plan. The centre had satisfactory reports from required regulatory agencies, including the Fire Service, Public Health and Department of Environmental Health. The centre also had a fire drill record, however, this showed that the centre had not conducted regular fire drills since November 2020, but had started doing so again in March 2021.









### Support and guidance

Staff knew the children well and were aware of their unique preferences and developmental needs. Good relationships existed among teachers and parents and ensured that there was consistency in the support that children received. Systems were also in place to track children's well-being and progress over time. For example, there was a signing policy for the arrival and pick up of children at the centre. Assessment reports were shared with parents termly to communicate children's achievement. However, the reports were not sufficiently aligned to the Cayman Island Early Years Curriculum and required review. Also, the few children in the population with special education needs benefitted from continuous internal and external support. The designated Special Education Needs Coordinator collaborated with class teachers in the use of appropriate strategies to respond to children's unique learning needs. However, teachers were not always consistent in recording the impact of these strategies on children's learning outcomes. Appropriate transition arrangements were in place for the oldest children. For example, teachers regularly had conversations with parents and children to prepare them for the next phase of their learning. Leaders had established links with schools such as Triple C and The Lighthouse School to facilitate the smooth transition for most children and assessment reports were sent to the receiving schools. There was, however, scope for the establishment of links with other schools to ensure smooth transition for all.

# LEADERSHIP AND MANAGEMENT

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

## Leadership



Leadership was judged as satisfactory. Appropriate systems were in place to ensure the smooth organisation of children’s experiences within the setting. The preschool’s director passed last year and her daughter had taken on the role of centre manager six months ago. Centre leaders were aware of the areas which required improvement but needed to develop a culture of review to determine appropriate priorities for improvement. Job descriptions were developed, as a result, staff had a clear understanding of their roles and responsibilities with regard to educational activities. A few were given leadership responsibilities. There was a strong ethos of teamwork among the staff. Although the centre manager was new to the post, a majority of the staff had worked together for many years. As a result, a consistent approach to the children’s learning and care was evident. Continuous professional development was encouraged. As a consequence, staff participated in training facilitated by the Early Childhood Care and Education Unit. There was, however, the need for a greater focus upon development priorities to improve the quality of children’s learning experiences. Performance appraisals were conducted informally. The centre leaders had recently developed a staff succession planning document but this needed to be broadened to include aspects of performance management. In order to hold staff accountable, and to identify areas for professional development, formal appraisal processes should be developed and documented.



## LEADERSHIP AND MANAGEMENT



### Self-evaluation and improvement planning

Self-evaluation and improvement planning were judged as weak. Centre leaders had not yet undertaken a comprehensive review of the centre's strengths and areas for improvement. Although they had developed a school improvement plan, the evidence gathered was too limited and the plan was not sufficiently aligned to the Successful Schools and Achieving Students 2 Framework. Additionally, there was insufficient monitoring of the quality of the teaching and learning. There was scope for the centre leaders to utilise the self-evaluation process to a greater extent in leading teaching and learning. The centre had not yet satisfactorily addressed the recommendations in the previous inspection report. Consequently, leaders should place increased focus upon developing a shared understanding of effective practice and play an instrumental role in bringing about systematic improvements in areas such as teaching, curriculum planning and assessment.



### Links with parents and the community

Links with parents and the community were judged as good. Parents were engaged in a range of activities within the centre and on field trips. For example, parents and other family members had participated in shared reading activities at the centre. Parents reported that there was regular communication via email and WhatsApp groups. There was also opportunity for face to face communication with staff when they delivered and collected their children from the centre daily. Parents of the youngest children were able to communicate with staff about their child's care and daily routine through a daily care log. The centre provided termly progress reports for the parents. However, these reports needed further development and should be linked to the Cayman Islands Early Years Curriculum and include the next steps in the child's learning and development.

The centre enjoyed relevant links with the wider community. The children were taken on regular field trips to places such as the National Gallery and the Turtle Centre. Additionally, resource persons, such as Fire Officers, participated in organised visits to the centre in support of themed activities throughout the year. The centre participated in reading activities with teenagers from a local high school. Members of a community club read for the children regularly. Children at the centre had participated in Christmas Carolling at various businesses and collected donations for charities.



## LEADERSHIP AND MANAGEMENT



### Staffing and the learning environment

Staffing and learning environment were judged as satisfactory. While there was adequate staff as required by the Education Regulations, 2017, a significant minority of the staff required further development to enable them to support children in deeper levels of conversation and questioning which would enhance the children's extended thinking. There was a collegial working relationship amongst the staff.

The premises were well maintained and sanitised regularly. The centre was well resourced, both indoors and out. The centre had a number of outdoor areas equipped for different aged children and for different purposes. For example, one of the fenced areas contained a music wall of repurposed pans, a black board for writing, reading area and an area where the centre's pets were housed. Children were also able to do art and sensory play in that area and there was a wooden structure which was furnished with resources according to themed activities. Children had regular access to toys and resources which they used independently and in cooperative play.





