

EARLY YEARS INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT

NOVEMBER 2022



NCVO Miss Nadine's Preschool and Jack and Jill Nursery

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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:

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








Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows:




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

SCHOOL INFORMATION

General information





	Name of ECCE centre	Miss Nadine's Preschool and Jack and Jill Nursery
	Address	90A Anthony Dr George Town
	Telephone number	(345) 945-1078
	ECCE centre website	http://www.ncvo.org.ky
	Name of Director	Ms. Delores Thompson
	Name of owner (if different from manager)	National Council of Voluntary Organizations
	Date of this inspection	November 1 - 2, 2022

Students



	Number of students on roll	54
	Age range of the students	6 months to 5 years
	Grades or year groups	As above
	Number of Caymanian students	30
	Number of students with special educational needs	8
	Largest nationality group of students	Caymanian

SCHOOL INFORMATION



Staff

	Number of teachers	3
	Number of teaching assistants	11
	Teacher-student ratio	1:5
	Teacher turnover	Low

Curriculum





	Main curriculum	Rigby Pebble Soup
	External tests and assessments	N/A

School inspection overall performance history

Cycle 1 Inspection	June 2019	 Weak
Cycle 2 Inspection	November 2022	 Satisfactory




PERFORMANCE STANDARDS

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

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

PERFORMANCE STANDARDS

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



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

PERFORMANCE STANDARDS

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





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

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

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

PERFORMANCE STANDARDS

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

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

KEY STRENGTHS AND RECOMMENDATIONS

What the school does well

- Strong relationships prevailed across the school, with staff providing nurturing and responsive care to children.
- The Board was actively involved in the development of the Centre and effective governance arrangements had led to improvements in aspects of the Centre's provision.
- There was a strong emphasis on health and safety and all procedures, policies and practices were in place to help ensure children and staff were safe at the Centre.
- There were regular opportunities to develop children's understanding of religion and appreciation for local culture. Opportunities for creative expression through music, role play and art was also a feature of the Centre.

Recommendations

Further develop assessment practices by:

- Ensuring assessment information provides a complete and coherent profile of children's learning
- Accurately analysing assessment data to ensure staff and parents have a suitable understanding of children's progress, strengths and areas for development
- Ensuring all staff use assessment information to plan lessons and cater appropriately to the learning needs of all children.

Formalise and ensure consistency of systems and procedures, especially teacher observations and Special Educational Needs procedures, to ensure there is greater impact on the quality of teaching and children's progress.

Improve the leadership structure by ensuring there is:

- An effective system of distributed leadership; ensuring appropriate allocation of responsibilities to positively impact continued focus on improving children's standards of achievement.
- An effective instructional leadership structure in place to better support all staff in consistently utilising best practice.

What has improved since the last inspection?

- Assessment practices
- Health and safety had improved. Each class had a high staff to child ratio
- Support and guidance systems were better developed.
- Leadership and self-evaluation.
- Links with parents and the community had improved to good.

OVERALL PERFORMANCE

► Satisfactory





The quality of provision offered by NCVO Miss Nadine's Preschool and Jack and Jill Nursery was judged as satisfactory.

Children's achievement in most aspects of exploration, respect, communication and well-being was judged as satisfactory. Movement, creative expression and respect for culture and religion were particularly strong areas of the children's achievement and were judged as good. There were no areas of children's achievement judged as weak, with mathematical, respect for environment and the verbal and symbolic strands all now being satisfactory.

Teaching was judged as satisfactory as there were clear classroom routines and planning of learning was evident and systematic, though too generic. Learning was also judged as satisfactory as children were enthusiastic about coming to the centre and most participated willingly in play and more formal lessons. Assessment practices had improved since the last inspection and were now judged as satisfactory. Children's progress was tracked using at least two assessment programmes although this system required refinement. The planned curriculum was sufficiently balanced and offered a range of opportunities to enrich children's learning.

Leadership and self-evaluation had improved to satisfactory since the last report. Links with parents and the community was a strength at the centre and had now been judged as good, with regular communication with parents, and community support and involvement enhancing learning opportunities for children. Staffing and the learning environment were judged as satisfactory.