## SURVEY RESULTS

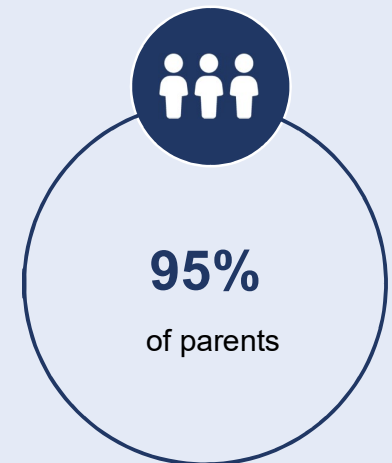
Before the inspection, the views of parents and staff were surveyed. The numbers of participants that completed the survey were as follows:

Parents	120	Staff	36
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### Parents

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

Almost all parents were satisfied with the quality of education provided at the centre. Most parents agreed their child was making good progress in early literacy skills. A majority of parents believed their child was making good progress in their early mathematical understanding. Only a significant minority agreed that their child was making good progress in science. Most parents did, however, feel that their child was making good progress in their learning. Most parents indicated most children at the centre were well behaved. Most felt that their child was developing a good sense of responsibility as a member of the wider community and were developing good environmental understanding. Almost all parents agreed that the quality of teaching was good, that their child enjoyed most lessons and that their child was inspired to learn. A majority of parents believed that there was a good range of extra-curricular activities. All parents felt that their child was safe and cared for at the centre. Almost all parents agreed that the centre helped their child choose a healthy lifestyle and that their child was treated fairly at the centre. A majority of parents expressed that the centre provided good support to children with special education needs. Most parents agreed the centre was well led and that they received timely and effective communication from the centre. Most parents indicated that they received regular and informative reports and that parent teacher meetings were helpful and held regularly. Almost all parents believed that the centre provided good quality resources for their child’s learning.



**Strongly Agree and Agree**

**3%**

**increase** since the last inspection



## SURVEY RESULTS

### Staff

#### Survey: “This school provides a good quality of education.”

Most staff agreed that the behaviour of most children in the centre was good. Almost all staff indicated that most children were developing awareness of their responsibility as members of the wider community and that they showed a good environmental understanding. All staff felt that assessment systems in the centre were good. Most staff believed that children could join a good range of extra-curricular activities. Almost all staff agreed that the centre regularly informed the children of their next steps in learning. All staff felt that the centre was a safe and caring environment for all members of the centre. Similarly, all staff agreed that the centre helped children to choose a healthy life style. All staff believed that children were treated fairly at the centre and that the centre dealt effectively with incidents of bullying. Most staff felt that the centre was well led. All staff agreed that the centre provided good support to children with special educational needs. All staff expressed that they were involved in the process of the centre’s self-evaluation and improvement planning. All staff also indicated that the centre effectively supported their continuing professional development. All staff agreed that parent teacher meetings were well attended and helpful. Almost all staff felt that parents were effectively involved in the work of the centre and that the centre enjoyed good links with the wider community. All staff agreed that the centre has appropriately qualified and suitably skilled teachers and staff and that the centre had sufficient resources of good quality to support their teaching. All staff indicated that, overall, the centre provides a good quality of education.



**Strongly Agree and Agree**

**25%**

**increase** since the last inspection



## WHAT HAPPENS NEXT?

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

This should address:

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

## WHEN WILL THIS SCHOOL BE INSPECTED AGAIN?

As Tiny Tots Academy was judged to be providing a **satisfactory** quality of education, there will be no further inspection until the next cycle which commences in 2023.



## WHO ARE WE AND WHAT DO WE DO?

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

### How to contact us

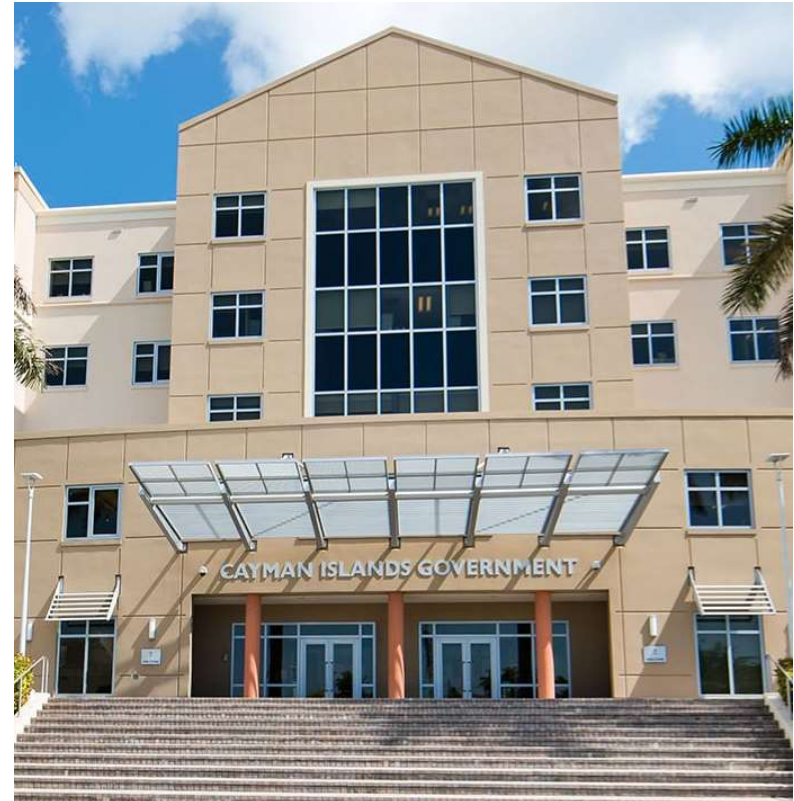
You can contact us using the following e-mail address.

[adminOES@gov.ky](mailto:adminOES@gov.ky)

### Where to read our reports

Our reports are published regularly and are currently available on the Cayman Islands Government website. Please use the following link to read our latest publications.

[www.oes.gov.ky](http://www.oes.gov.ky)





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