ACHIEVEMENT

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



Exploration

Exploration was satisfactory. The centre was effective in promoting the development of children's gross and fine motor skills. Children were able to safely navigate their environments through a range of independent and guided opportunities. Children confidently played with slides, bikes, scooters and balls. They used chalkboards that supported fine motor skill development and early emergent writing skills. In lessons children used manipulatives and tools like crayons, paint brushes, scissors and magnifying glasses. Children used their senses to describe how the surface of the leaves felt and most children confidently interacted with materials in the sensory centres. Younger children had commentary from adults highlighting, for instance, the wind blowing on their face or the warmth of the sunshine. In general, science was more about the retention of facts rather than the development of scientific skills to acquire new knowledge. Sunflower children were beginning to identify and compare 2D shapes like circles, squares and triangles. Children were counting and simulating shopping using money. Others could count out aloud and subitise, for instance, bugs on a log. Older children could cut the fruit on their plate into smaller and some into half pieces. However, outdoor and centre-based activities rarely connected to mathematical learning and thus progress was limited. Children were able to use several different media and tools. During investigations children used measuring tools like jugs, magnifying glasses and scales. Teaching strategies did not always address the individual needs of children and this limited their self-expression and choice.

ACHIEVEMENT



Respect

Respect was satisfactory. Children were learning to manage their own personal needs; toileting, feeding themselves and signaling their need for rest. Most children were in the emerging stage of developing an age appropriate awareness of how their actions impacted others and understanding the limits and boundaries of acceptable behaviour. Children were able to identify pictures of themselves and their names. While almost all children were able to manage their own behaviour under adult supervision, too many were still unable to do so independently at an age appropriate level for extended periods of time. Most children were able to identify community helpers, and many participated in role plays involving fire services, police and medical professionals. While there were opportunities for recycling at the centre, children were still not inclined to do so automatically. They did, however, reuse material such as toilet paper tubes and plastic bottles in creative and sensory activities. Respect for culture and religion was judged as good. Even the youngest children in the Baby Parrots class interacted with pictures and artefacts of Caymanian culture and heritage. Older children talked about the recent passing of Queen Elizabeth and sang the National Anthem. All children participated in daily devotions. The children had also learned about the celebrations of other religions, such as Diwali.



Communication

Communication was satisfactory. Confident and fluent conversation skills was still emerging for a majority of children as even the older children still were not participating consistently in sustained conversations. Children were using chalk on an outdoor chalkboard, however, spontaneous mark making and the quality of writing was not always a feature of the children's learning. Most children were developing listening skills; to environmental sounds and when adults spoke to them. Active listening was still a developing feature of learning. Creative expression was judged as good because children recreated roles and experiences through role playing. Older children dressed as nurses and doctors and used toy tools such as clipboards, stethoscopes, and syringes. They enjoyed singing along to the classroom routine songs as well as more traditional nursery rhymes and devotion songs. Children made their own music using their wooden name boards as a drum and reacted to the changes in mood music. Infants in the Baby Parrots class made their first finger paintings on paper plates and children in the Sunflowers class made prints using vegetables. All children developed book handling skills and were gaining familiarity with a range of literature. Younger children were developing phonological awareness by listening to environmental sounds, and older children in the Blue Iguana class were developing phonemic awareness through a structured phonics programme.


ACHIEVEMENT



Well-Being

Well-Being was judged as satisfactory. All children were developing a growing independence, with even the youngest children starting to do things such as removing their own shoes and learning to feed themselves. Almost all children were learning to make age-appropriate healthy choices and to recognise and communicate their bodily needs. Children in the Baby Parrots class could communicate when they were hungry and children in the Silver Thatch class sought out adult comfort when they needed this. Older children expressed when they were tired and needed to rest. Because of this, health was judged as good. Self-regulation and independent management of behaviour was still an area for development for a majority, including the older children, who still required adult support to regulate their behaviour. Social well-being was also emerging for a majority, with children still learning how to work together in cooperation and harmony. When provided with adult support, however, children did better in these areas and demonstrated the inclination to make progress. Children utilised the calming area in the classrooms when needed and participated in the daily reflection of their learning.

TEACHING, LEARNING AND ASSESSMENT

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



Teaching

The quality of teaching was satisfactory although inconsistent across the centre. Teachers created a positive environment where children were keen to participate. Teachers provided a wide variety of activities although the centre activities did not always match the main lesson and thus progress was often limited. Teachers planned lessons on 'HiMama' which supported the integration of 'Pebble Soup' and the Cayman Islands Early Years (CIEYC) curriculum objectives although this was difficult to track across all areas and across the year. Hence, centre, and outdoor based activities did not always support early learning goals or milestones as best they could. Clear classroom routines ensured the management of transition between activities was smooth. In more effective lessons teachers' planning did involve well planned centres and thus children continued to make progress. In weaker lessons teachers did not always stick to planning times and centres became less purposeful. Teachers used the wide variety of resources to engage students. The school had an adequate outdoor area that was not always effectively utilised by teachers to enhance and consolidate learning particularly for younger children. Expectations for active listening were not consistently applied by all teachers.

TEACHING, LEARNING AND ASSESSMENT



Learning

Learning was satisfactory because children were enthusiastic about coming to school and were often seen smiling and enjoying their learning. Children were confident when speaking with adults about their ideas and what they knew, however, conversations between children was much less evident. They regularly engaged in self-directed activity and were inquisitive about the world around them, often spontaneously finding interest in a lizard, bird, aircraft or passing fire truck. Children in Silver Thatch and Sunflower classes independently selected resources that developed their gross and fine motor skills. Although information technology was available it was not widely used by children to explore or extend their learning. The curriculum had a focus upon the neighbourhood which supported the links between school and the real world. For instance, children in Blue Iguana class could relate their dressing up and role play to the ambulances behind the centre. In Silver Thatch class a parent construction worker came in for a 'show and tell' and linked safety to personal protective equipment on a building site. Activities did not always provide suitable challenge for the more able children impacting upon their potential progression in learning.



Assessment

Assessment was satisfactory because the early childhood centre had revised its assessment practices as identified in the previous report. Leadership had made connections with other centres to look at how they utilised similar assessment systems. The centre had started to use two online assessment systems, however, there was still no analysis of the collected information. Baseline and summative data were collected against early learning goals although such information did not impact the teaching or adapt the learning to meet the specific needs of individuals. Teachers had a clear understanding of the children's capabilities and verbal feedback supported progress, although this was more limited for both SEN and the more able children. Most teachers used observation, discussion and questioning to evaluate what children had learned prior to moving on. The recording of a child's achievements on 'HiMama' lacked detail linking back to the specific early learning goal and needed to record whether the achievement was emerging or mastered. Older children were beginning to be involved in the assessment of their own learning however this was a developing feature of teacher assessment.

CURRICULUM



Quality Indicator	Early Years
4 Curriculum	 Satisfactory



Curriculum

The quality of the curriculum was satisfactory. The centre followed the Cayman Islands Early Years Curriculum supported by thematic elements of the 'Pebble Soup' curriculum. However, the latter is dated and lacked much found in a modern curriculum like technology. Additional subjects of Art and Music were integrated into the wider curriculum. Leaders had conducted a curriculum review and investigated the option for changing to 'High Scope' but decided not to change this year. There were no significant gaps. A transition policy ensured progressing children would spend time with their new teacher prior to moving up. The policy further ensured that all previous child information remained accessible on the 'HiMama' and 'Tapestry' systems for the new teacher. A new 'Transition to Primary' policy had recently been created and its impact could not be ascertained at this point. Links to the community were reflected in the curriculum for instance the Pines Retirement Home, construction workers and paramedics have all previously visited the school or provided support however, post Covid-19 external visits are only just beginning to get back to normal. The curriculum was thematic and play-based; however, there was insufficient focus upon building and sequencing learning to support children's progress in all early learning goals.

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 were judged as good. The centre had effective arrangements in place to ensure the health, safety and security of all children. There were policies, procedures and drills in place to help ensure the children were as safe as possible in case of an emergency. The property was well maintained and improvements were made over time to make the environment more suitable for the learning needs of the children. The centre was compliant with all requirements of regulatory bodies and the Ministry of Education. Children with special educational needs were supported by private service providers or the Early Intervention Programme which worked in close collaboration with parents and staff. Healthy living was systematically promoted at the centre, with healthy meal and snack options prepared on site, information for parents regarding healthy eating and opportunities for rest and movement throughout the day. Staff capitalised on incidental teaching opportunities to share information on healthy living. For example, in the Stingray class during role play, a teacher took an opportunity to talk about healthy breakfast foods when a child said he had fed his baby cookies for breakfast. Child protection and safeguarding arrangements were in place and staff training was up to date. Parents were informed via the Parent Handbook of reporting requirements. The centre now needed to ensure consistency of established hygienic practices.





SAFETY AND SUPPORT



Support and guidance

Support and guidance were judged as satisfactory. Relationships between staff and children were warm, nurturing and responsive throughout the centre. Although staff recorded information regarding children's achievement using online assessment systems, this was not always effectively commented on to note the child's accomplishments and the information was not yet properly utilised to plan for each child's needs. Parents received reports on their children's progress both formally and informally. These reports now needed to be informed by accurate use of assessment procedures. Attendance was monitored, and if a child was absent without contact from parents, centre staff made contact to check in on the child. Transitions between classes was supported by seamless transfer of information on the shared progress tracker applications and children visiting their new class. The centre admitted children with special educational needs and worked collaboratively with parents and specialist service providers such as the Early Intervention Programme. While Learning Support Plans were completed, the centre now needed to ensure consistent application of goals and strategies in the Plans for the children to better support their progress. The centre had very thorough policies for behaviour guidance and special educational needs support which needed to be consistently applied throughout the centre.

LEADERSHIP AND MANAGEMENT

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



Leadership

Leadership was judged as satisfactory. The Director and Deputy Director were committed to the centre and their individual skills and knowledge complemented each other well to support future improvements. Although there was need for a more structured distributed leadership model, the centre had appointed a lead teacher and a SENCO. All staff showed a strong commitment to the ethos of the school and the staff's support and trust in the leaders were evident in the staff survey responses and conversations during the inspection period. A performance management process was in place, but an effective teacher observation protocol was still in the development phase. Leaders had worked with other early childhood centres and private service providers to gain further information on improvements. The centre was led by the NCVO Board, with two Board members who had an education and social science background being assigned as support and liaison to the Director. They met regularly regarding the needs of the centre and forward planning. These two members were then able to make representation to the Board regarding the centre's needs and plans. The Board also held the Director to account, helping to ensure smooth operation. Parents reported that they received regular communication regarding future plans and developments of the centre.

LEADERSHIP AND MANAGEMENT



Self-evaluation and improvement planning

Self-evaluation and improvement planning were judged as satisfactory. The self-evaluation was based on the Successful Schools and Achieving Students (2) framework and commented on the work of the centre, and included actions for future development. Staff were involved in the development of the document as they each contributed information for the SEF based on the work in their classrooms. The document was descriptive in nature rather than evaluative. There was a teacher observation schedule arranged which was in the process of being strengthened by leaders to ensure greater effectiveness. There were regular and relevant professional development opportunities for staff through the Early Childhood Care and Education Unit and UWI Open Campus, for example. The centre's priorities in the School Improvement Plan had been based on the previous inspection report and included some action items from the SEF. The follow-through report in 2020 found that satisfactory progress had been made regarding the recommendations. The leaders knew the centre well, and were aware of areas for development.



Links with parents and the community

Links with parents and the community were judged as good. There were productive links with parents. Parents reported that they had information from staff to help them better support their children at home. A variety of communication methods were used, including informal conversations, the HiMama application, progress reports and newsletters. Reporting on children's progress was regular and included the next steps in learning. However, future strengthening of assessment practices should ensure better accuracy of the reports.

The centre had active links with external partners. These included businesses, organisations and service providers. These links have impacted the children's learning experiences as they learned about the role of community helpers, for example. Children at the centre also benefitted from collaboration with specialist service providers and businesses who contributed resources and organised activities for them. There were active links with the Pines Retirement Home but this has been paused due to the COVID pandemic. Centre leaders had made links with other early childhood centres in their efforts to make improvements and staff also had opportunities to visit at least one centre to observe the environment and teaching.

LEADERSHIP AND MANAGEMENT



Staffing and the learning environment

Staffing and the learning environment were judged as satisfactory. Retention levels at the centre were very high, with minimal turnover of staff each year, with most staff being at the centre for 5 years or more. Few staff were long term employees and had been at the centre since the 1980s. There was a good ratio of staff with the requisite qualifications deployed appropriately to cater to the needs of the children. A better procedure needed to be developed so that the Lead Teacher could be effective in improving teaching across the centre. Classrooms were well resourced, creating a safe and clean learning environment. Resources were organised within the children's reach and they accessed these independently. The large outdoor play area had a variety of play equipment and resources to promote child development in a play-based learning environment. However, there was scope to consistently utilise the outdoor space for activities such as reading, sensory play and whole school activities. Bathrooms were adequate for the number of children on roll, and toilets and hand washing sinks were child sized. Timetabling arrangements were satisfactory with ample time devoted to a suitable range of activities to promote children's progress in all early learning goals.

SURVEY RESULTS

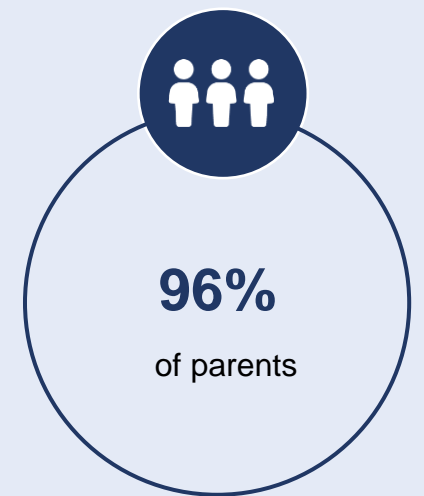
Before the inspection, the views of parents and staff were surveyed. The numbers of participants that completed the survey were as follows:

Parents	28	Staff	14
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Parents

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

Twenty-eight parents completed the online survey in advance of the inspection. Almost all were satisfied with the overall quality of education provided by the Centre. Almost all said their children were making good progress in English and most thought they were making good progress in mathematics but only a majority scientific understanding. All parents thought the centre was effective in developing their child's personal and social skills and that the quality of teaching was good. Almost all indicated their child received a wide range of age-appropriate play opportunities each day and was inspired to learn. However, only a majority of parents agreed that there are regular visits and visitors to the Early Years Centre which enhance the learning. All thought children felt safe in the centre and almost all were treated fairly. Parents were positive about how well the centre dealt with bullying or supported children with special needs, with a majority agreeing. Almost all parents thought the centre was well led, responded to their concerns and most agreed that the centre provided regular and helpful reports. Only a majority said parent-teacher meetings were held regularly and were happy with the level of parental involvement. Almost all were satisfied with the staff's qualifications and Centre resources. Few parents submitted written comments. Almost all comments were positive. Only a majority thought their child was developing a good understanding of the environment and how they can help to protect it.



Strongly Agree and Agree

5%

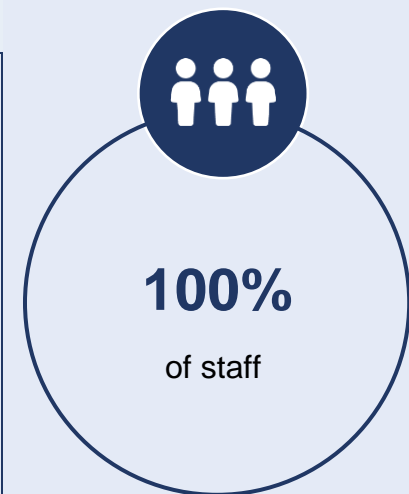
Increase since the last inspection

SURVEY RESULTS

Staff

Survey: This school provides a good quality of education.

Fourteen members of staff responded to the online survey. The survey findings indicated that all staff felt that the educational provision of the preschool was good. In addition, they stated that children behaved well and almost all were supported in developing conflict resolution skills. All agreed that the early childhood centre promoted a positive learning environment and provided good opportunities for children's exploration, choice and independent learning. All felt that assessment practices were good. Similarly, a majority believed that children were developing age-appropriate environmental understanding. All agreed that the centre offered a safe and caring environment, where children are treated fairly. All staff agreed that the preschool promoted healthy lifestyle choices. All stated that the centre dealt effectively with incidents of poor behaviour. All staff believed that children with special educational needs were given good support. All staff agreed that the centre was well led. Almost all shared that they were involved in the self-evaluation and improvement planning processes of the centre. All also stated that they were supported in their continuing professional development. Almost all believed that parents were actively involved in the work of the early childhood centre and parents' meetings were well attended. All agreed that the centre maintained good links with the community. All indicated that there were adequate resources to support their work with children. All stated that the centre had adequate, appropriately qualified and suitably skilled teachers and staff.



Strongly Agree and Agree

11%

Increase since the last inspection

WHAT HAPPENS NEXT?

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

This should address;

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

WHEN WILL THIS SCHOOL BE INSPECTED AGAIN?

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

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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





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